

AGENDA	CORBETT SCHOOL DISTRICT REGULAR SCHOOL BOARD MEETING MPB/Board Room/ZOOM-OWL 35800 E Historic Columbia River Highway Corbett, Oregon 97019	7:00 PM Monday, September 19, 2022
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- 1. PRELIMINARY BUSINESS
  - 1. Call to Order / Flag Salute
  - 2. Review and Acceptance of Agenda
  - 3. Board Vice Chair Report Information Item 3
- 2. Approval of Extension of Minutes Action Item
- 3. Introduction and Comments of Guests and Representatives
  - a.
    - 1. Principal / Director/ Supervisor Reports 4
    - 2. Student Representative to the Board Information Item
- 4. FINANCIAL REPORTS / MATTERS
  - 1. Report Information Item 33
  - 2. Budget Committee Vacancy Information Item 41
  - 3. Audit Governance Letter Information Item 44
- 5. Superintendent Dr. Fialkiewicz's Report Information item
  - 1. Enrollment Update
  - 2. Update on Corbett School campus upgrades and/or grants
- 6. CONSENT AGENDA
  - 1. **Consent agenda \*\*Resolution items 9.29-22\*\* through 9.33-22\*\* Action Items**
- 7. CURRICULUM
- 8. STUDENTS
  - 1. See Consent Agenda Item 8.1\*\*
- 9. TRANSPORTATION, BUILDINGS AND MAINTENANCE 47
- 10. CO-CURRICULAR ACTIVITIES
- 11. Personnel
  - 1. Vacant Positions Information Item
    - a. See Consent Agenda for Items 11.2\*\*-11.4\*\* 49
- 12. Policy
  - 1. See Consent Agenda Item 12.1\*\*
- 13. Matters for the Good of the Order
- 14. COMING EVENTS
  - 1. G.O. Bond Oversight Committee Meeting, 7:00 p.m. via ZOOM, Monday, September 26, 2022
  - 2. Friday, September 30, Teacher Inservice Day
  - 3. Thursday, October 6, 2022 - Mid-term
  - 4. Wednesday and Thursday, October 12-13, CAPS/GS/MS Conferences in the evening

5. Thursday, October 13, 2022 - HS conferences in the evening
6. Monday, October 17, 2022 - Regular School Board Meeting at 7:00 p.m. in the MPB/Board Room and via ZOOM
7. September 29, 2022 - Fall OSBA Regional Meeting at Sheraton Portland Airport Hotel  
[http://www.osba.org/Calendar/Events/Fall\\_Regionals-2022.aspx#Agenda](http://www.osba.org/Calendar/Events/Fall_Regionals-2022.aspx#Agenda)  
Deadline to register September 23.

OSBA Annual Convention - November 11-13, 2022 - Portland Marriott Downtown Waterfront Hotel

Register for OSBA events through Robin Lindeen-Blakeley

15. ADJOURNMENT



Robin Faye Lindeen Blakeley &lt;rlindeen@corbett.k12.or.us&gt;

## OSBA Elections - Nomination reminder

1 message

OSBA Information &lt;info@osba.org&gt;

Mon, Sep 12, 2022 at 9:36 AM

To: Robin Lindeen-Blakeley &lt;rlindeen@corbett.k12.or.us&gt;

Dear Robin Lindeen-Blakeley ,

Nominations for **all odd-numbered positions, except Position 19, plus Positions 8, 10, 12 and 16** on the OSBA Board of Directors will close on **Friday, September 30, 2022**. If your board has not already nominated someone, there is still time.

***NOTE: Only the following board positions in the following regions have elections this year:***

Board **Position 1, Eastern Region** (currently held by Chris Cronin)

Board **Position 3, Central Region** (currently held by Patti Norris)

Board **Position 5, Southern Region** (currently held by Dawn Watson)

Board **Position 7, Clackamas Region** (currently held by Liz Hartman)

Board **Position 8, Clackamas Region** (position currently vacant) – **1-year term**

Board **Position 9, Douglas/South Coast Region** (currently held by Jackie Crook)

Board **Position 10, Linn/Benton/Lincoln Region** (currently held by Miriam Cummins) – **1-year term**

Board **Position 11, Marion Region** (currently held by Anthony Medina)

Board **Position 12, Marion Region** (currently held by Bill Graupp) – **1-year term**

Board **Position 13, Yamhill/Polk Region** (currently held by Jeffrey Crapper)

Board **Position 15, Washington Region** (currently held by Susan Greenberg)

Board **Position 16, Washington Region** (currently held by Maureen Wolf) – **1-year term**

Board **Position 17, Multnomah Region** (currently held by Katrina Doughty)

### Nominations:

Board members interested in running for a position on the OSBA Board need to be nominated by a member board within their region. Nominations require official board action. [Sample language](#) is available to assist in making a motion or resolution to stand for election to the OSBA Board.

Candidate nomination materials for the OSBA Board are due to the OSBA offices by **5 p.m. on Friday, September 30, 2022**.

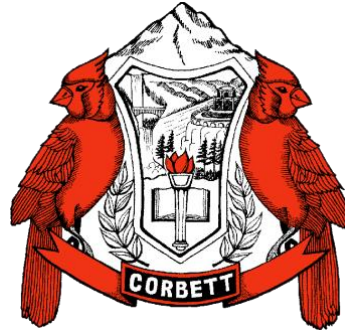
### Other resources

- Explanation of the [essential duties of OSBA Board members](#)
- OSBA's Election Center containing nomination and candidate forms and other election information
- 2022 Elections Calendar (pdf)

Sonja McKenzie  
OSBA President-elect  
[osbaElections@osba.org](mailto:osbaElections@osba.org)

# School-Level COVID-19 Management Plan

## Template For School Year 2022-23.



### School/District/Program Information

District or Education Service District Name and ID: Corbett School District 2186


School or Program Name: Corbett School

Contact Name and Title: Derek Fialkiewicz - Superintendent

Contact Phone: 503-261-4201

Contact Email: [dfialkiewicz@corbet.k12.or.us](mailto:dfialkiewicz@corbet.k12.or.us)

Table 1.

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="https://www.multnomahesd.org/uploads/1/2/0/2/120251715/cdmp.pdf">https://www.multnomahesd.org/uploads/1/2/0/2/120251715/cdmp.pdf</a></p> <p>Corbett School District consulted with Multnomah Educational Service District (MESD) to revise and adopt a Comprehensive Communicable Disease Management Plan. The MESD worked with all relevant health services organizations to develop this plan including the LPHA and local tribal health departments. This plan was updated in September 2021. CSD will continue to work with the MESD regarding updates to the Comprehensive Communicable Disease Management Plan.</p>
<p><b>Exclusion Measures</b>          Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p><a href="https://docs.google.com/document/d/11JNrmFNnepwDu79k02PbxyZ70VanurrMIE1s4T5heJQ/edit?usp=sharing">https://docs.google.com/document/d/11JNrmFNnepwDu79k02PbxyZ70VanurrMIE1s4T5heJQ/edit?usp=sharing</a>  <b>Corbett School follows Corbett School District’s Isolation Plan which outlines screening, isolation and exclusion procedures.</b></p>
<p><b>Isolation Space</b>          Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p><b>Corbett School has a dedicated isolation space (Care Room) in each building in order to be able to isolate sick students and provides services for students with special health care needs.</b></p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p><b>Corbett School follows all requirements regarding educator vaccinations. The current requirement that all staff and volunteers be vaccinated or have an approved religious/medical exception is being implemented with fidelity.</b></p>



## Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Emergency Plan or  
Emergency Operations  
Plan

[OAR 581-022-2225](#)

[Corbett School District Emergency Management Plan](#)

Additional documents  
reference here:



## SECTION 1. Clarifying Roles and Responsibilities

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Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

**Table 2. Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> </ul>	Michelle Dawkins: Principal K-5 Rachel Goodloomis: Principal 6-7 Kathy Childress: Principal 8-12	Jeanne Swift: Director of Student Services

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>		
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<ul style="list-style-type: none"> <li>Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	<p>Michelle Dawkins: K-5 Principal  Rachel Goodloomis: 6-7 Principal  Kathy Childress: 8-12 Principal</p>	<p>Jeanne Swift:  Director of Student Services</p>
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<ul style="list-style-type: none"> <li>Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>Reports to the LPHA any cluster of illness among staff or students.</li> <li>Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	<p>Julie Nakamura: School Nurse  Debbie Baker: School Health Assistant</p>	<p>Jeanne Swift:  Director of Student Services</p>
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	<p>Todd Williams: Transportation Supervisor  Steve Salisbury: Maintenance Supervisor  Seth Tucker: Food Service Director</p>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Derek Fialkiewicz: District Superintendent Brie Windust: Communications & Business Office Assistant	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Derek Fialkiewicz: District Superintendent	Jeanne Swift: Director of Student Services 8
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Julie Nakamura: School Nurse	Jeanne Swift: Director of Student Services
Others as identified by team			



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

#### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation<sup>1</sup>, etc.)

- Oregon Equity Lens <https://www.oregon.gov/ode/students-and-family/equity/equityinitiatives/Documents/OregonEquityLens.pdf>
- Corbett Equity Committee in partnership with MCREN (Multnomah-Clackamas Regional Educator Network)
- High School Student Voice Team



#### Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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<sup>1</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

**Table 3.**

**Centering Equity**

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	The classroom teachers work with the Student Intervention Team (SIT) staff, the Director of Student Services, SPED case managers, intervention specialists, and the ELD Specialist/Homeless Liaison/Migrant Ed. Liaison/Foster Care POC to identify students who might be disproportionately impacted by COVID-19 and who might need additional support.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.	The ELD Specialist/Homeless Liaison/Migrant ED Liaison/Foster Care POC will take the lead in implementing a plan to serve students/families identified as needing a differentiated plan. Translation, transportation and outreach services are offered to all students/families who need them. Intervention services are provided to students in grades K-7 with an identified need. Students at the 8-12 level are offered supported intervention services and credit recovery on Fridays.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	The school partners with MCREN (Multnomah-Clackamas Regional Educator Network) and the MESD to support staff development around culturally relevant strategies for working with families and students disproportionately impacted by COVID-19. MCREN has provided a grant for the 2022-23 year to fund a .5 FTE Equity TOSA to provide continued equity training to staff, identify areas where there is a need to improve practices and procedures related to equity, and to assist in implementing and monitoring strategies focused on equity. In addition, the MESD is providing professional development related to supporting students who are experiencing mental and behavioral health issues, especially BIPOC students.

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**Mental Health Supports**

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- **A SIT (Student Intervention Team) consisting of five full-time mental health professionals serve students in grades K-12**
- **Suicide prevention adopted K- 12 QPR (Question, Persuade, Refer) training mandatory for all staff, Sources of Strength (3-5) Look, Listen, Link (6-7) More than Sad (8-12).**
- **CareSolace provides 24-hour access to online mental health resources and services to staff. Students and families.**



**Suggested Resources:**

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	Corbett School maintains multiage classes in grade K-7/8 (K-8 CAPS) for the primary purpose of fostering community and building relationships. Classroom teachers devote time to this endeavor beginning on the first day of school and continuing throughout the year. Grades K-5 hold classroom meetings, grades 6-7(K-8 CAPS) have classroom and schoolwide morning meetings and time is devoted during the daily homeroom period for grades 8-12.
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	All students have the opportunity to meet with a mental health professional either in small groups or individually. Corbett School has increased FTE dedicated to mental health services to 5.0 for the 2022-23 school year in order to ensure all students have the time they need to explore and process their experiences. The Student Intervention Team (SIT) staff also present lessons and meets with all classes K-7 and homeroom classes (8-12) to foster and strengthen healthy mental health practices. The SIT staff meet with student-led groups to support their mental health needs. They have also provided supplemental instructional materials for anti-bullying to be implemented fall 2022

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OHA/ODE Recommendation(s)	Response:
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	The SIT staff conducts home visits to make sure that families understand and know how to access the mental health supports available to them. The SIT staff intentionally reach out to students and families from traditionally underserved populations to ensure that their needs are being met with culturally relevant supports. The school employees a full time English Language Development (ELD) Specialist/ Homeless Liaison/Migrant Ed Liaison/Foster Care POC who reaches out to the families of the students she serves to make sure they have access to the services they need. Materials are translated into the languages families have requested. The SIT staff work with the classroom teachers to Implement Corbett’s Suicide Prevention Plan. This includes: QPR training (all staff), Sources of Strength (3-5), Look, Listen, Link (6-7), More Than Sad (8-12). The district includes information in the monthly newsletter and on the website related to mental health resources. The building principals include information in monthly principal chats and newsletters. The district also contracts with CareSolace to provide year-round, multi-language access and referrals to mental health supports 24 hours a day.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	The SIT staff will continue to meet the student-led teams in grades 4-12 to discuss topics related to wellbeing & mental health. Classroom teachers also foster opportunities for student-led wellbeing & mental health initiatives within the classroom. Three student lead teams with a focus on wellbeing & mental health will continue to meet at the high school.



## Section 3. COVID-19 Outbreak Prevention, Response & Recovery:

**Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process**

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



### Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
  - Symptom-Based Exclusion Guidelines (pages 8-12)
  - Transmission Routes (pages 29-32)
  - Prevention or Mitigation Measures (pages 5-6)
  - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

**Table 5.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>BASELINE MEASURES:</b> describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Corbett School will continue to follow all requirements regarding educator vaccinations. <i>The leadership team</i> will continue to provide information regarding the availability of COVID-19 vaccination clinics through normal communication methods. The school is ready and able to support on-site vaccination clinics for students, staff and the community at the request of Multnomah County Health Department. Information regarding access to vaccinations will be translated into the languages requested by families. Transportation and translation services will be coordinated by the ELD specialist as needed.</p>
<p>Face Coverings</p>	<p>Face coverings will continue to be optional throughout the school year unless there is a change in OHA or ODE’s mandates. Corbett School staff will respect families’ personal decisions around masking and will not ask students or visitors to mask or unmask. Additionally, staff will not be expected to keep track of a family’s decision regarding masking or to monitor student compliance. The school will take steps to ensure a safe and welcoming environment that honors individual choice around COVID-19 safety and masking. Posters will be displayed and all classroom teachers will allocate time to lessons on anti-bullying and personal choice. Corbett School will continue to provide effective face coverings for staff and students who request them.</p>
<p>Isolation</p>	<p>The school will follow Corbett School District’s COVID-19 Isolation Plan that is linked above. Any changes in guidance from OHA, ODE or Multnomah County will be followed. School office staff will continue to contact families of absent students and assist them in understanding isolation and exclusion procedures. Translation will be provided when needed. The school nurse will also consult with families as needed.</p>
<p>Symptom Screening</p>	<p>Staff will continue to be asked to self-screen daily and contact their supervisor if they are experiencing COVID-19 symptoms. Staff will not be asked to screen other staff members. Parents/guardians will be asked to screen students for COVID-19 symptoms before school each day. They will be asked to keep students home if they are experiencing COVID-19 or any other excludable symptoms. Visitors and volunteers will be asked to self-screen before entering the school buildings.</p>

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OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Testing	<i>Corbett School will continue to offer free on-site diagnostic testing to students (with parent permission) and staff who develop symptoms at school or are exposed to COVID-19 at school. Corbett School will not offer free on-site diagnostic testing to family members who are not staff or students. Corbett School will not offer on-site screening tests to students, staff or family members who are not experiencing symptoms of, or exposure to COVID-19. The school will participate in any statewide or countywide programs that distribute At-Home COVID-19 tests.</i>
Airflow and Circulation	<i>When possible outdoor ventilation will be increased. Windows will be left open unless doing so creates a health or safety risk. Teachers will be encouraged to conduct some activities outdoors when reasonable. The maintenance supervisor will run the HVAC system in a way such that healthy air circulation is maximized. Air purifiers have been placed in all classrooms. The maintenance supervisor will be responsible to maintain the working order of the air purifiers and the HVAC system.</i>
Cohorting	Corbett School will not focus on cohorting as an everyday mitigation strategy. It is disruptive to successfully running a school program from day to day. It can affect students' mental health as it limits the number of individuals with which a student may interact. Students may not be able to spend time with important friends if they are not in the same class. Secondary students have limited opportunities to interact with others during break and lunch.
Physical Distancing	Physical distance will be encouraged when it is practical, but will not be a primary mitigation strategy. Physical distancing is difficult to practice long-term with fidelity when there are full classes of students attending on-site. Implementing it as a short-term strategy will lead to more effective implementation.
Hand Washing	Proper handwashing/sanitizing practices will be reviewed at the beginning of the school year and as necessary throughout the year. All individuals will be required to wash/sanitize their hands upon building entry, before/after transitioning to a new activity or location, prior to meals, and before/after using a hand operated water fountain. Signs describing effective handwashing practices and respiratory etiquette will be placed throughout the buildings.
Cleaning and Disinfection	Before school begins in August the maintenance supervisor will retrain the custodial staff on enhanced cleaning protocols that have been in place since March 2020. The school will continue to have custodial staff onsite during the school day to clean high traffic areas between uses.
Training and Public Health Education	Corbett School will dedicate inservice time to COVID-19 mitigation measures during the staff week in August. The district leadership team will create a common training for all staff and all staff will be required to participate. Pages 9-11 of the <a href="#">INSTRUCTIONS &amp; TOOLS for the School-Level COVID-19</a>

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<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b>
	<p><a href="#">Management Plan</a> provides questions to be considered when planning training and sample scenarios that can be included in the training.</p> <p>The school will continue to update the community with public health information following the recommendations of Multnomah County Health Department and ODE. Information will be posted through all normal communication methods (email, text, district newsletter, principal chats, district website) and translated into the languages requested by families.</p>

**Table 6. COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning?</b> <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
COVID-19 Vaccination	<p>Corbett School will continue to follows all requirements regarding educator vaccinations. The leadership team will continue to provide information regarding the availability of COVID-19 vaccination clinics through normal communication methods. The school is ready and able to support on-site vaccination clinics for students, staff and the community at the request of Multnomah County Health Department. Information regarding access to vaccinations will be translated into the languages requested by families. Transportation and translation services will be coordinated by the ELD specialist as needed. During periods of high transmission, the district leadership will consider limiting visitors and volunteers in the school regardless of vaccination status.</p>
Face Coverings	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i></p> <p>Face coverings will continue to be optional throughout the school year unless there is a change in OHA and ODE’s mandates. Corbett School will follow all mandates regarding universal masking as per school board policy.</p>
	<p>The school will follow Corbett School District’s COVID-19 Isolation Plan that is linked above. Any changes in guidance from OHA, ODE or Multnomah County will be followed and shared with families.</p>

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<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>Isolation</p>	<p>School office staff will continue to contact families of absent students and assist them in understanding isolation and exclusion procedures. Translation will be provided when needed. The school nurse will also consult with families as needed.</p>
<p>Symptom Screening</p>	<p>Staff will continue to be asked to self-screen daily and contact their supervisor if they are experiencing COVID-19 symptoms. Staff will not be asked to screen other staff members. Parents/guardians will be asked to screen students for COVID-19 symptoms before school each day. They will be asked not to send their students to school if they are experiencing COVID-19 or any other excludable symptoms. Reminders will be sent frequently to families and the community during a period of high transmission. Any visitors or volunteers will be asked to self-screen before entering the school buildings. During periods of high transmission, the district leadership will consider limiting visitors and volunteers in the school regardless of vaccination status.</p>
<p>COVID-19 Testing</p>	<p><i>Corbett School will continue to offer free diagnostic testing to students (with parent permission) and staff who develop symptoms at school or are exposed to COVID-19 at school. Corbett School will not offer free diagnostic testing to family members who are not staff or students. Corbett School will not offer screening tests to students, staff or family members who are not experiencing symptoms of, or exposure to COVID-19. The school will participate in any statewide or countywide programs that distribute At-Home COVID-19 tests. During periods of high transmission school personnel will frequently remind families if there is a stock of At-Home test kits available and will offer free test kits to parents/guardians during pick up and drop off.</i></p>
<p>Airflow and Circulation</p>	<p><i>When possible outdoor ventilation will be increased. Windows will be left open unless doing so creates a health or safety risk. Teachers will be encouraged to conduct some activities outdoors when reasonable. The maintenance supervisor will run the HVAC system in a way such that healthy air circulation is maximized. Air purifiers have been placed in all classrooms. The maintenance supervisor will be responsible to maintain the working order of the air purifiers and the HVAC system.</i></p>
	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p>

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<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
Cohorting <sup>2</sup>	<p>1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></p> <p>2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></p> <p><i>The school nurse will be responsible to notify the LPHA regarding outbreaks of respiratory disease or high absenteeism. In times of high transmission cohorting will be reinstated as a short-term mitigation strategy as much as possible. K-8 students will remain in their classroom cohorts with as little mixing as possible. Students will have assigned seats on the bus, in the classroom, at lunch, during mixed music classes, etc. All school assemblies and meetings will be held virtually. HS students will have assigned seats in their classroom and assigned lunch locations. When possible, clubs and extracurricular activities will be held virtually. Students will be asked to go directly to their classroom when arriving on campus and limit interactions with students who are not in their classroom cohort. Communication will be sent to families informing them that the school is reinstating cohorting.</i></p>
Physical Distancing	<p>During periods of high transmission, physical distancing will be reinstated as a short-term mitigation strategy. In the classrooms, on the bus and during lunch students will have assigned seats which create as much physical distance as possible. Students will be required to keep at least three feet of distance while walking in the halls. Signs will be placed throughout the buildings reminding students to maintain physical distance as much as possible. Teachers will be asked to allow students time to practice physical distancing routines as necessary. Communication will be sent to families informing them that the school is reinstating physical distancing.</p>
Hand Washing	<p>During a period of high transmission, proper handwashing/sanitizing practices will be reviewed with all staff and students. All individuals will be required to wash/sanitize their hands upon building entry, before/after transitioning to a new activity or location, prior to meals, and before/after using a hand operated water fountain. District leadership will consider whether there is a need to turn off the hand-</p>

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<sup>2</sup> Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>operated water fountains. Signs describing effective handwashing practices and respiratory etiquette will be placed throughout the buildings.</p>
<p>Cleaning and Disinfection</p>	<p>During a period of high transmission, the maintenance supervisor will retrain the custodial staff on enhanced cleaning protocols. The maintenance supervisor and district leadership will consider whether there is a need for the short-term addition of day time custodial staff to clean high traffic areas between uses.</p>
<p>Training and Public Health Education</p>	<p>During a period of high transmission, Corbett School will hold a training for all staff to review COVID-19 mitigation measures. The district leadership team will create a common training for all staff and all staff will be required to participate. The school will continue to update the community with public health information following the recommendations of Multnomah County Health Department and ODE. Information will be posted through all normal communication methods and translated into the languages requested by families.</p>

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>Corbett School will continue to follow all requirements regarding educator vaccinations. The leadership team will continue to provide information regarding the availability of COVID-19 vaccination clinics through normal communication method. The school is ready and able to support on-site vaccination clinics for students, staff and the community at the request of Multnomah County Health Department. Information regarding access to vaccinations will be translated into the languages requested by families. Transportation and translation services will be coordinated by the ELD specialist as needed. After a period of high transmission, the district leadership will review the policy regarding visitors/volunteers.</p>
<p>Face Coverings</p>	<p>Face coverings will continue to be optional throughout the school year unless there is a change in OHA and ODE’s mandates. After a period of high transmission, the school will continue to encourage staff and students to wear masks while on the bus and at school, especially when cohorts are mixed or physical distance is difficult to maintain. The leadership team will update families frequently regarding the LPHA’s masking recommendations.</p>
<p>Isolation</p>	<p>The school will follow Corbett School District’s COVID-19 Isolation Plan that is linked above. Any changes in guidance from OHA and ODE will be followed and shared with families. School office staff will continue to contact families of absent students and assist them in understanding isolation and exclusion procedures. Translation will be provided when needed. The school nurse will also consult with families as needed.</p>
<p>Symptom Screening</p>	<p>Staff will continue to be asked to self-screen daily and contact their supervisor if they are experiencing COVID-19 symptoms. Staff will not be asked to screen other staff members. Parents/guardians will be asked to screen students for COVID-19 symptoms before school each day. They will be asked not to send their students to school if they are experiencing COVID-19 or any other excludable symptoms. Reminders will be sent frequently to families. Any visitors or volunteers will be asked to self-screen before entering the school buildings. After a period of high transmission, the district leadership will consider whether to allow visitors and volunteers on site regardless of vaccination status.</p>
<p>COVID-19 Testing</p>	<p><i>Corbett School will continue to offer free diagnostic testing to students (with parent permission) and staff who develop symptoms at school or are exposed to COVID-19 at school. Corbett School will not offer free diagnostic testing to family members who are not staff or students. Corbett School will not</i></p>

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<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
	<p><i>offer screening tests to students, staff or family members who are not experiencing symptoms of, or exposure to COVID-19. The school will participate in any statewide or countywide programs that distribute At-Home COVID-19 tests. After a period of high transmission school personnel will frequently remind families if there is a stock of At-Home test kits available and will offer free test kits to parents/guardians during pick up and drop off. School leadership will continue to remind families of the value of Covid-19 testing as a strategy to mitigate spread.</i></p>
Airflow and Circulation	<p><i>When possible outdoor ventilation will be increased. Windows will be left open unless doing so creates a health or safety risk. Teachers will be encouraged to conduct some activities outdoors when reasonable. The maintenance supervisor will run the HVAC system in a way such that healthy air circulation is maximized. Air purifiers have been placed in all classrooms. The maintenance supervisor will be responsible to maintain the working order of the air purifiers and the HVAC system.</i></p>
Cohorting	<p>After a period of high transmission, the leadership team will consult with the LPHA regarding whether or not to continue cohorting. The team will consider which cohorts to maintain and for how long with the primary consideration the mental health and physical well-being of the students. Any changes in cohorting will be shared with all staff and communicated with families.</p>
Physical Distancing	<p>After a period of high transmission, the leadership team will consult with the LPHA regarding whether or not to continue physical distancing. The leadership will consider where the implementation of physical distance is most effective and feasible. Changes in routines and requirements will be shared with staff, practiced with students, and communicated to families.</p>
Hand Washing	<p>After a period of high transmission, proper handwashing/sanitizing practices will be reviewed with all staff and students. All individuals will be required to wash/sanitize their hands upon building entry, before/after transitioning to a new activity or location, prior to meals, and before/after using a hand operated water fountain. District leadership will consider whether there is a need to turn off the hand-operated water fountains. Signs describing effective handwashing practices and respiratory etiquette will be placed throughout the buildings.</p>
Cleaning and Disinfection	<p>After a period of high transmission, the maintenance supervisor will retrain the custodial staff on enhanced cleaning protocols. The maintenance supervisor and district leadership will consider whether there is a need for additional day time custodial staff for the short term to clean high traffic areas between uses.</p>

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<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Training and Public Health Education	After a period of high transmission, the leadership team will debrief regarding the response to the communicable disease event. The staff will be surveyed regarding the effectiveness of mitigation strategies. The school nurse will lead this effort and will work with the team to plan for improvement of the prevention, response, and recovery system. After the debrief the leadership team will create a common training for all staff. Staff will have the opportunity to reflect on the effectiveness of the mitigation strategies and offer suggestions. The school will continue to update the community with public health information following the recommendations of Multnomah County Health Department and ODE. Information will be posted through all normal communication methods (email, text, district newsletter, principal chats, district website) and translated into the languages requested by families.

## PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

**INSERT THE LINK** where this plan is available for public viewing.

Date Last Updated: **INSERT**

Date Last Practiced: 8/24/2023

# Advanced Placement Student Recognition Corbett High School

School Board Presentation  
September, 2022

## What does the score mean? Scale of 1-5 Score 3+ to earn college credit at a University

English Language and Comp → 4 credits WR 121 = \$1,044

US History → 8 credits of History = \$1,988

Human Geography → 4 credits Geography = \$1,044

Spanish → 12 credits Spanish = \$2,932

\*<sup>24</sup>Oregon State Tuition base rate

\*One test costs Oregon taxpayers \$96

# AP Data Report

	2018	2019	2020	2021	2022
<b>Total CHS Students</b>	401	384	372	323	317
<b>Total AP Students</b>	371 (93%)	332 (85%)	296 (80%)	189 (59%)	270 (85%)
<b>Number of Exams</b>	1,166 (3 per kid)	1,031	867	511	580 (2 per kid)
<b><sup>25</sup>AP Students w/Scores 3+</b>	129	123	150	79	93
<b>% of Total AP Students with Scores 3+</b>	34.49	37.05	50.68	41.80	34.44

# AP Scholar - 3 or Higher on at least 3 Exams

Susanna Anand - Grad 2022  
Summit Bowman - Senior  
Lawyer Bowman - Grad 2022  
Aizan Connor - Senior  
Alexander Davidovici - Junior  
Maiya DeBruin - Senior  
Iva Dettler - Junior  
Monah Dyk - Junior  
Maya Gorecki - Junior  
Carolyn Hardie - Junior  
Linden Harlow - Junior

Sydney Hildebrand - Senior  
Meagan Hyzer - Junior  
Mikayla Keitzman - Grad 2022  
Joey Kirnan - Junior  
Ruby Kitzmiller - Grad 2022  
Beck Knight - Junior  
Rivera Mackaness - Senior  
Malena Mayell - Junior  
Ian McElmurry - Junior  
Olivia Melchior - Junior  
Jackson Minsker - Senior  
Alisa Mitchell - Grad 2022

Dyson Oldright - Junior  
Eleanor Pearson - Grad 2022  
Paige Potts- Grad2022  
Galilea Rios Schultz - Grad 2022  
Sean Rohlfs - Sophomore  
Kennedy Shostak - Graduate 2022  
David Vittoria - Senior  
McKenna Webber - Graduate 2022  
Lily Webster - Graduate 2022  
Owen Yamaguchi - Junior

AP Scholar with Honor - Scores of 3 or higher on at least 4 exams.

Eden Conti - Senior

Tatum Hills - Senior

AP Scholar with Distinction - Scores of 3 or higher  
on at least 5 exams.

Sophie Bergkvist - Junior

Alexa Gentry - Junior

Kate Hawley - Senior

Ava Horton - Senior

Isaiah Irving - Junior

Mia LaFramboise - Junior

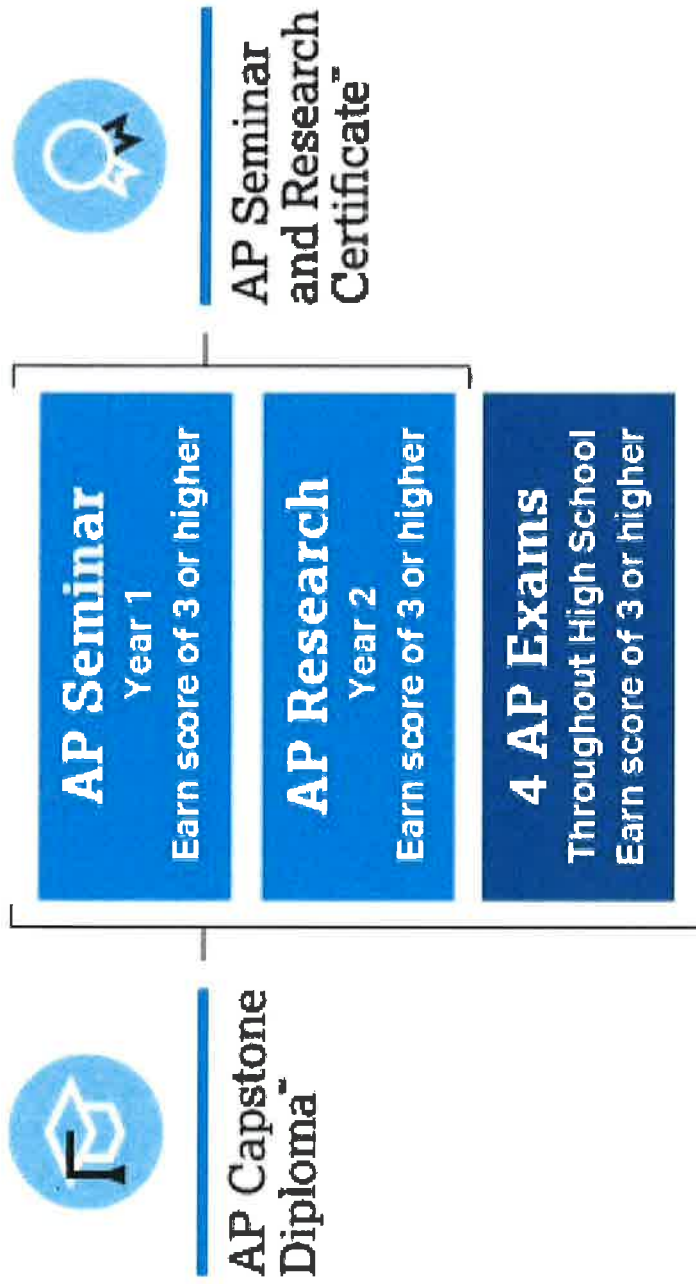
Olivia McGrew - Junior

Miller Nelson - Graduate 2022

MJ Simmons - Junior

Jacob Williams - Senior

# AP Capstone Diploma and Certificate



# AP Seminar and Research Certificate

Sydney Hildebrand - Senior

AP Capstone Diploma  
Seminar and Research, and at least 4 exams 3+

Susanna Anand - Graduate 2022

Eden Conti - Senior

Connor Cornelius - Senior

Alexa Gentry - Junior

<sup>31</sup>Jacob Williams - Senior

Students - thank you for your hard work!

And thank you to the community and school board for continuing to support students in their academic pursuits!

**Corbett School District**  
**Financial Report to the Board of Directors**  
**Monday, September 19, 2022**

This report includes all expenses recorded through August 31, 2022, and most revenue.

TKW was in for audit field work during the week of August 15-19. They will return for final audit work in late November. During the next several weeks the business office will continue to work to close the 21-22 books and prepare for audit.

Retention grant stipends were paid with August payroll. Payroll expenditures account for roughly 85% of the budget, so now that August payroll costs are on the books, we'll begin projecting payroll encumbrances for the year.

Multnomah County informed us that property taxes on manufactured homes will be abated. In 2022-23 the operational property tax loss is projected to be \$2,454 and the bond tax loss is projected to be \$442 for the district.

MESD will begin passing through costs for DocuSign usage this year. Last year Corbett SD was provided services valued at \$3,363 by the MESD.

Thank you,

Cindy Duley, Business Manager  
[cduley@corbett.k12.or.us](mailto:cduley@corbett.k12.or.us)

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**Board Financial Reports Guide:**

**Summary of Budget and Actual Expenditures by Fund and Major Function**

Shows the year-to-date expenditures compared to the legally appropriated budget. Actual expenditures cannot exceed appropriation.

**Year-to-Year Fund Statements**

Shows the current year-to-date revenues and expenditures compared to the same time last year for the following funds:

- General Fund
- Food Services Fund
- Federal Funds
- Student Investment Account
- GO Bond 2021

**Year-to-Year General Fund Revenues and Expenditures by Month**

Shows prior year and current year-to-date revenues and expenditures in more detail, by major category and month, for the General Fund.

**Corbett School District 39**  
**Monthly Financial Report**  
**As of August 31, 2022**

**Summary of Budget and Actual Expenditures by Fund and Major Function**

<b>Current Budget vs Actual Total Expenses</b>	<b>Current Budget</b>	<b>Aug 31 2022 YTD Actuals</b>	<b>Aug 31 2022 Balance</b>
<b>Fund: 01 General Fund</b>			
0000 Not Applicable - need correction	-	58,386	(58,386)
1000 Instruction	8,044,251	676,548	7,367,703
2000 Support Services	5,409,230	848,776	4,560,454
3000 Enterprise & Community Services	256,172	9,860	246,312
4000 Facilities Acquisition/Construction	2,288,074	224,282	2,063,792
5100 Debt Service	296,742	34,141	262,601
5200 Transfers Out	195,000	-	195,000
6000 Contingencies	24,958	-	24,958
<b>Fund: 01 General Fund Total</b>	<b>16,514,427</b>	<b>1,851,994</b>	<b>14,662,433</b>
<b>Fund: 02 Food Services Fund</b>			
3000 Enterprise & Community Serves	442,000	40,149	401,851
<b>Fund: 02 Food Services Fund Total</b>	<b>442,000</b>	<b>40,149</b>	<b>401,851</b>
<b>Fund: 03 Federal Funds</b>			
1000 Instruction	731,005	43,077	687,928
2000 Support Services	217,000	-	217,000
6000 Contingencies	(165,052)	-	(165,052)
<b>Fund: 03 Federal Funds Total</b>	<b>782,953</b>	<b>43,077</b>	<b>739,876</b>
<b>Fund: 04 Student Investment Account</b>			
1000 Instruction	726,828	50,429	676,399
2000 Support Services	226,431	19,549	206,882
<b>Fund: 04 Student Investment Account Total</b>	<b>953,259</b>	<b>69,978</b>	<b>883,281</b>
<b>Fund: 09 GO Bond 2021</b>			
0000 Not Applicable - need correction	-	505	(505)
2000 Support Services	43,876	-	43,876
4000 Facilities Acquisition/Construction	226,124	-	226,124
<b>Fund: 09 GO Bond 2021 Total</b>	<b>270,000</b>	<b>505</b>	<b>269,495</b>
<b>Fund: 10 Bond Matching Grant</b>			
4000 Facilities Acquisition/Construction	4,000,000	-	4,000,000
<b>Fund: 10 Bond Matching Grant Total</b>	<b>4,000,000</b>	<b>-</b>	<b>4,000,000</b>
<b>Fund: 20 Energy Projects Fund</b>			
4000 Facilities Acquisition/Construction	14,000	-	14,000
<b>Fund: 20 Energy Projects Fund Total</b>	<b>14,000</b>	<b>-</b>	<b>14,000</b>
<b>Fund: 11 Debt Service Fund</b>			
5100 Debt Service	380,295	-	380,295
<b>Fund: 11 Debt Service Fund Total</b>	<b>380,295</b>	<b>-</b>	<b>380,295</b>
<b>Fund: 06 Student Body Trust Fund</b>			
1000 Instruction	300,000	-	300,000
<b>Fund: 06 Student Body Trust Fund Total</b>	<b>300,000</b>	<b>-</b>	<b>300,000</b>
<b>Grand Total - All Funds</b>	<b>23,656,934</b>	<b>2,005,703</b>	<b>17,651,232</b>

**Corbett School District No. 39**  
**Board Financial Report**  
**Fund 01: General Fund**

	Fiscal Year 2021-2022			Fiscal Year 2022-2023			
	Year End Actuals	Year to Date Aug 31 2021	% of YE Actuals	Adopted Budget	Projected Actual	Year to Date Aug 31 2022	% of Projected
<b>Revenues</b>							
Property Taxes	2,051,752	-	0%	2,025,100	2,025,100	11,534	1%
State School Fund	9,695,017	2,324,157	24%	9,812,587	9,812,587	1,631,160	17%
Local Sources	345,874	32,993	10%	441,000	441,000	27,382	6%
Intermediate Sources	200,128	-	0%	201,200	201,200	-	0%
State Sources	569,491	68,929	12%	856,760	856,760	190,189	22%
Federal Sources	464	-	0%	49,172	49,172	19,792	40%
<b>Total Revenues</b>	<b>12,862,726</b>	<b>2,426,079</b>	<b>19%</b>	<b>13,385,819</b>	<b>13,385,819</b>	<b>1,880,057</b>	<b>14%</b>
<b>Expenditures</b>							
Salaries	7,004,892	723,465	10%	7,079,031	7,079,031	795,409	11%
Associated Payroll	3,883,638	427,951	11%	3,521,838	3,521,838	490,871	14%
Purchased Services	1,636,551	151,850	9%	3,741,460	3,741,460	85,332	2%
Supplies & Materials	677,655	197,637	29%	840,375	840,375	23,768	3%
Capital Outlay	(126)	(126)	100%	146,750	146,750	-	0%
Debt Service	250,472	52,042	21%	296,742	296,742	34,141	12%
Other Objects	317,257	232,258	73%	293,231	293,231	198,191	68%
Contingency	-	-	-	150,000	150,000	-	0%
<b>Total Expenditures</b>	<b>13,770,339</b>	<b>1,785,078</b>	<b>13%</b>	<b>16,069,427</b>	<b>16,069,427</b>	<b>1,627,712</b>	<b>10%</b>
<b>Other Sources (Uses)</b>							
Other Sources	-	-	-	195,000	195,000	-	0%
Transfer Out	-	-	-	(195,000)	(195,000)	-	0%
<b>Total Other Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Change in Fund Balance</b>	<b>(907,613)</b>	<b>641,001</b>		<b>(2,683,609)</b>	<b>(2,683,609)</b>	<b>252,345</b>	
<b>Fund Balance - Beginning</b>	<b>2,313,045</b>	<b>2,313,045</b>		<b>4,207,289</b>	<b>4,207,289</b>	<b>1,405,432</b>	
<b>Fund Balance - Ending</b>	<b>1,405,432</b>	<b>2,954,046</b>		<b>1,523,680</b>	<b>1,523,680</b>	<b>1,657,777</b>	

	FY 2021-22	FY 2022-23	Variance	% Change
<b>YTD Revenues</b>				
Property Taxes	-	11,534	11,534	
State School Fund	2,324,157	1,631,160	(692,997)	-30%
Local Sources	32,993	27,382	(5,611)	-17%
State Sources	68,929	190,189	121,260	176%
Federal Sources	-	19,792	19,792	
<b>Total Revenues</b>	<b>2,426,079</b>	<b>1,880,057</b>	<b>(546,022)</b>	<b>-23%</b>

	FY 2021-22	FY 2022-23	Variance	% Change
<b>YTD Expenditures</b>				
Salaries	723,465	795,409	71,944	10%
Associated Payroll	427,951	490,871	62,920	15%
Purchased Services	151,850	85,332	(66,518)	-44%
Supplies & Materials	197,637	23,768	(173,869)	-88%
Capital Outlay	(126)	-	126	-100%
Debt Service	52,042	34,141	(17,901)	-34%
Other Objects	232,258	198,191	(34,067)	-15%
<b>Total Expenditures</b>	<b>1,785,078</b>	<b>1,627,712</b>	<b>(157,366)</b>	<b>-9%</b>

**Corbett School District No. 39**  
**Board Financial Report**  
**Fund 02: Food Services Fund**

	Fiscal Year 2021-2022			Fiscal Year 2022-2023			
	Year End Actuals	Year to Date Aug 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Aug 31 2022	% of Projected
<b>Revenues</b>							
State School Fund	-	-		2,000	2,000	-	0%
Local Sources	(35)	-	0%	120,000	120,000	2,368	2%
State Sources	3,250	-	0%	4,000	4,000	-	0%
Federal Sources	379,803	14	0%	121,000	121,000	734	1%
<b>Total Revenues</b>	<b>383,018</b>	<b>14</b>	<b>0%</b>	<b>247,000</b>	<b>247,000</b>	<b>3,102</b>	<b>1%</b>
<b>Expenditures</b>							
Salaries	86,970	14,728	17%	132,883	132,883	14,500	11%
Associated Payroll	54,855	9,090	17%	62,299	62,299	9,054	15%
Purchased Services	17,419	4,337	25%	6,000	6,000	821	14%
Supplies & Materials	156,910	(3,364)	-2%	237,318	237,318	15,774	7%
Debt Service	(696)	(320)	46%	-	-	-	
Other Objects	3,359	898	27%	3,500	3,500	-	0%
<b>Total Expenditures</b>	<b>318,818</b>	<b>25,368</b>	<b>8%</b>	<b>442,000</b>	<b>442,000</b>	<b>40,149</b>	<b>9%</b>
<b>Other Sources (Uses)</b>							
Transfer In	-	-		195,000	195,000	-	0%
<b>Total Other Sources (Uses)</b>	<b>-</b>	<b>-</b>		<b>195,000</b>	<b>195,000</b>	<b>-</b>	<b>0%</b>
<b>Change in Fund Balance</b>	<b>64,200</b>	<b>(25,354)</b>		<b>-</b>	<b>-</b>	<b>(37,047)</b>	
<b>Fund Balance - Beginning</b>	<b>27,901</b>	<b>27,901</b>		<b>-</b>	<b>-</b>	<b>92,102</b>	
<b>Fund Balance - Ending</b>	<b>92,102</b>	<b>2,547</b>		<b>-</b>	<b>-</b>	<b>55,055</b>	

YTD Revenues	FY 2021-22	FY 2022-23	Variance	% Change
Local Sources	-	2,368	2,368	
Federal Sources	14	734	720	5229%
<b>Total Revenues</b>	<b>14</b>	<b>3,102</b>	<b>3,088</b>	<b>22427%</b>

YTD Expenditures	FY 2021-22	FY 2022-23	Variance	% Change
Salaries	14,728	14,500	(228)	-2%
Associated Payroll	9,090	9,054	(36)	0%
Purchased Services	4,337	821	(3,516)	-81%
Supplies & Materials	(3,364)	15,774	19,139	-569%
Debt Service	(320)	-	320	-100%
Other Objects	898	-	(898)	-100%
<b>Total Expenditures</b>	<b>25,368</b>	<b>40,149</b>	<b>14,781</b>	<b>58%</b>

**Corbett School District No. 39  
Board Financial Report  
Fund 03: Federal Funds**

	Fiscal Year 2021-2022			Fiscal Year 2022-2023			
	Year End Actuals	Year to Date Aug 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Aug 31 2022	% of Projected
<b>Revenues</b>							
Local Sources	543	-	0%	-	-	-	
Federal Sources	347,297	-	0%	828,948	828,948	-	0%
<b>Total Revenues</b>	<b>347,840</b>	<b>-</b>	<b>0%</b>	<b>828,948</b>	<b>828,948</b>	<b>-</b>	<b>0%</b>
<b>Expenditures</b>							
Salaries	228,213	8,537	4%	225,134	225,134	24,490	11%
Associated Payroll	134,785	6,103	5%	155,369	155,369	14,024	9%
Purchased Services	8,092	1,522	19%	72,754	72,754	-	0%
Supplies & Materials	46,142	789	2%	18,693	18,693	4,563	24%
Other Objects	249	249	100%	-	-	-	
Contingency	-	-		311,004	311,004	-	0%
<b>Total Expenditures</b>	<b>417,480</b>	<b>17,200</b>	<b>4%</b>	<b>782,953</b>	<b>782,953</b>	<b>43,077</b>	<b>6%</b>
<b>Change in Fund Balance</b>	<b>(69,640)</b>	<b>(17,200)</b>		<b>45,995</b>	<b>45,995</b>	<b>(43,077)</b>	
<b>Fund Balance - Beginning</b>	<b>7,656</b>	<b>7,656</b>		<b>-</b>	<b>-</b>	<b>(61,984)</b>	
<b>Fund Balance - Ending</b>	<b>(61,984)</b>	<b>(9,544)</b>		<b>45,995</b>	<b>45,995</b>	<b>(105,061)</b>	

YTD Expenditures	FY 2021-22	FY 2022-23	Variance
Salaries	8,537	24,490	15,953
Associated Payroll	6,103	14,024	7,921
Purchased Services	1,522	-	(1,522)
Supplies & Materials	789	4,563	3,775
Other Objects	249	-	(249)
<b>Total Expenditures</b>	<b>17,200</b>	<b>43,077</b>	<b>25,877</b>

**Corbett School District No. 39  
Board Financial Report  
Fund 04: Student Investment Account**

	Fiscal Year 2021-2022			Fiscal Year 2022-2023			
	Year End Actuals	Year to Date Aug 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Aug 31 2022	% of Projected
<b>Revenues</b>							
State Sources	837,315	-	0%	865,870	865,870	-	0%
<b>Total Revenues</b>	<b>837,315</b>	<b>-</b>	<b>0%</b>	<b>865,870</b>	<b>865,870</b>	<b>-</b>	<b>0%</b>
<b>Expenditures</b>							
Salaries	472,740	35,532	8%	556,386	556,386	46,021	8%
Associated Payroll	243,482	15,711	6%	291,470	291,470	23,956	8%
Supplies & Materials	62,929	13,501	21%	18,014	18,014	-	0%
Other Objects	2,502	3	0%	-	-	-	
<b>Total Expenditures</b>	<b>781,651</b>	<b>64,746</b>	<b>8%</b>	<b>865,870</b>	<b>865,870</b>	<b>69,978</b>	<b>8%</b>
<b>Change in Fund Balance</b>	<b>55,664</b>	<b>(64,746)</b>		<b>-</b>	<b>-</b>	<b>(69,978)</b>	
<b>Fund Balance - Beginning</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>	<b>55,664</b>	
<b>Fund Balance - Ending</b>	<b>55,664</b>	<b>(64,746)</b>		<b>-</b>	<b>-</b>	<b>(14,314)</b>	

YTD Expenditures	FY 2021-22	FY 2022-23	Variance
Salaries	35,532	46,021	10,489
Associated Payroll	15,711	23,956	8,246
Supplies & Materials	13,501	-	(13,501)
Other Objects	3	-	(3)
<b>Total Expenditures</b>	<b>64,746</b>	<b>69,978</b>	<b>5,231</b>

**Corbett School District No. 39  
Board Financial Report  
Fund 09: GO Bond 2021**

	Fiscal Year 2021-2022			Fiscal Year 2022-2023			
	Year End Actuals	Year to Date Aug 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Aug 31 2022	% of Projected
<b>Revenues</b>							
Local Sources	5,985	467	8%	20,000	20,000	1,050	5%
<b>Total Revenues</b>	<b>5,985</b>	<b>467</b>	<b>8%</b>	<b>20,000</b>	<b>20,000</b>	<b>1,050</b>	<b>5%</b>
<b>Expenditures</b>							
Purchased Services	239,980	140,833	59%	520,000	520,000	-	0%
Capital Outlay	21,984	-	0%	-	-	-	-
Other Objects	9,593	-	0%	-	-	505	-
<b>Total Expenditures</b>	<b>271,557</b>	<b>140,833</b>	<b>52%</b>	<b>520,000</b>	<b>520,000</b>	<b>505</b>	<b>0%</b>
<b>Change in Fund Balance</b>	<b>(265,572)</b>	<b>(140,365)</b>		<b>(500,000)</b>	<b>(500,000)</b>	<b>545</b>	
<b>Fund Balance - Beginning</b>	<b>899,254</b>	<b>899,254</b>		<b>500,000</b>	<b>500,000</b>	<b>633,681</b>	
<b>Fund Balance - Ending</b>	<b>633,681</b>	<b>758,888</b>		<b>-</b>	<b>-</b>	<b>634,226</b>	

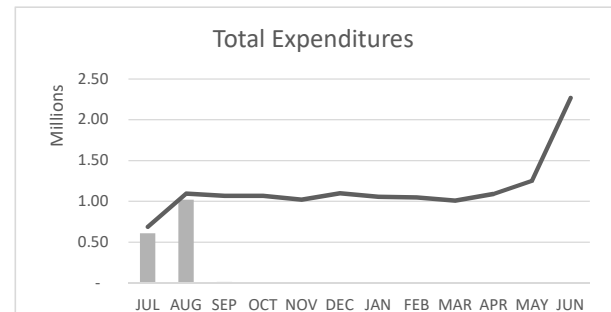
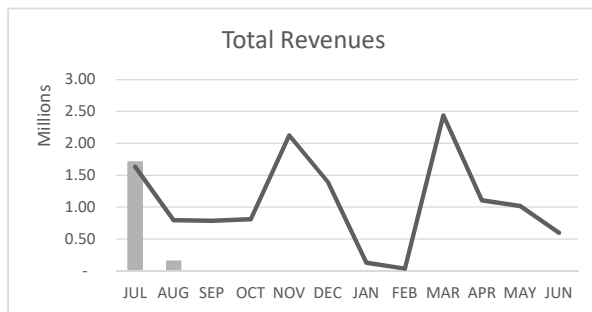
	<b>FY 2021-22</b>	<b>FY 2022-23</b>	<b>Variance</b>
<b>YTD Revenues</b>			
Local Sources	467	1,050	582
<b>Total Revenues</b>	<b>467</b>	<b>1,050</b>	<b>582</b>

	<b>FY 2021-22</b>	<b>FY 2022-23</b>	<b>Variance</b>
<b>YTD Expenditures</b>			
Purchased Services	140,833	-	(140,833)
Other Objects	-	505	505
<b>Total Expenditures</b>	<b>140,833</b>	<b>505</b>	<b>(140,328)</b>

**FUND 01: GENERAL FUND  
Revenues and Expenditures by Month**

<b>FY 2020-2021</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</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>JUN</b>	<b>TOTAL</b>
<b>Revenues</b>													
Property Taxes	-	-	-	2,746.55	1,313,451.34	590,300.54	25,998.75	14,539.61	48,341.65	7,834.38	6,533.84	42,004.99	2,051,751.65
State School Fund	1,549,748.00	774,409.00	774,409.00	774,409.00	791,835.00	791,835.00	-	-	2,375,505.00	978,626.00	884,241.26	-	9,695,017.26
Local Sources	12,316.65	20,676.54	11,483.66	33,128.60	18,633.93	12,473.61	34,637.61	18,985.16	13,521.26	121,263.64	12,220.08	36,533.65	345,874.39
Intermediate Sources	-	-	-	-	-	-	-	-	-	-	128.06	200,000.00	200,128.06
State Sources	68,928.53	-	-	671.63	-	-	66,685.03	-	-	-	111,963.04	321,242.94	569,491.17
Federal Sources	-	-	-	-	-	-	-	-	-	-	463.84	-	463.84
Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>1,630,993.18</b>	<b>795,085.54</b>	<b>785,892.66</b>	<b>810,955.78</b>	<b>2,123,920.27</b>	<b>1,394,609.15</b>	<b>127,321.39</b>	<b>33,524.77</b>	<b>2,437,367.91</b>	<b>1,107,724.02</b>	<b>1,015,550.12</b>	<b>599,781.58</b>	<b>12,862,726.37</b>
<b>Expenditures</b>													
Salaries	142,445.67	581,019.11	610,000.66	582,704.46	566,132.14	555,835.41	552,826.20	587,733.18	559,691.70	557,793.19	581,470.75	1,127,239.29	7,004,891.76
Associated Payroll	105,625.73	322,324.84	220,388.89	212,312.59	316,412.37	346,533.12	348,194.86	337,319.64	343,710.04	345,103.23	353,244.36	632,468.58	3,883,638.25
Purchased Services	67,116.90	84,733.41	153,181.87	173,600.78	95,199.38	141,159.49	104,738.39	81,685.96	42,188.11	127,207.94	121,923.93	443,814.34	1,636,550.50
Supplies & Materials	97,052.64	100,584.51	55,681.37	69,580.98	38,313.75	18,187.14	39,497.40	17,786.66	12,323.45	37,941.78	134,297.74	56,407.95	677,655.37
Capital Outlay	-	(125.61)	-	-	-	-	-	-	-	-	-	-	(125.61)
Debt Service	47,874.09	4,168.00	20,286.00	27,473.64	4,168.00	29,005.12	4,168.00	24,217.00	4,168.00	21,457.00	59,319.00	4,168.00	250,471.85
Other Objects	228,141.73	4,116.70	7,674.10	3,465.42	2,122.41	9,094.75	5,393.79	1,577.64	46,447.96	3,384.13	1,140.57	4,697.81	317,257.01
<b>Total Expenditures</b>	<b>688,256.76</b>	<b>1,096,820.96</b>	<b>1,067,212.89</b>	<b>1,069,137.87</b>	<b>1,022,348.05</b>	<b>1,099,815.03</b>	<b>1,054,818.64</b>	<b>1,050,320.08</b>	<b>1,008,529.26</b>	<b>1,092,887.27</b>	<b>1,251,396.35</b>	<b>2,268,795.97</b>	<b>13,770,339.13</b>

<b>FY 2021-2022</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</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>JUN</b>	<b>TOTAL</b>
<b>Revenues</b>													
Property Taxes	6,974	4,560	-	-	-	-	-	-	-	-	-	-	11,534
State School Fund	1,631,160	-	-	-	-	-	-	-	-	-	-	-	1,631,160
Local Sources	13,384	13,999	9,180	-	-	-	-	-	-	-	-	-	36,562
Intermediate Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
State Sources	66,685	123,504	-	-	-	-	-	-	-	-	-	-	190,189
Federal Sources	-	19,792	-	-	-	-	-	-	-	-	-	-	19,792
Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>1,718,202</b>	<b>161,855</b>	<b>9,180</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,889,237</b>
<b>Expenditures</b>													
Salaries	154,658	640,751	-	-	-	-	-	-	-	-	-	-	795,409
Associated Payroll	138,556	352,314	6,013	-	-	-	-	-	-	-	-	-	496,884
Purchased Services	68,565	16,767	2,633	-	-	-	-	-	-	-	-	-	87,965
Supplies & Materials	18,929	4,839	-	-	-	-	-	-	-	-	-	-	23,768
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	29,973	4,168	4,168	-	-	-	-	-	-	-	-	-	38,309
Other Objects	197,528	663	-	-	-	-	-	-	-	-	-	-	198,191
<b>Total Expenditures</b>	<b>608,209</b>	<b>1,019,503</b>	<b>12,814</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,640,526</b>



**CORBETT SCHOOL DISTRICT NO.39**

**CANDIDATE INFORMATION SHEET  
BUDGET COMMITTEE**

Please fill out and return to the school district office.

Name \_\_\_\_\_  
Last First Initial Date

Home Address \_\_\_\_\_

Mailing Address if different \_\_\_\_\_ Phone \_\_\_\_\_

Home e-mail address \_\_\_\_\_

Business Address \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Business e-mail Address \_\_\_\_\_ Phone \_\_\_\_\_

Occupation \_\_\_\_\_

No. of years in District \_\_\_\_\_

Do you have children in the school district? \_\_\_\_\_

Which schools? \_\_\_\_\_

\_\_\_\_\_

Have you worked on any school committees? \_\_\_\_\_

If so, which committees? \_\_\_\_\_

\_\_\_\_\_

Other community or business activities \_\_\_\_\_

\_\_\_\_\_

Do you have other commitments which may conflict with your participation and attendance at school budget meetings? \_\_\_\_\_

Why do you wish to be appointed to the school budget committee? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ budvac.app

# Corbett School District 39

Code: DBEA  
Adopted: 3/12/14  
Revised/Readopted: 8/18/21  
Orig. Code: DBEA

## Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions, however, are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease. The committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make up and process of establishing the district's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:
  - a. Live and be registered to vote in the district;
  - b. Not be an officer, agent or employee of the district.
2. No budget committee member may receive any type of compensation from the district.
3. At its first meeting in July, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of July. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate.
4. At the first regular Board meeting in August, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in September, the Board will appoint persons to fill the vacant positions.
5. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year. The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms.

The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members expire each year.

6. If any appointive member is unable to complete the term for which he/she was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

### **Budget Committee Responsibilities**

The following items explain the budget committee's responsibilities:

7. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee.
8. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action.
9. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.
10. The budget committee may request any information used in the preparation of or for revising the budget document from the superintendent or business manager. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee.
11. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 174.130](#)  
[ORS 192.610 to -192.695](#)

[ORS 294.305 to -294.565](#)  
[ORS 433.835 to -433.875](#)

#### **Cross Reference(s):**

DBD - Budget Priorities



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P 503.274.2849 F 503.274.2853 [www.tkw.com](http://www.tkw.com)

School Board  
Corbett School District No. 39  
35800 E. Historic Columbia River Rd  
Corbett, OR 97019

This letter is intended to communicate certain matters related to the planned scope and timing of our audit of the Corbett School District No. 39's (the District) financial statements as of and for the year ending June 30, 2022.

### Communication

Effective two-way communication between Talbot, Korvola & Warwick, LLP (the Firm) and the District is important to understanding matters related to the audit and developing a constructive working relationship.

Your insights may assist us in understanding the District and its environment, identifying appropriate sources of audit evidence and providing information about specific transactions or events. We will discuss with you your oversight of the effectiveness of internal control and any areas where you request additional procedures to be undertaken. We expect that you will timely communicate to us any matters you consider relevant to the audit. Such matters might include strategic decisions that may significantly affect the nature, timing and extent of audit procedures, your suspicion or detection of fraud, or abuse, or any concerns you may have about the integrity or competence of senior management.

We will timely communicate to you any fraud involving senior management and other fraud that causes a material misstatement of the financial statements, instances of noncompliance with laws and regulations that come to our attention (unless they are clearly inconsequential), and disagreements with management and other serious difficulties encountered in performing the audit. We also will communicate to you and to management any significant deficiencies or material weaknesses in internal control that become known to us during the course of the audit. Additionally, we will communicate significant unusual transactions, matters that are difficult or contentious for which we consulted outside the engagement team, and circumstances that affect the form and content of the auditor's report. Other matters arising from the audit that are, in our professional judgment, significant and relevant to you in your oversight of the financial reporting process will be communicated to you in writing.

### Independence

Our independence policies and procedures are designed to provide reasonable assurance that our firm and its personnel comply with applicable professional independence standards. Our policies address financial interests, business and family relationships, and non-audit services that may be

### **Independence (Continued)**

thought to bear on independence. For example, our partners and professional employees are restricted in their ability to own a direct financial interest or a material indirect financial interest in a client or any affiliate of a client. Also, if an immediate family member or close relative of a partner or professional employee is employed by a client in a key position, the incident must be reported and resolved in accordance with firm policy. In addition, our policies prohibit us from providing certain non-attest services and require audit clients to accept certain responsibilities in connection with the provision of permitted non-attest services.

### **The Audit Planning Process**

Our audit approach places a strong emphasis on obtaining an understanding of how your entity functions. This enables us to identify key audit components and tailor our procedures to the unique aspects of your operations. The development of a specific audit plan will begin by meeting with you and with management to obtain an understanding of business objectives, strategies, risks and performance.

As part of obtaining an understanding of your organization and its environment, we will obtain an understanding of internal control. We will use this understanding to identify risks of material misstatement and noncompliance, which will provide us with a basis for designing and implementing responses to the assessed risks of material misstatement. We will also obtain an understanding of the users of the financial statements in order to establish an overall materiality level for audit purposes. We will conduct formal discussions among engagement team members to consider how and where your financial statements might be susceptible to material misstatement due to fraud or error.

### **The Concept of Materiality in Planning and Executing the Audit**

We apply the concept of materiality in both planning and performing the audit, evaluating the effect of identified misstatements on the audit and the effect of uncorrected misstatements, if any, on the financial statements, and forming the opinion in our report. Our determination of materiality is a matter of professional judgment and is affected by our perception of the financial information needs of users of the financial statements. We establish performance materiality at an amount less than materiality for the financial statements as a whole to allow for the risk of misstatements that may not be detected by the audit. We use performance materiality for purposes of assessing the risks of material misstatement and determining the nature, timing and extent of further audit procedures. Our assessment of materiality throughout the audit will be based on both quantitative and qualitative considerations. Because of the interaction of quantitative and qualitative considerations, misstatements of a relatively small amount could have a material effect on the current financial statements as well as financial statements of future periods. We will accumulate misstatements identified during the audit, other than those that are clearly trivial. At the end of the audit, we will inform you of all individual uncorrected misstatements aggregated by us in connection with our evaluation of our audit test results.

### **Significant Risks of Material Misstatement**

Our audit of the financial statements includes the performance of risk assessment procedures in order to identify risks of material misstatement, whether due to fraud or error. As part of these risk assessment procedures, we determine whether any risks identified are a significant risk. A significant risk is an identified risk of material misstatement for which the assessment of inherent risk is close to the upper end of the spectrum of inherent risk due to the degree to which inherent risk factors affect the combination of the likelihood of a misstatement occurring and the magnitude of the potential misstatement should that misstatement occur, or that is to be treated as a significant risk in accordance with auditing standards generally accepted in the United States of America. As part of our risk assessment procedures, we identified management override of controls, implementation of new Governmental Accounting Standards Board pronouncements, and uncertainties related to the current global pandemic and government responses thereto. Additional significant risks may be identified as we perform additional audit procedures.

### **Our Approach to Internal Control and Compliance Relevant to the Audit**

Our audit of the financial statements, including compliance, will include obtaining an understanding of internal control sufficient to plan the audit and determine the nature, timing and extent of audit procedures to be performed. An audit is not designed to provide assurance on internal control or identify significant deficiencies or material weaknesses. Our review and understanding of the entity's internal control is not undertaken for the purpose of expressing an opinion on the effectiveness of internal control.

### **Timing of the Audit**

Preliminary audit work took place the week of August 15th and we have scheduled field work for the week of November 21st. Management's adherence to its closing schedule and timely completion of information used by us in performance of the audit is essential to timely completion of the audit.

### **Closing**

We will be pleased to respond to any questions you have about the foregoing. We appreciate the opportunity to continue to be of service to the District.

This communication is intended solely for the information and use of the Board and is not intended to be, and should not be, used by anyone other than these specified parties.

*Talbot, Kowala & Warwick LLP*

Portland, Oregon  
August 26, 2022

**Corbett School District 39**  
**Call for GC Bidding Pre-Qualification**

**NOTICE**  
**CORBETT SCHOOL DISTRICT IS SEEKING A GENERAL**  
**CONTRACTOR TO REMODEL WOODARD CAMPUS MIDDLE**  
**SCHOOL**

THIS INITIAL REQUEST IS FOR LICENSED GENERAL CONTRACTORS TO SUBMIT APPLICATIONS SHOWING THEY QUALIFY TO BID ON SUCH A PROJECT. TIMELY SUBMISSION OF AN APPLICATION TO PRE-QUALIFY IS A PRE-REQUISITE FOR ACTUAL BIDDING

**PROJECT DESCRIPTIONS: *Woodard Campus Middle School, 31520 E. Woodard Road, Troutdale, OR 97060***

Scope includes structural, architectural, mechanical, plumbing, and electrical upgrades to the existing facility 1-story buildings (approximate 7,055 SF) and new building addition (approximate 7,522 SF). Existing construction is wood frame on concrete stem wall foundations. The addition is wood frame and Hybrid PEMB on concrete slab on grade. Remodel of other buildings on site consist of 1,488 SF tenant improvement of existing 3,598 SF office building. Upgrades include, but are not limited to the following: **Site** - Demolition of exiting storage building, correcting grades to provide drainage away from structures, addition and modification of site sidewalks to meet ADA requirements, modifications to building entrances to meet ADA requirements, addition of paved parking to meet ADA requirement, and structural/seismic upgrades. **Building** - Removal of interior finishes (carpet, wall coverings, ceilings as required for access, casework, etc.), demolition required for seismic upgrades (roofing, drywall, framing, etc.), demolition required for remodel of existing buildings, seismic upgrades as required to meet applicable codes (shear walls, roof sheathing, increased nailing patterns, etc.), modification of building transitions to meet ADA requirements, addition of ACT ceilings to allow for mechanical chases, new interior finishes (acoustical wall panels, abuse resistant panels in the corridors, casework, ceramic wainscot in restrooms, sheet goods at classroom sinks, sheet goods at entrances, carpeting in common areas and classrooms, and new paint throughout), new door hardware to meet current codes, all work associated with the modification of interior wall layout to account for required improvements, upgrades and replacement of mechanical, plumbing, and electrical systems, modification and additions to existing fire alarm/sprinkler system and windows, exterior trim, exterior flashing, and interior window wraps as required. The scope of work must conform to the highest standards prevalent in the commercial building construction industry. Prevailing wages will be as determined by the Bureau of Labor and Industries of Oregon.

**PRE-QUALIFICATION APPLICATION FORMS:** Interested general contractors, who are licensed as such by the Oregon Construction Contractor Board, need to first fill out and return a pre-qualification application. Only general contractors, not subs, need to apply at this time. The intention of the pre-qualification is to enable the Selection Committee to pre-select those general contractors capable of doing the construction based on expertise, resources, track record and ability to meet the time table. The final bidding on the project will be limited to those who meet the criteria as determined solely by the Selection Committee. The necessary forms are available from Robin at [rlindeen@corbett.k12.or.us](mailto:rlindeen@corbett.k12.or.us) The fully completed pre-qualification application (three original and one electronic with attachments) must be received in the District Office, Corbett School District 39, 35800 E. Historic Columbia River Highway, Corbett, OR 97019 no later than **4:00 pm September 15, 2022** to be considered for permission to subsequently bid on the project.

**FOR THOSE WHO TIMELY PRE-QUALIFY:** Bid packages will be provided to qualifying bidders on September 23, 2022. A mandatory pre-bid meeting for the successful pre-qualified applicants will be held at the job site, September 28, 2022. The deadline for actual bids on the projects is currently 4:00 pm October 20, 2022.

General Contractors are encouraged to develop and implement a minority business outreach plan, attending Prebid conferences, and providing notice to minority businesses at least ten days prior to bid opening. must identify on their bids the minority businesses that they will use on the project and the total dollar value of the bid that will be performed by minority businesses. We are hopeful and have aspirations to be inclusive with including COBID, DBE, and Locally owned businesses (10-mile radius around project site).

**Preliminary Project Schedule**

<b>Advertise Invitation for GC Prequalification</b>	<b>September 7, 2022</b>
<b>GC Prequalification due to CSD</b>	<b>September 15, 2022 before 4pm</b>
<b>Selected GC's Announced</b>	<b>September 21, 2022</b>
<b>Issue bid documents to selected GC's</b>	<b>September 23, 2022</b>
<b>Mandatory pre-bid meeting</b>	<b>September 28, 2022 at 3pm</b>
<b>Bid Opening</b>	<b>October 20, 2022 before 4 pm</b>
<b>Subcontractor breakdown from all bidders</b>	<b>October 21, 2022 before 4 pm</b>
<b>Notice of Intent to Award</b>	<b>October 25, 2022</b>
<b>Value Engineering if required</b>	<b>October 25 to November 11, 2022</b>
<b>Contract approval/Notice to Proceed with Demo</b>	<b>November 15, 2022</b>
<b>Substantial Completion</b>	<b>June 23, 2023</b>

2022-23

Job	name	amount
extra period	Bassell, Rachel	16.67% of teaching salary
extra period	Cooper, Tim	16.67% of teaching salary
extra period	Ducey, Jennifer	16.67% of teaching salary
extra period	Estes, Bryan	16.67% of teaching salary
extra period	Radulesk, Jenny	16.67% of teaching salary
extra period	Rondema, Paul	16.67% of teaching salary
extra period	Thole, Abbey	16.67% of teaching salary
extra period	Wise, Drew	16.67% of teaching salary
extra period	Young, Anthony	16.67% of teaching salary
extra period	Harlow, Bill	16.67% of teaching salary
extra period	Knight, Vanessa	16.67% of teaching salary
extra period	Leedom, Helen	16.67% of teaching salary
extra period	Isaacson, Lisa	16.67% of teaching salary
extra period	Lambert, Hannah	16.67% of teaching salary
extra period	McIntire, Mark	16.67% of teaching salary
extra period	Young, Rhiannon	16.67% of teaching salary
extra period	Lutes, Brian	16.67% of teaching salary
extra period	Houck, Lucas	16.67% of teaching salary
extra period	Leone, Peter	16.67% of teaching salary
Activities Director	Budge, Nicholas	10.5% of base
Senior Advisor	Radulesk, Jenny	Level D Step III
Yearbook Advisor	Radulesk, Jenny	Level C Step III
Athletic Director	Davis, Angela	19% of base, and 30 days extra on teaching salary
Student Council/Leadership	Thole, Abbey	Level D Step III + \$200
Elementary Music	Church D., Blaeuer K., Budge N.	\$200 split three ways
MS/HS Instrumental Music	Blaeuer K., Budge, N.	\$200 split two ways
MS/HS Vocal Music	Budge, Nicholas	\$200
Pep Band	Budge, Nicholas	Level C Step II
Robotics	Goude, Zachary	Level C Step II
Fall Outdoor School	Neighbors, John	Level E Step III