



**Yamhill Carlton School District  
Board of Directors – YCSD Boardroom  
120 N Larch Place, Yamhill, OR 97148**

Thursday, April 12th, 2018

Board Work Session 6:30pm

**AGENDA**

***A. Call to Order Work Session***

**B. Sub-Committee Reports:**

1. Facilities and Transportation (T. Pfeiffer, J. Bibb)
  - A. Facilities Committee Report
  - B. Citizen Oversight Committee Report
  - C. Bond Project Manager Report
  - D. Next Meeting – May 4th @ 7:00am
2. Negotiations (S. FitzGerald, J. Egland)
3. Board Policy (J. Egland, K. Watson) – June 18th
4. Curriculum (S. Fitzgerald, K. Watson) - April 19<sup>th</sup> @ 3:30pm
5. Activities (J. Bibb, T. Pfeiffer)
6. Finance (J. Egland, S. FitzGerald)
7. Communications (S. FitzGerald, J. Egland)

**C. Adjournment**

Items that are ***BOLD ITALICS*** are possible Action Items.

**INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.

**YAMHILL CARLTON SCHOOL DISTRICT  
2016 BOND MEASURE PROJECTS  
PROJECT MANAGER STATUS REPORT  
MARCH, 2018**

## PROJECT MONTHLY STATUS REPORT

**Project:** Yamhill Carlton School District 2016 Bond Measure Projects, District Wide Report

**Completion Date:** Preliminary: September 23, 2018 (Revised)

### 1. Construction Status

#### Yamhill Carlton High School and Intermediate School Sites

- Continued work on underground utilities and site grading.
  - Kerr is currently working on the storm water piping. Work is ongoing with storm completed out to Hemlock and finishing on Camelia
  - All water main piping has been completed south of Camelia. Camelia street piping and City tie in to occur by June 1, 2018.
  - Underground site electrical in select areas was ongoing through March.
  - PGE set new service pole and primary.
  - Installation of new transformer near CTE completed with stadium and batting cage now on permanent power.
  - South parking lot has been final grading and curbing installed and will be ready for pavement by May 5, 2018.
  - Site grading at Camelia and High School Parking area to begin in mid-May.
- Continued work on CTE dome facility through March 2018.
  - Shotcrete was completed on March 9, 2018
  - Under slab utilities, electrical and plumbing is ongoing through most of April.
  - Concrete slab currently scheduled for the first week in May.
- Continued work on Gymnasium through March 2018
  - Dome shell was successfully inflated on February 12, 2018.
  - Interior urethane foam insulation was completed on March 19, 2018
  - Shotcrete will continue through April 2018.
- Offsite water line
  - The City of Yamhill successfully bid the project and is currently preparing to start this work with a scheduled completion of June 1, 2018.
  - Bids came in under the expected costs with approximately \$200k in savings. However, this money will be held in trust until completion of the project.
  - The City has been transparent in the cost of the work and has submitted invoicing for the project as the work progresses.
- Turner continues to work with the District on site logistics and safety. There have been no reported incidents in March 2018.
- The intent through the remainder of April will be to continue with storm water installation, the water main, site electrical and continued work to the interior of the done structures.

#### Yamhill Carlton Elementary School

- Several classrooms continue to experience minor noise level issues with some of the PVHP units. Turner has reached out to the Design Team and Manufacturer and is currently working on a method to isolate latent noise using rubber isolation pads under the units and installing additional insulation inside the cabinets and around the pumps. Once this is completed we will provide another assessment.

### 2. Budget

- There have been no changes to the overall budget status through March 2018. Based on recommendation from the COC to the Board at the March Board Meeting the Gymnasium Building has been postponed until further funding can be arranged with GMP 6a approved using the line of credit funding of this portion of work.
- The project is currently on budget based on the COC and Board approved reductions.

- **3. Status of Design and Permitting**

- All required permits have been issued as of the date of this report.
- OHPD continues to work on the design of approved cost reduction options through March and April.

**4. Schedule Status**

- Although there has been some schedule impacts the overall project continues to be on schedule:
- Turner has provided a construction Master Schedule.
  - Beginning June 20, 2017
    - Begin Construction Mobilization
    - Demolish Existing Buildings
    - Begin Site Work on HS/IS
  - Summer/Fall, 2017
    - Site Work, Site Utilities, Excavation and pads for new Dome Buildings
    - Dome Shells starting fall 2017
    - Elementary School Upgrades
    - Agriculture Building
  - Summer/Fall, 2018
    - Dome Interiors
    - Site Completion
    - High School Upgrades
    - Intermediate School Upgrades

**8. Currently Underway**

- Continued site preparation, grading and infrastructure upgrades at HS/IS Site
- Continued build out of the CTE and Gym dome shells.
- MMC to begin procurement of deferred maintenance subs for this summer's work.
- MMC coordination of the Agriculture facility.
- FF&E coordination and procurements
- Continue VE review options and pricing effort.



**Yamhill Carlton School District  
Board Of Directors  
Yamhill Carlton School District Board Room  
120 N Larch Place, Yamhill, OR 97148**

Thursday, April 12<sup>th</sup>, 2018

Regular Session - 7:00 PM

**AGENDA**

**I. Flag Salute**

**Regular Session**

**II. Call to Order Regular Session- 30 Minutes**

**III. Individuals, Delegations, Recognition, and Communications**

**I. Student Spotlight – YCES 4<sup>th</sup> Grade Leadership**

*Public Comment – The Board welcomes you to its monthly meeting. We ask that you complete an Intent to Speak Form and turn it in to the Board secretary at this time. The Board will receive public comments at this time but will defer issues to the appropriate administrator. During public comment, the board listens but neither discusses, nor responds to questions and concerns. Speakers are limited to three minutes.*

**IV. Review of Agenda**

**V. Regular Session- Consent Agenda**

**1. Approval of Board of Directors Minutes**

**a. OSBA Training February 15<sup>th</sup>, 2018 (Pg 1)**

**b. Work Session & Regular Session March 8<sup>th</sup>, 2018 (Pg 2)**

**c. OSBA Training March 22<sup>nd</sup>, 2018 (Pg 8)**

**2. Donations (Pg 9)**

**3. Surplus (Pg 10)**

**4. HR Report (Pg 11)**

**5. Enrollment Report (Pg 12)**

**VI. Announcements and Reports:— 30 Minutes**

**I. YCES – Lauren Berg (Pg 14)**

**II. YCIS – John Horne (Pg 16)**

**III. YCHS – Greg Neuman (Pg 17)**

**IV. Financial Report and List of Bills for March 2018 Tami Zigler (Action Item) Provided at Meeting**

**V. District Facilities - Brian King (Pg 22)**

**VI. Food Service Report – Shiloh Ficek (Pg 23)**

**VII. Superintendent's Report- Charan Cline (Pg 25)**

**VII. New Business:**

**I. YCHS Student Mental Health Survey Presentation (Pg 26)**

**II. 1<sup>st</sup> Reading of Policies**

**a. Compliance and Reporting on Standards (CM) (Pg 29)**

**b. Staff/Student/Parent Relations (GBH/JECAC) (Pg 30)**

**c. Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (GBK/KGC) (Pg 31)**

**d. Religion and Schools (IGAC) (Pg 33)**

**e. Recognition of Religious Beliefs and Customs (IGAC-AR) (Pg 34)**

**f. Relations with Home-schooled Students (IBDJA) (Pg 36)**

**g. Interscholastic Activities (IGDJ) (Pg 38)**

**h. Student Demonstrations and Petitions (JFI) (Pg 40)**

**III. School Sign Request (Possible Action Item) (Pg 41)**

**IV. Board Self Evaluation (Action Item) (Pg 44)**

**V. Upcoming Dates:**

**a. Budget Meetings – May 7<sup>th</sup>, 14<sup>th</sup> and 21<sup>st</sup> (if necessary)**

**b. Graduation – June 10<sup>th</sup>**

**c. OSBA Final Training – June 18<sup>th</sup>**



**Yamhill Carlton School District  
Board Of Directors  
Yamhill Carlton School District Board Room  
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**VIII. Board of Directors Comments**

**IX. Executive Session per ORS 192.660(2) (e) Real Property Transactions with possible action in Open Session**

**X. Executive Session per ORS 192.660(2) (i) Performance Evaluations of Public Officers and Employees with no action anticipated in Open Session**

***Adjournment***

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session.

**INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.

*YAMHILL CARLTON SCHOOL DISTRICT NO. 1*

**BOARD OF DIRECTORS**

Yamhill Carlton School District Board Room  
120 N. Larch Place, Yamhill, OR 97148

Thursday, February 15, 2018

Work Session- 5:30 PM

**MINUTES**

Board Members: Jami Egland, Tim Pfeiffer, Jack Bibb and Ken Watson. Susan FitzGerald absent by prior arrangement.

Also Present: DO/Administration Staff: Superintendent Charan Cline, and Board Secretary Michelle Rettke

- I. Call to Order Work Session—5:30pm by Board Chair
- II. OSBA – Renee Sessler, OSBA Trainer – Facilitated Discussion
  - A. How to address & prepare for enrollment decline?
  - B. Long Term budget thinking/impact.
  - C. Grade Level and Admin Structure
  - D. Building structure
  - E. Go for another bond in 2021?
  - F. Housing projections for Yamhill & Carlton – Have study done.

With no further discussion, the meeting adjourned at 8:10 pm.

Minutes by: Michelle Rettke, Board Secretary

**YAMHILL CARLTON SCHOOL DISTRICT NO.1**

**BOARD OF DIRECTORS**

Yamhill Carlton School District Board Room  
120 N Larch Place, Yamhill, OR 97148

Thursday, March 8th, 2018

Work Session – 6:30 PM

**MINUTES**

Board Members: Jami Egland, Tim Pfeiffer, Susan FitzGerald, Jack Bibb and Ken Watson

DO/Administration Staff: Superintendent Charan Cline, Director of Fiscal Services Tami Zigler, Board Secretary Michelle Rettke, YCHS Assistant Principal Matt Wiles, YCHS Principal Greg Neuman, YCIS Principal/Special Ed Director John Horne, YCIS Associate Principal Chad Tollefson, and YCES Principal Lauren Berg, Food Service Manager Shiloh Ficek

Also Present: K. Maynard, H. Nettles, G Dromgoole, A. Martin, G. Manson, P. Manson, M. Buehler, K. Emry, N. Peloquin, E. Chadwick

Call to Order Work Session - 6:15pm by Jami Egland

- I. Sub Committee Reports
  - a. Facilities and Transportation
    - i. Facilities Committee Report (T. Pfeiffer) – Boiler issues still being worked on, replacing boiler @ cafeteria, easement for property buyer, and PGE claim was denied.
    - ii. Citizen Oversight Committee (H. Nettles) – Report presented. Recommending approval of GMP #6. K. Maynard gave a financial report for bond
    - iii. Bond Project Manager Report (M. Marino) – Report presented. Took tour of domes, work continuing on water pipe on Azalea moving to Camellia, CTE building completion date of 8/29/2018
  - b. Negotiations – Nothing new to report
  - c. Board Policy (K. Watson) – Meeting March 19<sup>th</sup> @4:30pm
  - d. Curriculum (S. FitzGerald) – reviewing Health & PE curriculum, working on looking at some other options, reviews high school semester data, shared communications report. Next meeting is 3/15/2018
  - e. Activities (T. Pfeiffer) – Meeting on 3/13/2018 to review Winter Sports surveys
  - f. Finance (J. Egland) – discuss possibility of line of credit, reviewed state school fund projection and student count, and discussed cell tower income
  - g. Communications (S. FitzGerald) - Charan has reached out to Linfield about intern, asked board to read recommendations on page 4 and 5 and bring back ideas, have listening session with community mtg soon, come up with couple of dates, Communications specialist on staff would be nice but at what cost?, logo approval tigers and orange/black district wide.

With no further discussion, the meeting adjourned 6:50 pm.



Minutes by: Michelle Rettke, Board Secretary

**YAMHILL CARLTON SCHOOL DISTRICT NO.1**

**BOARD OF DIRECTORS**

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120 N Larch Place, Yamhill, OR 97148

Thursday, March 8th, 2018

Regular Session – 7:00 PM

**MINUTES**

Board Members: Jami Egland, Tim Pfeiffer, Susan FitzGerald, Jack Bibb and Ken Watson

DO/Administration Staff: Superintendent Charan Cline, Director of Fiscal Services Tami Zigler, Board Secretary Michelle Rettke, YCHS Assistant Principal Matt Wiles, YCHS Principal Greg Neuman, YCIS Principal/Special Ed Director John Horne, YCIS Associate Principal Chad Tollefson, and YCES Principal Lauren Berg, Food Service Manager Shiloh Ficek

Also Present: K. Maynard, H. Nettles, G Dromgoole, A. Martin, G. Manson, P. Manson, M. Buehler, K. Emry, N. Peloquin, E. Chadwick

**Flag Salute**

**Regular Session Agenda**

II. Called to order by Chair Jami Egland at 7:00pm

III. Individuals, Delegations, Recognition and Communications

Public comment – K. Emry – School Safety – What can we do to make our schools safer?  
Would love to see committee developed to address school safety. Willing to help.

IV. Review of Agenda

*S. FitzGerald motioned to approve the agenda as presented. T. Pfeiffer seconded. All in favor, motion carried.*

V. Regular Session – Consent Agenda

*K. Watson motion to approve the consent agenda items as presented. T. Pfeiffer seconded. All in favor, motion carried.*

VI. Announcements & Reports

I. YCES – Lauren Berg – See Report in Board Packet

II. YCIS – John Horne – See Report in Board Packet

III. YCHS – Matt Wiles – See Report in Board Packet

IV. Financial Report & List of Bills for January 2018

*K. Watson motioned to accept the financial report and list of bills for February 2018. S. Fitzgerald seconded. All in favor, motion carries.*

- V. District Facilities – report in packet
  - VI. Food Service – Summer Food update: has done extensive research on how to have a summer food site this year. Will do a 4 week enrollment period in March/April. Would need to have 50% of those who enroll be on free/reduced lunch in order to receive federal funding. Then only kids who enrolled would be able to eat.
  - VII. Superintendent Report – Charan Cline – reviewed report presented in the board packet.
- VII. New Business

**I. Turner GMP #6**

*J. Bibb motioned to approve GMP #6 as presented. K. Watson seconded. All in favor, motion carried.*

**II. Loan Possibilities**

District is exploring possibility of a line of credit to ensure that bond projects move forward until funds from sale of property are realized. One-time fee of \$2000, variable rate 2.27% – 2.37%, principal due by 12/31/2018, can be converted to loan (or stop work). Cash flow of bond dollars likely to run out July/August. If sale of property goes thru then property would be relisted.

*K. Watson motioned to proceed in obtaining a line of credit. T. Pfeiffer seconded. All in favor, motion carries.*

**III. Turner GMP #6a**

*S. FitzGerald motioned to approve GMP 6a as presented. T. Pfeiffer seconded. All in favor, motion carried.*

**IV. 2018 Geo Challenge Regional Competition**

Several students at YCIS have been invited to participate in the Regional National Geographic Geo Challenge in Fresno, CA. They will leave on April 4<sup>th</sup> and return on April 8<sup>th</sup>. They have 20 students who will be going and 4 chaperones. They are currently fundraising to cover the cost of the trip, it will be approximately \$300 per student.

*S. FitzGerald motioned to approve the out of state travel for the 2018 Regional Geo Challenge. T. Pfeiffer seconded. All in favor, motion carried.*

**V. Licensed Staff Renewals**

*S. FitzGerald motioned to approve the licensed staff renewals as presented. K. Watson seconded. All in favor, motion carried.*

**VI. Administrative Staff Renewals**

*T. Pfeiffer motioned to approve administrative staff renewals as presented. S. FitzGerald seconded. All in favor, motion carried.*

**VII. Interdistrict Transfer 2018/19 School Year**

*J. Bibb motioned to approve the 2018/19 Interdistrict Transfer parameters as presented. T. Pfeiffer seconded. All in favor, motion carried.*

**VIII. School Safety**

C. Cline reviewed School Security Procedures included in packet. Would like to see increased mental health services to help address issues before they become a situation. Could look at a school resource officer.....effect on budget. Will work on getting a committee together.

**IX. 2<sup>nd</sup> Reading Policy – ECACB (Unmanned Aircraft System)**

K. Watson motioned to adopt policy ECACB-Unmanned Aircraft System aka Drone as presented. S. FitzGerald seconded. J. Bibb abstained. All others in favor, motion carried.

**X. OSBA Training – February 15<sup>th</sup> and March 22<sup>nd</sup> at 5:30pm**

**VIII. Board of Directors Comments**

T. Pfeiffer – Domes are looking good  
J. Bibb – Look forward to seeing projects completed  
J. Egland – Congrats to Charan on Doctorate

**IX. Executive Session per ORS 192.660(2)(e) Real Property Transactions with possible action in Open Session**

Went into Executive Session per ORS 192.660(2)(e) Real Property Transactions with possible action in Open Session at 8:45pm.

Returned to open session at 9:08pm.

*S. FitzGerald motioned to amend offer and sell an additional 3.67 acres of land to potential buyers. K. Watson seconded.*

**X. Executive Session per ORS 192.660(2)(i) Performance Evaluations of Public Officer and Employees with no action anticipated in Open Session**

Went into Executive Session per ORS 192.660(2)(i) Performance Evaluations of Public Officer and Employees with no action anticipated in Open Session at 9:12pm

Returned to open session at 9:23pm

Due to the high volume of staff input board opted to meet on April 9<sup>th</sup>.

With no further discussion the meeting was adjourned at 9:24PM

Minutes by: Michelle Rettke, Board Secretary

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**MINUTES**

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- I. Call to Order Work Session—5:30pm by Board Chair
- II. OSBA – Renee Sessler, OSBA Trainer – Facilitated Discussion
  - A. Review of Vision Components
    - 1. Two Schools
    - 2. Open options, Distinctive Learning Increased Enrollment
  - B. Review District Structure of like-sized schools
  - C. Reflection on Vision
  - D. Contradictions or Obstacles?
  - E. Where do we go from here?

With no further discussion, the meeting adjourned at 8:10 pm.

Minutes by: Michelle Rettke, Board Secretary

## **Donations**

### **March 2018**

Maynard, Cary	\$50	Donation to Unpaid Lunch Balances	
Intel Corp. Charitable Trust (on behalf of Donna Whitelaw)	\$120		
YCEF	\$1000	GEO Challenge Donation	
Donald & Carole McCrone	\$ 20.00		Track & Field Fund
Linda Hirschy	\$20.00		Track & Field Fund
YCTC Booster Club	\$7,000.00		Football Helmets
Carlton Yamhill Lions Club	\$2200.00		Girls Basketball Fund
Carlton Yamhill Lions Club	\$2200.00		Boys Basketball Fund
Anonymous	\$10.00		Softball Fund
Pancake feed donations	\$920.00		FFA Fund
Stanley & Cheryl Gaibler	\$200.00		Softball Fund
A-1 Logging	\$40.00		Rocketry Fund
T & E General Store	\$20.00		Rocketry Fund

## **Surplus**

**(for information only, no action necessary)**

YCES

100 ipad mini covers (approx. value \$15-20 each)

YCSD

140 laptops – being submitted for electronics recycling



# Yamhill Carlton School District

## Human Resources

### Board Report

#### April 2018



#### **Resignations**

Gary McCulloch (YCHS Boys Basketball Coach)

Joe Calzada (YCES Maintenance/Custodian) Effective April 13th, 2018

Jennifer Gonnuscio (YCES 3rd Grade Teacher) Effective June 15th, 2018

Tami Ropp (YCSD SLPA IA) Effective June 14th, 2018

Petra Mendoza (YCSD ELL Teacher) Effective June 15th, 2018

#### **2018-19 School Year New Hires**

Robert Zarfes (YCHS Advanced Math Teacher)

**District Enrollment Report  
March 2018**

	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>Kindergarten</b>	31	40	71
<b>1st Grade</b>	31	45	76
<b>2nd Grade</b>	32	42	74
<b>3rd Grade</b>	39	35	74
<b>4th Grade</b>	49	44	93
<b>K- 4th Subtotal:</b>	182	206	388
<b>5th Grade</b>	50	41	91
<b>6th Grade</b>	49	53	102
<b>7th Grade</b>	35	48	83
<b>8th Grade</b>	28	39	67
<b>5th-8th Subtotal:</b>	162	181	343
<b>9th Grade</b>	33	47	80
<b>10th Grade</b>	34	36	70
<b>11th Grade</b>	37	31	68
<b>12th Grade</b>	37	45	82
<b>9th – 12th Subtotal:</b>	141	159	300
<b>District Total:</b>	485	546	1031

**District Enrollment for 2017/18 School Year**

	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
YCES	352.5	342.5	344.25	344.25	347.75	345.25	343.25			
YCIS	323	321.5	318.5	314.5	315	310.5	309.5			
YCHS	312	307	305	304	303	300	300			
Alliance	67.5	64	70.25	70.25	75.25	78.25	78.25			
<b>Total</b>	<b>1055</b>	<b>1035</b>	<b>1038</b>	<b>1033</b>	<b>1041</b>	<b>1034</b>	<b>1031</b>			

**YCES Enrollment for 2017/2018 School Year**

	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Kindergarten	68	68	71	69	68	67	66			
1st Grade	69	69	68	68	70	69	70			
2nd Grade	64	60	60	61	64	64	64			
3rd Grade	61.5	60	59	59	57.5	60	60			
4th Grade	90	85.5	86.25	87.25	87.25	85.25	83.25			
<b>17/18 Total</b>	<b>352.5</b>	<b>342.5</b>	<b>344.25</b>	<b>344.25</b>	<b>346.75</b>	<b>345.25</b>	<b>343.25</b>			
<b>16/17 Total</b>	<b>366</b>	<b>364</b>	<b>364</b>	<b>363</b>	<b>357</b>	<b>357</b>	<b>354</b>	<b>352</b>	<b>351</b>	<b>348</b>
<b>15/16 Total</b>	<b>379</b>	<b>380</b>	<b>382</b>	<b>379</b>	<b>385</b>	<b>381</b>	<b>378</b>	<b>379</b>	<b>376</b>	<b>376</b>

**Synergy Reports STU408 & STU601**

**YCIS Enrollment for 2017/2018 School Year**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
5th Grade	80	79	80	80	80	77	76			
6th Grade	95.5	95	93	91	92.5	91	93			
7th Grade	82.5	82.5	80.5	79.5	78.5	79.5	77.5			
8th Grade	65	65	65	64	64	63	63			
17/18 Total	323	321.5	318.5	314.5	315	310.5	309.5			
16/17 Total	317	320	319	318	313	313	314	312	311	311
15/16 Total	327	325	324	321	321	323	323	322	317	316

**YCHS Enrollment for 2017/2018 School Year**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9th Grade	77	77	79	79	79	80	80			
10th Grade	74	74	74	73	73	70	70			
11th Grade	72	72	69	69	68	68	68			
12th Grade	89	89	83	83	83	82	82			
17/18 Total	312	307	305	304	303	300	300			
16/17 Total	326	325	325	322	318	324	324	323	318	311
15/16 Total	360	361	360	356	352	354	352	346	341	323

**Alliance Academy Enrollment 2017/2018**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	3	3	4	4	4	5	5			
1st Grade	6	5	6	5	5	6	6			
2nd Grade	7	7	9	9	9	10	10			
3rd Grade	14.5	14	15	15	16.5	14	14			
4th Grade	9	9.5	9.75	8.75	7.75	8.75	9.75			
5th Grade	13	12	12	12	13	15	15			
6th Grade	8.5	8	8	9	10.5	11	9			
7th Grade	4.5	3.5	4.5	4.5	6.5	5.5	5.5			
8th Grade	2	2	2	3	3	3	4			
17/18 Total	67.5	64	70.25	70.25	75.25	78.25	78.25	0	0	0
16/17 Total	50	49	49	48	49	49	52	52	62	61
15/16 Total	39	38	37	38	42	40	38	39	37	37

**Interdistrict Transfers 2017/2018**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Brick &amp; Mortar</b>										
Incoming	59	59	59	59	53	53	56			
Outgoing	91	91	91	91	96	98	99			
<b>Online</b>										
Incoming	51	51	51	51	50	52	51			
Outgoing	16	16	16	16	7	8	9			
Total Incoming	110	110	110	110	103	105	107	0	0	0
Total Outgoing	107	107	107	107	103	106	108	0	0	0

# ***Yamhill Carlton Elementary School***

## ***Principal Report – April 2018***

It's hard to believe that we are already on the 9-week home stretch to the end of year! We have a busy April and May planned to help our students enter the summer with success!

### **Goings On**

- This year Spring Musical, *Aladdin*, opens tonight and runs through Saturday evening! Please come and join us.
- Kindergarten Registration is scheduled for Tuesday, April 17<sup>th</sup>. This day was picked by the K-12 team from the Early Learning Council. We have collaborated on one day each year for a while in an effort to collectively communicate throughout the county, hopefully bringing in more families for early registration.
- Art & Science Fair is coming up on April 18<sup>th</sup>. This is a wonderful exploration of learning for students at YCES. Students get to investigate everything from woodworking, to art, to horseback riding, to recycling. Students and staff alike really enjoy this day.

### **Community Relationships**

In March, we held our latest Coffee with the Principals. We had a handful of parents who came to speak to the administrative team about school attendance and the state attendance law. Parents had many great questions and were able to share with us additional ways to continue our communication with families and build strong relationships around attendance.

YCES is reaching out even further to families about our PAX work this month. Our PAX goal for April is to teach families more about how to use PAX at home with their kids. Students are each bringing home PAX-home connection booklets with an explanation letter of what it is all about. The booklets have several activities that families can participate in together throughout the month. There will also be prize drawings for family activities for those who turn them back in. Additionally, Rose Webb, our building's PAX leader, has scheduled a special celebration for our school on May 17<sup>th</sup> – PAXlandia! We will be inviting families to come and experience PAX at school, play carnival games, and unveil our new PAX mural.

### **Instructional Work**

Our staff has been studying the work of Dr. Anita Archer. She is a master of direct instruction and student engagement. Teachers watched videos of her from a critical perspective – observed with specific strategy questions, engaged in detailed discussion about her methods, and considered teaching goals related to her strategies. Each teacher has made a goal on how to enhance vocabulary instruction based upon our study work and posted it to our Vocabulary Goals chart. That chart is posted in the staff room, alongside our DIBELS/ORTli goals, in an effort to review and encourage each other daily.

# *Yamhill Carlton Elementary School*

## *Principal Report – April 2018*

Here are our attendance percentages for the last month:

### **March ADA:**

Kindergarten – 92.07%

First Grade – 94.31%

Second Grade – 94.12%

Third Grade – 94.71%

Fourth Grade – 94.76%

***School Wide – 94.02%***

### **Upcoming Events:**

April 12<sup>th</sup>-14<sup>th</sup> – Spring Musical: Aladdin

April 17<sup>th</sup> – County-Wide Kindergarten Registration Day, 3:30-5:30pm

April 18<sup>th</sup> – Art & Science Fair

April 26<sup>th</sup> – Progress Reports go home

April 25<sup>th</sup>-27<sup>th</sup> – ORTli Annual Conference

May 7<sup>th</sup>-25<sup>th</sup> – SBAC State Testing

May 17<sup>th</sup> – PAXlandia Celebration, 6:00-8:00pm

# **Yamhill Carlton Intermediate School**

## **Principal Report**

**April 2018**

### **Career Day**

We had a wonderful Career Day on the 21<sup>st</sup> of March where nearly 30 community members came to present on their given career to our 7<sup>th</sup> and 8<sup>th</sup> graders! We had a variety of fields / careers represented and students were assigned sessions that were identified by an interests survey they took a few weeks ago. This was one more way we are trying to get our students thinking about their future and what great potential they hold. We have worked on increasing our information and talk about colleges and universities as well as future work opportunities. We also invited the HS to come and talk about future elective offerings and programs at YCHS and the ASPIRE program to be here to share their great work. Charan was one of the guest speakers in our education session and shared a great experience he witnessed. He said that the George Fox Football Coach was speaking about teamwork and asked the students what teams they have been part of. He was looking for students to talk about athletic teams they have played on but a group of boys quickly said, "Yes, we are part of teams all the time in Math and Science class!" What a great response and reflection on the great work our staff does to get our students working and learning together!

### **National Geographic GeoChallenge Regional Competition**

We are excited to hear how our 6<sup>th</sup> graders will do this weekend at the GeoChallenge Regional Competition in California. We are grateful to the Board for approving such a great trip and opportunity with such short notice. Our school had more teams (5) represented than any other school from all the other states in the region! We should have the results to share at the board meeting.

### **State Testing**

We are in full swing of testing with many of our students going strong with the rest starting later in the month or beginning of May. We have worked hard to prepare them to be successful and hope they do their best.

### **Jog A Thon**

We are looking forward to our Jog A Thon coming up at the end of April and hope to have lots of funds raised this year. We no longer have to raise funds for Outdoor School so we are hoping to get some of the funds that usually are secured for OS to come to the school as a whole. We will be sending money earners to Wings and Waves at the end of the school year for an incentive.

### **Athletics**

We were excited to have both our 8<sup>th</sup> grade girls' basketball team compete in the MS State Basketball Tournament in March and our 7<sup>th</sup> and 8<sup>th</sup> grade boys' basketball team competing in the MS State Basketball Tournament the following weekend. They had played well and qualified to attend. They traveled to Central Oregon and competed very well. The girls ended up in 4<sup>th</sup> place for the entire state and the boys were in a pool of 32 teams! They played Marshfield first and lost by a big margin but Marshfield ended up winning the whole thing. The boys lost the 2<sup>nd</sup> game but that had 2 big wins against some very large schools – nice job and we look forward to watching them in HS! We expect great things from them in the future, both in and out of the classroom!

### **Attendance Data**

April Attendance

5 <sup>th</sup> Grade	92.99%
6 <sup>th</sup> Grade	92.71%
7 <sup>th</sup> Grade	88.48%
8 <sup>th</sup> Grade	87.63%
Total	90.45%

**Yamhill Carlton School District School Board Report  
April 2018 Board Meeting  
Yamhill Carlton High School**

**Upcoming Events**

**April 17: 8<sup>th</sup> Grade Transition Night**

**April 26: ASB Elections**

**May 5: Prom**

**Donations**

<b>Donald &amp; Carole McCrone</b>	<b>\$ 20.00</b>	<b>Track &amp; Field Fund</b>
<b>Linda Hirschy</b>	<b>\$20.00</b>	<b>Track &amp; Field Fund</b>
<b>YCTC Booster Club</b>	<b>\$7,000.00</b>	<b>Football Helmets</b>
<b>Carlton Yamhill Lions Club</b>	<b>\$2200.00</b>	<b>Girls Basketball Fund</b>
<b>Carlton Yamhill Lions Club</b>	<b>\$2200.00</b>	<b>Boys Basketball Fund</b>
<b>Anonymous</b>	<b>\$10.00</b>	<b>Softball Fund</b>
<b>Pancake feed donations</b>	<b>\$920.00</b>	<b>FFA Fund</b>
<b>Stanley &amp; Cheryl Gaibler</b>	<b>\$200.00</b>	<b>Softball Fund</b>
<b>A-1 Logging</b>	<b>\$40.00</b>	<b>Rocketry Fund</b>
<b>T &amp; E General Store</b>	<b>\$20.00</b>	<b>Rocketry Fund</b>

**John Kuehnel donated \$40 towards gas for the spring break softball trip.**

**FFA**

We had 14 FFA members who attended FFA State Convention over spring break where they participated in leadership workshops, service opportunities, and networked with industry professionals. This next week we will be electing new officers for the Yamhill-Carlton FFA Chapter, members of the Alumni will be conducting interviews for each officer candidate. In the first week of May, we will have two FFA teams travel to Oregon State University where they will participate in Career Development Contests (CDE's) specifically the Crops/Agronomy CDE and the Dairy Foods CDE.

**Save the Date!** On May 12, 2018 at 6 pm in the Cafeteria we will be having our FFA Banquet and would greatly appreciate board members attendance to help congratulate FFA members on their achievements this year. There will be a dinner, dessert, and a silent auction.

## **ASPIRE**

No report

## **Principal's Report**

Hard to believe but we are already in the month of April and things are beginning to pick up speed towards the end of the school year. All forecasting has been done for incoming students to include the freshman class for the 2018 – 19 school year. I will begin the process of building out the master schedule in the next couple weeks, as all of our numbers become finalized. I will also have a few staff hires to make in the next few weeks and will update the board as these positions become finalized.

We are all very excited with regard to the progress of the bond and the amazing facilities that are on the horizon for our school community. Spring sports are in full swing please come out and support all of our YCHS athletes in softball, baseball and track and field! Lots of great things happening at the high school and we are excited for the next few months as we wrap up the 2017 – 18 school year and prepare for a relaxing summer, before we hit the ground running for 2018 19 which will be here before we know it.

## **Counseling Corner**

We are currently in the middle of forecasting with the 8th graders. We have finished forecasting all high school students and are putting the information into the system. We will soon start to create the Master Schedule for the 2018-2019 school year!!

## **Improve Community Relations.**

We held our latest coffee with the principals at the Elementary school right before Spring break. This time together allowed the three buildings admin teams to speak directly with parents in order to reiterate the importance of consistent attendance for their students in order to achieve positive academic results.

These types of direct communication really helps us to cut through the social media noise that often gets in the way of effective and collaborative school and community communication. The results of this coffee (while not as highly attended as we would have hoped) provide us a



continued opportunity to work together on challenges that we face.

### **Continue to improve graduation rates to 90%**

Crunch time is upon us and many seniors are beginning to realize that we were crazy when we told them that their senior year will go by in the blink of an eye. We have been running a number of essential skills workshops that have significantly reduced the number of students still needing to meet this expectation.. We also have a handful of seniors who are still currently in credit recovery making up for mishaps earlier on in their high school career. The counseling team of Quinn and Shelly have done a wonderful job with regard to reaching out to parents and students to make sure there are no surprises during the month of June and that the expectation is crystal clear around what needs to happen in the timeline for it to take place.

The class of 2019 will also begin their march toward graduation with the administration of the smarter bounce assessment beginning the week of April 9 and moving all the way through the second week of May for both mathematics and language arts testing. This is a very strong junior class and we are expecting great things from them! We won't really know until all the dust is settled; however, we are proud of their work and I know that their teachers have prepared them to be successful.

### **Improve Grade Level Math Work**

The math department is currently preparing students for their smart balance testing which begins the week of April 9. Math testing will go on for two weeks as they complete the computer-assisted as well as the performance task required by the state of Oregon. The math department is also participating in our instructional round protocol which allows math teachers to observe best practice amongst their colleagues and put these instructional strategies to work inside their own class. These type of collaborative efforts go a long way in strengthening our teacher's ability to collaborate with each other in order to tighten up our processes. This works helps us all better serve our students as they transition to higher and higher levels of math complexity within the CPM Material.

## Attendance

# MARCH

	MAR 1-2	MAR 5-9	MAR 12-16	MAR 19-23	MAR 26-30	MONTH OF MAR
SENIORS	94.35	92.74	93.21	87.86	SPRING BREAK	91.63
JUNIORS	92.03	89.43	93.13	87.06	SPRING BREAK	90.13
SOPHOMORES	92.86	97.43	96.00	95.43	SPRING BREAK	95.88
FRESHMEN	94.38	94.25	97.13	96.25	SPRING BREAK	95.70
TIGER TOTALS <small>(PERCENTAGES)</small>	93.48	93.45	94.87	91.66	SPRING BREAK	93.35

ATTENDANCE FOR 2017/18 SCHOOL YEAR SO FAR...

**TIGER**

(SEPTEMBER 5, 2017 - MARCH 31, 2018)

**ATTENDANCE**

**93.56 %**

# **Facilities Board Report**

**April 2018**

**Carlton Elementary:** The oil fired hot water heater has been replaced with electric water heater so the oil tank that is on site can now be readied to be pumped and decommissioned.

Lauren and I have discussed and have a plan to have the gates around the elementary school opened while students are arriving and leaving school but to have them locked during the day to increase security.

**Intermediate School:** Working daily on routine items that need attention.

**High School:** Planning summer projects of painting, cleaning and repairs.

**Grounds:** We are continually working on plans to improve the overall appearance and quality of playing surfaces of our district.

Brian King

**YAMHILL CARLTON SCHOOL DISTRICT  
FOOD SERVICE**

**LUNCH PROGRAM**

**FREE/REDUCED ELIGIBILITY**      **YCHS = 53.6%**      **YCIS = 41.7%**      **YCES = 42.2%**      **DISTRICT = 45.4%**

**2017-2018**

		Total				YCHS				YCIS				YCES				Days	Per Day
		Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced		
September	2017	7,952	2,723	3,932	1,297	1,713	538	897	278	3,165	1,089	1,622	454	3,074	1,096	1,413	565	19	419
October	2017	9,131	3,414	4,194	1,523	1,860	648	912	300	3,553	1,410	1,665	478	3,718	1,356	1,617	745	21	435
November	2017	7,091	2,835	3,150	1,106	1,449	580	645	224	2,752	1,146	1,275	331	2,890	1,109	1,230	551	16	443
December	2017	5,820	2,347	2,533	940	1,125	421	513	191	2,226	930	1,001	295	2,469	996	1,019	454	13	448
January	2018	8,406	3,278	3,663	1,465	1,655	626	745	284	3,142	1,279	1,426	437	3,609	1,373	1,492	744	20	420
February	2018	7,832	3,027	3,442	1,363	1,507	526	698	283	2,913	1,204	1,289	420	3,412	1,297	1,455	660	18	435
March	2018	7,286	2,795	3,260	1,231	1,443	478	702	263	2,590	1,111	1,109	370	3,253	1,206	1,449	598	17	429
April	2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May	2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
June	2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>		<b>53,518</b>	<b>20,419</b>	<b>24,174</b>	<b>8,925</b>	<b>10,752</b>	<b>3,817</b>	<b>5,112</b>	<b>1,823</b>	<b>20,341</b>	<b>8,169</b>	<b>9,387</b>	<b>2,785</b>	<b>22,425</b>	<b>8,433</b>	<b>9,675</b>	<b>4,317</b>	<b>124</b>	<b>432</b>
Per Day		431.60	164.67	194.95	71.98														
% of sales			38.2%	45.2%	16.7%														
										Free and Reduced % of Meals Sold				83.3%					

**2016-2017**

		Total				YCHS				YCIS				YCES				Days	Per Day
		Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced		
September	2016	9,006	3,434	4,340	1,232	2,473	986	1,212	275	3,436	1,346	1,558	532	3,097	1,102	1,570	425	19	474
October	2016	10,335	4,261	4,621	1,453	2,456	965	1,223	268	3,902	1,740	1,517	645	3,977	1,556	1,881	540	20	517
November	2016	8,160	3,572	3,471	1,117	1,881	778	906	197	3,121	1,516	1,124	481	3,158	1,278	1,441	439	16	510
December	2016	4,483	1,965	1,907	611	966	397	471	98	1,761	833	649	279	1,756	735	787	234	9	498
January	2017	9,851	4,185	4,299	1,367	2,141	855	1,045	241	3,827	1,775	1,434	618	3,883	1,555	1,820	508	20	493
February	2017	8,974	3,760	3,995	1,219	1,865	733	947	185	3,549	1,585	1,397	567	3,560	1,442	1,651	467	18	499
March	2017	8,334	3,500	3,661	1,173	1,701	672	857	172	3,361	1,532	1,296	533	3,272	1,296	1,508	468	17	490
April	2017	9,478	3,933	4,258	1,287	1,813	696	936	181	3,752	1,685	1,525	542	3,913	1,552	1,797	564	20	474
May	2017	9,649	3,827	4,521	1,301	1,847	655	996	196	3,803	1,616	1,648	539	3,999	1,556	1,877	566	21	459
June	2017	4,700	1,924	2,163	613	694	219	393	82	1,982	915	801	266	2,024	790	969	265	11	427
<b>Total</b>		<b>82,970</b>	<b>34,361</b>	<b>37,236</b>	<b>11,373</b>	<b>17,837</b>	<b>6,956</b>	<b>8,986</b>	<b>1,895</b>	<b>32,494</b>	<b>14,543</b>	<b>12,949</b>	<b>5,002</b>	<b>32,639</b>	<b>12,862</b>	<b>15,301</b>	<b>4,476</b>	<b>171</b>	<b>485</b>
Per Day		485.2	200.9	217.8	66.5														
Change		(53.6)	(36.3)	(22.8)	5.5														
% change		-11.0%	-18.1%	-10.5%	8.2%														
										Free and Reduced % of Meals Sold				86.3%					

(54)

**YAMHILL CARLTON SCHOOL DISTRICT  
FOOD SERVICE**

**BREAKFAST PROGRAM**

**2017-2018**

		Total				YCHS				YCIS				YCES				Days	Per Day
		Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced		
September	2017	3,484	975	1,970	539	546	127	325	94	1,182	298	739	145	1,756	550	906	300	19	183
October	2017	4,425	1,387	2,382	656	551	135	326	90	1,526	503	864	159	2,348	749	1,192	407	21	211
November	2017	3,191	1,059	1,632	500	432	163	206	63	1,071	311	627	133	1,688	585	799	304	16	199
December	2017	2,507	760	1,298	449	323	105	155	63	849	242	494	113	1,335	413	649	273	13	193
January	2018	3,648	1,080	1,871	697	440	134	234	72	1,141	340	618	183	2,067	606	1,019	442	20	182
February	2018	3,398	1,003	1,750	645	409	123	225	61	1,092	348	564	180	1,897	532	961	404	18	189
March	2018	3,261	906	1,703	652	390	118	216	56	1,020	325	515	180	1,851	463	972	416	17	192
April	2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May	2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
June	2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		23,914	7,170	12,606	4,138	3,091	905	1,687	499	7,881	2,367	4,421	1,093	12,942	3,898	6,498	2,546	124	193
Per Day		192.9	57.8	101.7	33.4														
% of sales			30.0%	52.7%	17.3%		Free and Reduced % of Meals Sold				82.7%								

**2016-2017**

		Total				YCHS				YCIS				YCES				Days	Per Day
		Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced	Total	Paid	Free	Reduced		
September	2016	4,910	1,976	2,268	666	1,035	410	459	166	1,840	791	830	219	2,035	775	979	281	19	258
October	2016	5,897	2,562	2,627	708	1,231	501	580	150	1,994	933	827	234	2,672	1,128	1,220	324	20	295
November	2016	4,788	2,309	1,956	523	991	474	407	110	1,512	741	602	169	2,285	1,094	947	244	16	299
December	2016	2,439	1,176	997	266	527	255	216	56	801	386	328	87	1,111	535	453	123	10	244
January	2017	4,901	2,393	2,006	502	996	492	398	106	1,609	794	654	161	2,296	1,107	954	235	17	288
February	2017	5,562	2,729	2,300	533	1,105	581	432	92	1,776	862	739	175	2,681	1,286	1,129	266	18	309
March	2017	5,409	2,660	2,195	554	1,020	504	418	98	1,771	881	707	183	2,618	1,275	1,070	273	17	318
April	2017	6,394	3,152	2,609	633	1,126	577	469	80	2,185	1,069	881	235	3,083	1,506	1,259	318	20	320
May	2017	8,702	5,118	2,926	658	1,244	643	516	85	2,358	1,149	1,002	207	5,100	3,326	1,408	366	21	414
June	2017	3,684	1,787	1,531	366	583	274	258	51	1,239	653	466	120	1,862	860	807	195	11	335
Total		52,686	25,862	21,415	5,409	9,858	4,711	4,153	994	17,085	8,259	7,036	1,790	25,743	12,892	10,226	2,625	169	312
Per Day		311.8	153.0	126.7	32.0														
Change		(118.9)	(95.2)	(25.1)	1.4														
% change		-38.1%	-62.2%	-19.8%	4.3%		Free and Reduced % of Meals Sold				89.7%								

# YC Superintendent's Report 4/12/18

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**Spring Break** – The school district was on Spring Break from March 26<sup>th</sup> – March 30<sup>th</sup>. It is good to have everyone back. This time of year is always fast paced as we have a lot to accomplish before June.

**State Testing** – The school district has begun its testing cycle. Over the course of the next month all students 3<sup>rd</sup>- 8<sup>th</sup> and 11<sup>th</sup> grade will take the state summative assessments in Language Arts and Mathematics. Students in the 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade will take science assessments as well. High school juniors who pass the assessments will also have passed their essential skills graduation requirement. With all of the RTI work that has happened at YCIS we are hoping for a good bump up in passing in Language Arts at 3<sup>rd</sup> and 4<sup>th</sup> grade.

**School Bond** – The projects continue to progress. The concrete of the Science Dome shell is complete. The interior slab should be completed the week of April 23<sup>rd</sup>. The interior of the Gym dome is progressing rapidly, with the shotcrete being completed by the end of April. The curbs in the parking lot between the Science Dome and YCIS are complete. This parking lot will be made usable soon so that the lot between the high school and the gym can be shut down for construction. Construction trailers have been removed. Both water pipes and storm drains are being dug between the gym and the football field.

**Chalkboard Project** – Several YC School Administrators went and observed classrooms at the Mt. Angel School District. We came away with several good ideas to improve our practice.

**PGE Tank Strike** – The tank strike was denied by PGE's insurance company. We have engaged our attorney in attempting to recover the funds that we will have to spend on dealing with the damage and replacing the tank. The price-tag appears to be approximately \$150,000.

**Local Service Planning** – Tami Zigler, John Horne, and I have meet with the WESD to select our services for next year.

**Agile PLC** – Intel is going to publish an article about our efforts to implement Agile Learning in their internal newsletter. I will be sure to send the board a copy after I receive one.

**Emergency Planning** – The YC School District will take part in an emergency planning drill being conducted at the Yamhill Fire Department on April 14<sup>th</sup>.

**Mid-Year Check in's** – I have completed the mid-year check in with my direct reports.

## Mental Health Questionnaire

1. Have you personally ever suffered from any kind of mental illness? If so, what?
2. Has anyone close to you ever suffered from any kind of mental illness? If so, what?
3. If answered yes to 1 or 2, did you or anyone close to you seek help? If so, was it easily available?
4. If answered yes to 1, were you ashamed?
5. How do you act towards someone you assume to be suffering from a mental illness?
6. Do you find it uncomfortable to either talk about your own mental health or talk with others about their mental health? If so, why?
7. Have you ever been curious about what symptoms of mental illness can look like? If so, what specifically?
8. Have you ever been curious about how to act towards someone with mental illness? If so, what specifically?
9. Do you feel mental illness has a negative stigma?
10. How do you feel the mental health advocacy is at YCHS? On a scale 1 to 10. 1 being awful and 10 being great.
11. Do you believe this is a topic that needs to be talked about more?
12. What do you believe needs to change with society's outlook and behavior towards mental health?



On the 26th of February a 12 question survey was presented to the student body high school with the promise for a donut in return for a completed, anonymous survey. The questions asked were as listed:

1. Have you personally ever suffered from any kind of mental illness? If so, what?
2. Has anyone close to you ever suffered from any kind of mental illness? If so, what?
3. If answered yes to 1 or 2, did you or anyone close to you seek help? If so, was is easily available?
4. If answered yes to 1, were you ashamed?
5. How do you act towards someone you assume to be suffering from a mental illness?
6. Do you find it uncomfortable to either talk about your own mental health or talk with others about their mental health? If so, why?
7. Have you ever been curious about what symptoms of mental illness can look like? If so, what specifically?
8. Have you ever been curious about how to act towards someone with mental illness? If so, what specifically?
9. Do you feel mental illness has a negative stigma?
10. How do you feel the mental health advocacy is at YCHS? On a scale 1 to 10. 1 being awful and 10 being great.
11. Do you believe this is a topic that needs to be talked about more?
12. What do you believe needs to change with society's outlook and behavior towards mental health?

## Results

A total of 105 students took the survey. 3 were recycled due to the lack of filling out properly such as scribbles.

34 out of the 102 students reported having a mental illness at some period in their life meaning 33%

16 out of the 34 students reporting to have had a mental illness also report feeling ashamed, meaning 47%

24 out of the 102 students reported having depression at some period in their life meaning 23%

9 out of the 24 students reporting depression, also reported having anxiety meaning 37% of those reported having depression also reported having anxiety as well.

A total of 11 students reported having anxiety meaning 10%

The other mental illnesses mentioned were panic disorder (1), PTSD (3), OCD (2)

30 out of the 34 students that reported having a mental illness reported having someone close to them also suffer from a mental illness meaning 88%

A total of 50 students reported having someone close to them suffer from a mental illness meaning 49%

23 of the students reported being curious of what mental illness symptoms can look like, meaning 22%

When asked to grade YCHS on their mental health advocacy on a scale 1-10, 1 being the worst and 10 being the best. The average score was 4.5

73 out of the 105 students reported believing mental illness has a negative stigma, meaning 69%

81 out of the 102 students said they believe this is a topic that should be talked about more meaning 79%

## Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education and submit that report to the Board.

The district's annual report will be presented at a public Board meeting by February 1 of each school year. This report will be posted on the district's web page by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).

The district will report on its compliance with state standards to ODE by February 15 each year on a form provided by ODE.

END OF POLICY

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### Legal Reference(s):

[ORS 329.095](#)  
[ORS 329.105](#)

[OAR 581-022-2260](#)  
[OAR 581-022-2305](#)

HR2/08/18 | PH

## Staff/Student/Parent Relations\*\*

The Board encourages parents to be involved in their student's school educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent unless allowed by court order.~~ Unless provided by court order or a parental plan, a student shall not be released to the noncustodial parent nor shall the noncustodial parent be granted visitation or phone access during the school day.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

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### Legal Reference(s):

[ORS 107.101](#)  
[ORS 107.102](#)

[ORS 107.106](#)  
[ORS 107.154](#)

[ORS 109.056](#)  
[ORS 163.245](#) to -163.257

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

Protection of Pupil Rights, 20 U.S.C. § 1232h (2017); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

4/13/172/08/18 | PH

**Prohibited Use, ~~Possession~~, Distribution or Sale of Tobacco Products  
and Inhalant Delivery Systems (Version 1)**

~~It is the district's obligation to protect the health, welfare and safety of students. To be consistent with Oregon law, and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities, on or off district premises, on all district grounds, including parking lots, in district-owned, rented or leased vehicles or otherwise, or while a student is under the jurisdiction of the district, is prohibited.~~

~~The~~ use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all district- or school-sponsored activities.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation products or ~~other therapy products used for the purpose of cessation~~ for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation products or ~~other therapy products~~ for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

~~Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA—Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.~~

Violation of this policy by staff ~~[may]~~ ~~[will]~~ result in discipline up to and including dismissal.

{Violation of this policy by ~~nonstudents~~~~the public~~ may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.}

This policy shall be enforced at all times.~~The superintendent will develop administrative regulations as needed to implement this policy.~~

END OF POLICY

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**Legal Reference(s):**

~~ORS 167.400~~

~~ORS 332.107~~

~~ORS 336.222~~

~~ORS 336.227~~

~~ORS 339.240~~

~~ORS 339.250~~

~~ORS 339.883~~

~~ORS 431A.175~~

~~ORS 433.835 to -433.990~~

~~OAR 581-021-0050 to -0075~~

~~OAR 581-021-0110~~

~~OAR 581-022-2045~~

~~OAR 581-053-0230(9)(s)~~

~~OAR 581-053-0330(1)(m)~~

~~OAR 581-053-0430(12)~~

~~OAR 581-053-0531(11)~~

~~OAR 581-053-0630~~

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (~~2006~~2017).

R6/25/152/08/18 | PH

## Religion and Schools

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

Kennedy v. Bremerton Sch. Dist., 869 F.3d 813 (9th Cir. 2017).

2/08/18 | PH

## **Recognition of Religious Beliefs and Customs**

### **Observances of Religious Holidays**

The practice of the district shall be as follows:

1. Holidays which have a religious and secular basis may be observed in the public schools;
2. The historical and contemporary values and the origin of religious and secular holidays may be explained in an unbiased and objective manner without sectarian indoctrination;
3. Music, art, literature and drama having religious themes or bases are permitted as part of school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;
4. The use of religious symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature;
5. The district's calendar should be prepared to minimize conflicts with religious holidays.

### **Religion in the Curriculum**

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.
3. Curriculum and instruction includes theories, views and precepts.
4. Student-initiated expressions to questions or assignments which reflect their religious or nonreligious beliefs are permissible. For example, students are free to express religious or nonreligious belief in compositions, art forms, music, speech and debate.



## **Traditional Observances**

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community.

The practice of the district shall be as follows:

5. A baccalaureate service is traditionally religious in nature and shall not be sponsored by the district. One or more community groups may hold a baccalaureate service on district property or in a district facility, but must conform to the current community use policy.
6. A memorial service which is religious in nature shall not be sponsored by the district. One or more community groups or individuals may hold a memorial service on district property or in a district facility, but must conform to the current community use policy.

2/08/18 | PH

## Relations with Home-Schooled Students\*\*

The district recognizes the rights of parents to educate students at home and acknowledges the education service district's role in registering and monitoring test results for students who are being taught at home.

{Further, the Board is willing to assist parents in this endeavor if a request is made through the superintendent. The district will furnish basic course descriptions, state standards for elementary and secondary education, and when available, may furnish basic instructional materials upon deposit of a loss/damage fee.} ~~{The district will not provide instructional materials, lesson plans or curriculum guides to students being instructed at home.}~~

{Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs, or other selected options if space and materials are available. Such students must then adhere to regular attendance procedures as established by the school and must avoid disruption of said programs. Parents are responsible for transportation for students attending selected school offerings.} ~~{The Board chooses not to provide dual enrollment to students who are involved in home schooling.}~~

~~{The district does not accept home instruction course credit toward graduation requirements.}~~ {The district shall evaluate transcripts and determine the value of prior credits and number of years of school attendance or equivalent for home-schooled students on a case-by-case basis.}

Home-schooled students may participate in available interscholastic activities if the following criteria requirements are met:

1. The student can meet the district eligibility requirements, except the district or class attendance requirements;
2. The student need not meet class requirements of the voluntary association administering the interscholastic activities;
3. The student must meet one of the following:
  - a. The student can must achieve the minimum score on an examination from the list adopted by the State Board of Education. ~~The minimum composite test score that a student must achieve shall place that places~~ the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of each school year. The parent or guardian shall submit the examination results to the district. The student may participate while awaiting test results; or

b. ~~4. The parent shall submit the examination results to the district; or~~ The district may adopt alternative requirements, in consultation with the parent or guardian, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic activities;

4. ~~5.~~ The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic activity. The student must meet the same standards for acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;

5. ~~6.~~ The student must reside in the attendance boundaries of the school for which the student participates.

~~[An “interscholastic activity” is defined as an activity that has optional student participation which complements the curriculum and/or encourages students’ physical, academic or social development; that is supervised by school personnel; and is generally conducted outside the instructional day.]~~  
“Interscholastic activities” means athletics, music, speech and other similar or related activities.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 339.030](#)  
[ORS 339.035](#)  
[ORS 339.430](#)

[ORS 339.450 to -339.460](#)  
[OAR 581-021-0026 to -0029](#)  
[OAR 581-021-0033](#)

[OAR 581-021-0071](#)  
[OAR 581-021-0210](#)  
[OAR 581-022-2505](#)

HR7/01/172/08/18 | PH

## Interscholastic Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants and others associated with the district's high school activities programs and events<sup>1</sup> shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for its actions.

The district shall allow homeschooled students and students attending a public charter school to participate in available interscholastic activities in compliance with state law.

The district will provide ~~comparable interscholastic athletic competition~~ interscholastic activities for ~~male and female~~ students in a variety of sports in compliance with Title IX.

District employees and activity volunteers are prohibited from making contact or otherwise causing contact to be made with a student for purposes of suggesting or encouraging the student and/or family to maintain or change residency for activities eligibility or participation. The principal, activities director and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that coaches have been certified through the National Federation of High School Coaches Certification program prior to assuming coaching duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activities advisers under his/her supervision.

Volunteers may be approved to assist with district activities with prior ~~principal~~ approval only from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA ~~[will]~~[may] be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from his/her interscholastic activity or program, suspension and/or expulsion from school. Volunteers shall be subject to discipline up to and including removal from district programs and activities and such other sanctions as may be deemed appropriate by the ~~Board~~district.

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<sup>1</sup>This applies to only OSAA-sanctioned activities and events.

Employees, volunteers or students in violation of OSAA rules and/or regulations ~~[will]~~~~[may]~~ be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff and volunteers engaged in district activities are regularly reviewed and updated, ~~as necessary~~.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 332.075\(1\)\(e\)](#)  
[ORS 339.450 to -339.460](#)

[OAR 581-015-2255](#)  
[OAR 581-021-0045](#) to -0049  
[OAR 581-026-0005](#)  
[OAR 581-026-0700](#)

[OAR 581-026-0705](#)  
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK ~~(2017-2018)~~.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

~~3/03/17~~2/08/18 | PH

## Student Demonstrations and Petitions

### Demonstrations

District students are permitted to hold demonstrations on district property under the following conditions:

1. The demonstration must be scheduled with the superintendent or designee in advance; a crowd control plan must be presented;
2. The demonstration must not disrupt classroom activities;
3. The demonstration must not present a threat to student or staff safety or be a hazard to district property.

### Petitions

Students may petition for a change in Board policies, administrative regulations and school rules. Petitions must be reviewed by an administrator prior to circulation on district grounds and must be submitted to the superintendent upon completion. The superintendent will forward petitions to the Board or administrator, as appropriate.

### Informal Student Gatherings

Students gathered informally shall not disrupt the orderly operation of the educational process.

Students gathered informally shall not infringe upon the rights of others to pursue their activities.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)  
[ORS 332.107](#)

[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)

U.S. Const. amend. I; U.S. Const. amend. XIV.  
Or. Const., art. I, § 8.  
Equal Access Act, 20 U.S.C. §§ 4071-4074 (2017).

### Vision for the committee

Name: The committee to support the U.S. motto

Mission or Purpose: To promote the display of the U.S. motto in our schools according to H. Con. Res 13 of the 112<sup>th</sup> Congress

Goals and guidelines:

1. To provide signs of the U.S. motto without costs to the schools
2. To make the signs attractive and of appearance according to the School board
3. To make them of the size the school board decides
4. To place them where the school board decides

# H. CON. RES. 13

IN THE SENATE OF THE UNITED STATES

NOVEMBER 2, 2011

Received and referred to the Committee on the Judiciary

## CONCURRENT RESOLUTION

Reaffirming "In God We Trust" as the official motto of the United States and supporting and encouraging the public display of the national motto in all public buildings, public schools, and other government institutions.

Whereas "In God We Trust" is the official motto of the United States;

Whereas the sentiment, "In God We Trust", has been an integral part of United States society since its founding;

Whereas in times of national challenge or tragedy, the people of the United States have turned to God as their source for sustenance, protection, wisdom, strength, and direction;

Whereas the Declaration of Independence recognizes God, our Creator, as the source of our rights, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.";

Whereas the national anthem of the United States says "praise the power that hath made and preserved us a nation \* \* \* and this be our motto: in God is our trust.";

Whereas the words "In God We Trust" appear over the entrance to the Senate Chamber and above the Speaker's rostrum in the House Chamber;

Whereas the oath taken by all Federal employees, except the President, states "I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God.";



Whereas John Adams said, "Statesmen may plan and speculate for Liberty, but it is Religion and Morality alone, which can establish the Principles upon which Freedom can securely stand.";

Whereas if religion and morality are taken out of the marketplace of ideas, the very freedom on which the United States was founded cannot be secured;

Whereas as President Eisenhower said and President Ford later repeated, "Without God, there could be no American form of government, nor, an American way of life."; and

Whereas President John F. Kennedy said, "The guiding principle and prayer of this Nation has been, is now, and ever shall be 'In God We Trust.'": Now, therefore, be it

*Resolved by the House of Representatives (the Senate concurring), That Congress reaffirms "In God We Trust" as the official motto of the United States and supports and encourages the public display of the national motto in all public buildings, public schools, and other government institutions.*

Passed the House of Representatives November 1, 2011.

(Vote: in favor - 396  
opposed - 9 )  
(97.8%)

# Board Self Evaluation

## Part 1: Performance Standards

Below are questions to be completed by each board member rating each of the eleven performance standards. There is a separate question for each performance standard. Each board member should rate all eleven of the performance standards.

Performance indicators are listed below the performance standards. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.

Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.

The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

## Part 2: Goals

The board of directors has the primary responsibility of setting district goals, providing the support needed to meet the goals and monitoring the progress toward achieving them.

Below are questions to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year.

Each board member should rate the performance level for each goal.

The board will meet to discuss the results.

\* Required

## Standard 1 - Leadership: Mission, Vision and Goals

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The board of education periodically reviews the district's vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

Indicators:

The board, along with the superintendent, review and re-adopted the written district vision and mission statements in a three-year cycle.

Board members can clearly articulate the vision, mission and goals of the district.

Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten and adopted the board and district goals.

The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as a part of regular board meetings.

The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.

The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.

The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

**1. Board performance on this standard: \****Mark only one oval.*☐

UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

☐

NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐

EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐

OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**2. Comments: \***

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## Standard 2 - Policy and Governance

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The board establishes and follows local policies, procedures and good governing practices.

Indicators:

The board has established, adopted and revised policies to be clear, up to date and in compliance with state and federal laws and rules.

The board requests the superintendent's recommendation on all proposed policies.

The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.

A procedure is in place for established policies to be reviewed on a regular basis.

The board follows its own policies regarding board operations.

The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.

The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

**3. Board performance on this standard: \****Mark only one oval.*

☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**4. Comments: \***


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## Standard 3 - Community Relations

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The board establishes and promotes effective two-way communications with parents, students, staff and community members.

Indicators:

The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.

The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.

The board communicated with the community using forums, groups, the media and/or other vehicles following agreed upon procedures.

**5. Board performance on this standard: \****Mark only one oval.*

☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**6. Comments: \***


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## **Standard 4 - Cultural Responsiveness and Educational Equity**

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The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

Board outreach and community engagement activities accommodate cultural differences in values and communication.

The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.

The board has a process to review policies for cultural, racial and ethnic bias.

Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.

District staff is representative of the community.

**7. Board performance on this standard: \***

*Mark only one oval.*

☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**8. Comments: \***


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## **Standard 5 - Accountability and Performance Monitoring**

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The board models a culture of high progress towards district goals and compliance with written board policies using data as the basis for assessment.

Indicators:

The board models a culture of high expectations throughout the district.

The board's priority and focus are on curriculum, student achievement and student success.

The board appropriates resources based on student achievement priorities.

The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.

Student results are measured against expectations set by district standards.

The board and all stake holders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations through out the system.

The board uses data to identify discrepancies between current and desired outcomes.

The board identifies and addresses priority needs based on data analysis.

The board communicated to the public how policy decisions are linked to student achievement data.

**9. Board performance on this standard: \***

*Mark only one oval.*

☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**10. Comments: \***

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## **Standard 6 - Board Operations: Meetings**

Board meetings are effective, efficient, orderly, and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

The agenda is properly posted and developed according to board policy.

Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.

The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.

The board has procedures in place to allow for public input in a respectful manner.

The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.

The board discusses only those topics that the majority of board members wish to take up.

Everyone in attendance can clearly hear board discussion.

Board discussions are effective and result in clear decisions.

Minutes properly record actions of the board and are maintained as required by the public records law.

Board members respect the confidentiality of executive sessions.

Board members do not surprise the administration or fellow board members at meetings.

**11. Board performance on this standard: \***

*Mark only one oval.*

☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**12. Comments: \***

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## **Standard 7 - Board Operations: Board Member Communications**

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

Board members all receive the same information from the district office on matters of board business.

Board members share information appropriately through the chair between meetings and do not surprise each other in public.

Board members communicate with each other in a respectful manner.

Board members respect the right of the public to observe discussion of board and district business by board

members.

All deliberation and discussion between board members is held at properly posted public meetings.

**13. Board performance on this standard: \***

*Mark only one oval.*

- ☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard
- ☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- ☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- ☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- ☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**14. Comments \***

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## **Standard 8 - Board Operations: Board-Staff Relations**

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

Indicators:

The board recognizes and protects the chain of command.

The board works with with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.

Boad members treat staff members in a respectfull manner at all times.

**15. Board performance on this standard: \***

*Mark only one oval.*

- ☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard
- ☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- ☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- ☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- ☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.



**16. Comments: \***


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## **Standard 9 - Board Operations: Board-Superintendent Relations**

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The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

The board supports the school administration before critical groups and individuals in the community.

The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions.

Board members fully inform the superintendent of situations arising in the district that impact the district.

Board members do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration.

Board members do not avoid difficult decisions when requested or required to take a position.

**17. Board performance on this standard: \***

*Mark only one oval.*

☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard

☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**18. Comments: \***


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## **Standard 10 - Values, Ethics and Responsibility for Self**

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The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

The board polices its own members when they step outside of board policy and agreements.

The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.

Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.

Board deliberations and actions are limited to board work, not staff work.

Board members exercise their authority only as a whole board at properly posted meetings.

**19. Board performance on this standard: \***

*Mark only one oval.*

☐ UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard

☐ NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐ GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐ EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐ OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**20. Comments: \***

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## Standard 11 - Board Systematic Improvement

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team-building retreat focused on assessment and goals.

Indicators:

Each Board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.

The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.

The Board and superintendent meet in a retreat environment to review: 1) Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals. 2) The strengths and improvements needed in the district. 3) Any compelling problem(s) or emerging issue(s). 4) Trends, opportunities and anticipated challenges in the school district. 5) Board leadership and educational philosophy and performance. 6) Board/Superintendent operational agreements and evaluation documents.

**21. Board performance on this standard: \****Mark only one oval.*☐

UNACCEPTABLE - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard

☐

NEEDS IMPROVEMENT - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

☐

GOOD - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

☐

EXCELLENT - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

☐

OUTSTANDING - All of the indicators for this standard have been completed. This is an area of model performance for the board.

**22. Comments: \***


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## Goal 1 - Improve Community Relationships

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**23. The board's performance rating: \****Mark only one oval.*☐

Unacceptable

☐

Needs Improvement

☐

Good

☐

Excellent

☐

Outstanding

**24. Comments: \***


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## Goal 2 - Improve 9th Grade "on track"

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**25. The board's performance rating: \****Mark only one oval.*

- ☐ Unacceptable
- ☐ Needs Improvement
- ☐ Good
- ☐ Excellent
- ☐ Outstanding

**26. Comments: \***

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## Improve from 5 grade levels to 7 grade levels about state average in Math

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**27. The board's performance rating: \****Mark only one oval.*

- ☐ Unacceptable
- ☐ Needs Improvement
- ☐ Good
- ☐ Excellent
- ☐ Outstanding

**28. Comments: \***

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