

AGENDA	CORBETT SCHOOL DISTRICT CORBETT SCHOOL DISTRICT REGULAR BOARD MEETING CMS at Woodard Rd and via ZOOM/Owl 31520 E Woodard Rd Troutdale, OR 97060	7:00 PM Wednesday, March 13, 2024
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- 1. Preliminary Business
 - 1. Call to Order/Flag Salute
- 2. Review and Acceptance of Agenda
- 3. Board Chair Report Information Item 3
- 4. Approval of Minutes Action Item 40
- 5. Introduction and Comments of Guests and Representatives

a.

See policy link in description for the following excerpts:

Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair. Any person who is invited by the Board chair to speak to the Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.

Statements by members of the public should be brief and concise.

The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors. **(3 minute timeline for each comment with no more than seven comments allowed per meeting is usual protocol).**

Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.

At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by **providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.**

Comments Regarding Staff Members - Speakers may offer objective criticism of district operations and programs. **The Board will not hear comments regarding any individual district staff member.** The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaint involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent.



SUPERINTENDENT EVALUATION WORKBOOK

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
 - reviewing past performance
 - communicating future expectations and goals
 - determining future professional development for the superintendent
 - making ongoing employment decisions (contract extension and compensation)
-

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.
- **PART 5 EVALUATION SUMMARY. (Appendix E)**
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.


EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. **PRE-EVALUATION** (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. **CHECK-IN MEETINGS** (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. **GATHER INFORMATION** (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. **EVALUATION RESULTS** (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING

4

3

2

1

N/A

COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

SUMMARY RATING — GOAL 1: *(check one)* 4 3 2 1 N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision. • Implements the district’s continuous improvement plan and communicates its progress. 	<ul style="list-style-type: none"> • Evidence of how you have constructed and enacted an equity vision and mission across the district and community: <ul style="list-style-type: none"> · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: <ul style="list-style-type: none"> · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

ARTIFACTS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district’s mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

ARTIFACTS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number of participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



**OREGON SCHOOL
BOARDS ASSOCIATION**

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**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301
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www.cosa.k12.or.us

Superintendent Evaluation

Derek F.

2/15/2023

Goals	Rebecca	Bob	David	Todd M.	Todd R.	Katy	Michelle	Average
1 Align plan for Student Success integrating								
2 #OneCorbett - bringing Corbett community								
3 Promote CSD in the community and								
4								
5								
	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Overall Average Score	#DIV/0!
-----------------------	---------

Scale

- 1 Not meeting expectations
- 2 Meets expectations
- 3 Exceeds expectations

Comments

Regular School Board Meeting
Wednesday, February 21, 2024 7:00 PM

CMS at Woodard Rd and via ZOOM/Owl
31520 E Woodard Rd
Troutdale, OR 97060

Board Approved

A Regular Board Meeting of the Board of Trustees of Corbett School District was held Wednesday, February 21, 2024, beginning at 7:00 PM CMS at Woodard gym/Board Room and via ZOOM-Owl virtual platform. Board members present were Todd Mickalson, Vice Chair; David Granberg; Ben Byers; Dylan Rickert; Bob Buttke. and Leah Fredericks. Michelle Vo, Chair, had an excused absence. Also present were Administrators Derek Fialkiewicz, Ed.D., Superintendent; Jeanne Swift, Assistant Superintendent/Director Student Services; Brie Windust, Business Office Assistant/ZOOM moderator; Robin Lindeen-Blakeley, Deputy Clerk/HR Lead and Cindy Duley, Business Manager (virtual). HS Student Representative, Elizabeth Loveland, was not in attendance at the Board table. NOTE: The minutes are prepared to coincide with time scheduled matters and the numbering system of the agenda and is not necessarily the actual order of happenings at the meeting.

1. PRELIMINARY BUSINESS – approximately 5 virtual attendees and about 15 people in the building audience. This was the first time we held a meeting in the new space and staff thanked and appreciated the board for making this happen.

Meeting in person at gym or if virtual,

The following links and numbers below were advertised to join the webinar:

<https://us02web.zoom.us/j/86432510383>

Or iPhone one-tap :

US: +16699006833,,86432510383# or +12532158782,,86432510383#

Or Telephone:

Dial(for higher quality, dial a number based on your current location)

US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 929 205 6099 or +1 301 715

8592 or +1 312 626 6799

Webinar ID: 864 3251 0383

International numbers available: <https://us02web.zoom.us/j/86432510383>

1.1. Call to Order / Flag Salute

Todd Mickalson, Board Vice Chair called the meeting to order and led the flag salute at 7:01 p.m.

1.2. Review and Acceptance of Agenda

Ms. Lindeen-Blakeley noted that under item 3.1.b. two students would not be presenting tonight: Gavin Ansen and Jeffrey Erickson.

1.3. Board Chair Report Information/Discussion – not at this time in the meeting.

a. Follow up from Special School Board meeting 1/30/24 – follow up later in the meeting.

b. Goals for District - Policy BBA

<https://policy.osba.org/corbett/AB/BBA%20D1.PDF>

c. Evaluation of the Superintendent - ideally prior to March 15

<https://policy.osba.org/corbett/C/CBG%20G1.PDF> - adopt tool, timeline and process.

Attachments: (3)

Vice Chair Mickalson suggested a copy from last year be sent to board along with templates to board for polling and talk to Board Chair.

Dr. Fialkiewicz mentioned the template in board packet from OSBA shows part two, similar to last year with goal statements and rating and part one, with standards. Pick and choose.

Board discussion.

2. Approval of Minutes Action Item

Dave Granberg moved and Bob Buttke seconded:

RESOLUTION NO. 2.86-24 - RESOLVED that the Board approved the minutes of the December 20, 2023, Regular School Board meeting, the minutes of the January 18, 2024, Regular School Board meeting and the minutes of the Special School Board meeting of January 30, 2024.

<https://policy.osba.org/corbett/AB/BDDG%20D1.PDF>

Attachments: (3)

The vote of the board was 6-0.

3. Introduction and Comments of Guests and Representatives – Vice Chair Mickalson explained protocols about speaking to the board.

7:11 p.m.

- a. James Barker, patron/parent – spoke and asked to discuss about what harm does it pose for his daughter to use his college benefits tuition waiver.

Vice Chair Mickalson directed James Barker to follow up with Dr. Fialkiewicz and/or Jeanne Swift.

Mr. Barker explained that he received follow up, he wants a vote.

Vice Chair Mickalson explained the complaint process.

3.1. Principal / Director/ Supervisor Reports

Derek Fialkiewicz, Ed.D., Superintendent, introduced:

- a. Angela Davis, Athletic Director – spoke to the Board regarding progress with sports teams and equity language. A hiring philosophy that a panel of administrators, coaches and parents comes together for interviews and evaluation, based on a three dimensional ability to coach from their understanding and connection and teaching character to contribute to the culture and community. OSAA has high emphasis on interrupting and fundamentals coaching beyond the scoreboard to build positive culture, including the All Students Belong policy. Starting with coaches to build student leadership/captains across sports with intentional foundation for training and growing. Goal is a yearly meeting to teach fundamentals, set goals and expectations. The staff has bought in and coaches are very open to grow team culture.

7:21 p.m.

Board discussion.

Basketball – boys building for next year, Burns will be traveling to us on Saturday, February 24 for State playoff game.

Swimming - eight to state where women placed fifth in team 200 medley and 3rd in individual medley and a fourth in breast stroke.

Dr. Fialkiewicz congratulated them on the first team medley win.

Wrestling – Carl Orchard in State men’s competition and Lilyano Nuno in State’s women’s competition.

Spring sports begin Monday, February 26. Registration is on Big Teams. Go Cards!

Dr. Fialkiewicz added that he is excited about all coaches having vested interest in youth programs that will help our teams down the road.

Board discussion.

- b. Cassie Duprey, CHS Assistant Principal – introduced students with work-based learning and their slide shows:
Bella Swift – senior at CHS talked about her many jobs at McMenamins and now employed at their juice bar. She credits learning how to handle herself in social interaction and skills in communication, preparing, organizing, adaptability, flexibility for future jobs and for college.

7:29 p.m.

Wendell Mullins – senior at CHS, slide in board packet about his skills learned and experiences as an MHCC Aquatics Lifeguard and how it will prepare him to study chemistry.

7:33 p.m. – co-presenters Abigail Ryan and Kaylee Cerruti, both working at Bumpers Grill & Bar, have learned customer service, waitress and food preparation skills.

- c. Kathy Childress, CHS Principal, spoke about graduation requirements in place for the class of 2027 (Frosh this year). See handouts in board packet regarding our 28 credit requirement for CHS, where the state has 24 credit requirement. Updates for first read of Policy IKF-AR.

Board discussion.

Attachments: (2)

3.2. Student Representative to the Board Information Item

Anneliese or Elizabeth Loveland, Student Representative – no report, not at the meeting. Ms. Duprey will work on process for new student representatives to the Board.

4. FINANCIAL REPORTS / MATTERS

Derek Fialkiewicz, Ed.D., Superintendent introduced Cindy Duley, Business Manager

4.1. Report Information Item

Cindy Duley, Business Manager, expects a possible supplemental budget for next month's meeting. General Fund (GF) actuals Ending Fund Balance (EFB) \$192,692, which is kind of low, as aspiration is 5% of budget or about \$700,000.00. A tax anticipation note, for over the summer months prior to fall taxes, we'll be learning more.

7:54 p.m. Dr. Fialkiewicz says the Projected EFB (PEFB) is keeping him awake at night, so we are looking at all areas. Some salaries unexpected. Some projections and preliminary projections may be for some cuts, hopefully to keep them out of the classroom. Facilities and ancillary hope to be transparent by next month and hopes that it is a lot stronger.

Attachments: (1)

4.2. Budget Committee Vacancies Information Items

Derek Fialkiewicz, Ed.D., Superintendent – read aloud the following and said we would be advertising as soon as possible with hopes to fill: We have two budget committee vacancies for Position No. 6 and Position No.7, Terms ending 12/31/2026.

Thank you to Stuart Childs and Stephanie Nystrom for their service on the budget committee.

<https://policy.osba.org/corbett/D/DBEA%20D1.PDF>

7:57 p.m.

5. Superintendent Fialkiewicz

Report Information Items

a. Woodard Road property project – we are gathered here in the new CMS and are working out some lighting kinks, but all and all happy to have a culture of CMS on its own.

Brian Lutes, CMS Principal, said it is nice that CMS kids aren't trying to impress CHS kids.

b. Goals for 2023-2024

<https://policy.osba.org/corbett/C/CBG%20G1.PDF>

1) #OneCorbett

- Improve District and Community Relationships
- Align Curriculum and Student Experiences within Buildings and Classrooms.

2) School-Based Mental Health

- Increase Mental Health Offerings for Students, Staff, and Community

3) CTE and STEM

- Increase CTE and STEM Experiences for All Students K-12

In regards to 2) Dr. Fialkiewicz introduced Jacqueline Brandow, new director of SBMH, and she introduced herself to the Board. She is most recently from Klamath Falls where she was Vice President of curriculum and instruction for last five years and prior to that was a licensed mental health counselor for 20 years and has also been a GS Principal for one year. She enjoys helping students and staff with mental health issues.

Dr. Fialkiewicz added that she had written and managed/directed funding of grants from the University of Idaho to foster youth. Her first day here was February 20.

5.1. Enrollment Numbers/Application Process Update – 1077 students. Nine online students, one new the week of February 18.

Board discussion.

Ms. Duprey noted the new student from Sandy, which makes six from Corbett and three from other districts.

We have 151 applications for enrollment with the biggest numbers of 47 kindergarteners, 26 in 6th grade, 14 in 7th grade, and 16 in 9th grade.

5.2. Update on Corbett School campus upgrades and/or grants

Derek Fialkiewicz, Ed.D., Superintendent, expressed that the kitchen in the MPB is up and running and Seth Tucker, Kitchen Manager, happy we have hot food to serve again.

5.3. Strategic Planning/Future Planning

Derek Fialkiewicz, Ed.D. – no information now. It was talked about at retreat, so we'll have a separate meeting to talk about some big ideas.

6. CONSENT AGENDA <https://policy.osba.org/corbett/AB/BDDC%20D1.PDF>

Todd Mickalson moved and Bob Buttke seconded:

6.1. **Consent agenda **Resolution items 2.87-24** through 2.92-24** Action Items**

8.1RESOLUTION NO. 2.87-84** - RESOLVED** that the Board approved the travel for the CAPS 8th grade MS Mexico trip in the spring.

<https://policy.osba.org/corbett/I/IICA%20D1.PDF>

8.2RESOLUTION NO. 2.88-24** - RESOLVED** that the Board approved the trip to Spain and Paris from July 17-26, 2024 through Explorica.com for Brian Lutes, Principal CMS,

and the Corbett Travel Club student/parents volunteering to attend.

11.1RESOLUTION NO. 2.89-24** - RESOLVED** that the Board confirmed extra duty for Girls Assistant Middle School JV coaching stipend to Jeremy Cummings; Claire Kennedy, MS Head Track coach; Kaitlin Selzer White, MS Assistant Head Track Coach; Tony Matias, Assistant Varsity HS Track Coach; and Wyatt Boyle, Assistant Varsity HS Baseball Coach for 2023-2024.

11.2RESOLUTION NO. 2.90-24** - RESOLVED** that the Board confirmed the corrected annual salaries as listed in the board packet at the October 2023 board meeting for Brie Windust, Business Office Assistant; Christie Dillard, Business Office Assistant and Carrie Evans, Transportation Coordinator from \$63,440.00 to \$64,930.00 for 2023-24.

11.4RESOLUTION NO. 2.91-24** - RESOLVED** that the Board confirmed the extension of Leave of Absence for Abbey Thole, 1.00 Secondary Spanish Teacher, through the 2023-24 school year.

12.1RESOLUTION NO. 2.92-24** - RESOLVED** that the Board reapproved the 2023-24 district school calendar as attached in the Board packet, changing the CHS midterm and conference dates. https://policy.osba.org/corbett/IC_ICA%20D1.PDF

Dr. Fialkiewicz confirmed that items 8.1 and 8.2 are at no cost to the District, students will pay for it.

The vote of the Board was 6-0.

7. CURRICULUM

Derek Fialkiewicz, Ed.D., Superintendent, introduced:

a. Dr. Shelia Morgan Osborne, Director of Curriculum, Assessment, & School Improvement – spoke about Educational Excellence, with bucket available until March 15.

Attachments: (1) Slides in the board packet. Licensed staff started with ELA standards. April 24 meeting to prepare for in-service May 10, still in phase one walk through and assessments. State testing assessment and timelines included in attachment. Screening for TAG and ELPA testing done. Included are photos of the exciting Oregon Students United Summit that Dr. Fialkiewicz and Dr. Morgan-Osborne attended with students from CHS and about 30 from across the state. Thanks to David Kirnan, bus driver, for driving them.

Board discussion.

Dr. Fialkiewicz added that the final product is curriculum maps on websites and following of this progression.

8. STUDENTS

Derek Fialkiewicz, Ed.D., Superintendent, noted this covered in earlier information. - 4 Year Graduation Rate (nwresd.org/data)

Attachments: (1)

8.1. See Item 6.1 Attachments: (1)

8.2. See Item 6.1

9. TRANSPORTATION, BUILDINGS AND MAINTENANCE

Derek Fialkiewicz, Ed.D., Superintendent – No information at this time.

10. CO-CURRICULAR ACTIVITIES

Derek Fialkiewicz, Ed.D., Superintendent – talked about the very great show where students from young to graduates from last year put on the CPAC production of Midsummer’s Night Dream. Sets were great, and it was infused with The Beatles.

Board discussion.

11. Personnel – Todd Mickalson read aloud: Updated approved release dates from work for Janet Ruddell, .83 FTE SPED Asst./ .17 FTE Eligibility Official, effective November 21-January 10, 2024, and OFLA/FMLA through February 5, 2024.

Hire of Audrey McLain, .85 FTE GS SPED Asst. FLS, and a new effective date of January 29, 2024.

Updated official retirement date for John Leamy, Substitute Bus Driver, effective January 1, 2024, with post-retirement work through May 31, 2024.

Transfer of .9 FTE Erin Gibbs and .9 FTE Samantha Sanchez from Confidential employees to Classified bargaining employees effective August 2023 as Building Secretaries.

Oregon PFML approved for Justin Gabriel, .85 FTE SPED Ed Asst., effective February 19-May 12, 2024.

Sandi Gabriel hired effective August 17, 2023, .85 FTE SPED Assistant (FLS).

Leandra Walker, .42 FTE Bus Driver to .45 FTE Bus Driver, effective January 8, 2024.

Change from 1.00 FTE for Cheryl Reams, School Health/SPED Assistant, to .85 FTE School Health Assistant, effective February 20, 2024.

11.1. See 6.1

11.2. See 6.1

11.3. Vacant Positions Information Item

Derek Fialkiewicz, Ed.D., read aloud: We have vacant positions open for the 2023-2024 school year for: Substitute Bus Driver; Bus Driver; Substitute Custodian; 1.00 FTE HS Learning Specialist; 1.00 FTE Business Manager; .15-.17 FTE SPED Secretary; and two Assistant Varsity Football coaches for fall 2024.

<https://corbett.tedk12.com/hire/Index.aspx>

11.4. See 6.1

12. Policy

Todd Mickalson, Board Vice Chair, read aloud: First Read of Policy and Administrative Regulation updates and deletions Information Items – from what was not covered at the January 18, 2024, meeting and two additional AR's this meeting.

a. Policy BD/BDA - Board Meetings

b. Policy BDC - Executive Sessions

c. Policy EFA - Local Wellness

d. Policy GCBDA/GBDBA - Family Medical Leave * - Delete

e. Policy GCBDA/GDBDA - AR (1) Family Leave * - Delete

f. Policy GCBDA/GDBDA - Family Medical Leave *(Version 1)

g. Policy GCBDA/GDBDA - AR (1) - Family Leave * (Version 1)

h. Policy LBE - Public Charter Schools**

i. Policy LBEA - Resident Student Denial for Virtual Public Charter School Attendance**

j. Policy IKF-AR - Graduation Requirements- Policy IKF-AR

k. Policy JFA-GBN - AR (1)

Derek Fialkiewicz, Ed.D. , Superintendent, added that all of them except for one are either required or highly recommended from OSBA.

Attachments: (11)

12.1. See Item 6.1 Attachments: (1)

12.2. MOU between CACE and CSD Action Item

Todd Mickalson moved and Bob Buttke seconded;

RESOLUTION NO. 2.93-24 - RESOLVED that the Board approved the Memorandum of Understanding between the Corbett Classified Employees and the Corbett School District 39 for a Type 20 van driver.

Attachments: (1)

Dr. Fialkiewicz explained this MOU between CACE and CSD under the current CBA as an addition to class 3.

Ms. Lindeen-Blakeley gave the background information on the position.

The vote of the Board was 6-0.

8:32 p.m.

13. Matters for the Good of the Order

Board of Directors <https://policy.osba.org/corbett/AB/BBAA%20D1.PDF>

- a. Todd Mickalson congratulated all on making it through another meeting in consideration of politics now at Corbett Water District.
- b. Dylan Rickert appreciated the school packets that went home for his kids as resources for bad weather days.

Ms. Dawkins believed those were done for GS, MS and maybe CAPS.

c. Leah Fredericks noted prom is May 11 and asked about a roofer bus for Thursday, February 29 to State Girls Basketball tournament.

14. COMING EVENTS

Board Vice Chair Mickelson read aloud:

14.1. Friday, February 23, 2024 - School Day
Thursday, February 29, 2024 - End of Trimester
Friday, March 1, 2024 - Assessment
Wednesday, March 13, 2024 Regular School Board Meeting, CMS Woodard campus gym,
7:00 p.m. and virtual

Upcoming Dances March 21st – Ties and Tiaras at CAPS, March 15 – Pi Day dance for CAPS
6th-8th and CMS 7th/8th

15. ADJOURNMENT- The Board adjourned at 8:37 p.m.

Corbett School District
Financial Report to the Board of Directors
Wednesday, March 13, 2024

This report includes expenses and revenue recorded through February 29, 2024. February is not yet closed, and additional expenses and revenue may be recorded as the bank reconciliation process is completed. P-card expenditures routinely experience a 30-day delay between the time expenses are incurred and when they show on the district's books.

Tonight the Board will be asked to approve a resolution to revise the Adopted budget to reflect actual beginning fund balances and to make adjustments between funding categories to accommodate current year activity for the School Based Mental Health grant lease. There will be another budget revision presented to the Board prior to the end of the school year to account for current year grant activity in Fund 03 Federal Funds and Fund 04 SIA.

Thank you,
Cindy Duley, Business Manager
cduley@corbett.k12.or.us

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
- FF&C Loan
- GO Bond 2021
- OSCIM Grant
- GO Bond Debt Service
- Energy Projects

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 February 28, 2024

Summary of Budget and Actual Expenditures by Fund and Major Function

Current Budget vs Actual Total Expenses	Current Budget	Feb 28 2024 YTD Actuals	Feb 28 2024 Balance
Fund: 01 General Fund			
1000 Instruction	8,459,144	4,553,022	3,906,122
2000 Support Services	5,480,001	4,085,863	1,394,138
3000 Enterprise & Community Services	173,663	8,981	164,682
5100 Debt Service	253,182	137,833	115,349
6000 Contingencies	290,842	-	290,842
Fund: 01 General Fund Total	14,656,832	8,823,643	5,833,189
Fund: 02 Food Services Fund			
3000 Enterprise & Community Services	428,710	203,079	225,631
Fund: 02 Food Services Fund Total	428,710	203,079	225,631
Fund: 03 Federal Funds			
1000 Instruction	276,486	453,013	(176,527)
2000 Support Services	911,211	397,428	513,783
5100 Debt Service	-	72,450	(72,450)
Fund: 03 Federal Funds Total	1,187,697	922,891	264,806
Fund: 04 Student Investment Account			
1000 Instruction	606,327	310,196	296,131
2000 Support Services	210,185	235,599	(25,414)
Fund: 04 Student Investment Account Total	816,512	545,795	270,717
Fund: 06 Student Body Trust Fund			
1000 Instruction	300,000	-	300,000
Fund: 06 Student Body Trust Fund Total	300,000	-	300,000
Fund: 08 Full Faith & Credit Loan			
4000 Facilities Acquisition/Construction	2,355,000	2,233,285	121,715
5100 Debt Service	150,000	-	150,000
Fund: 08 Full Faith & Credit Loan Total	2,505,000	2,233,285	271,715
Fund: 09 GO Bond 2021			
2000 Support Services	54,335	798,203	(743,868)
4000 Facilities Acquisition/Construction	964,665	177,149	787,516
Fund: 09 GO Bond 2021 Total	1,019,000	975,352	43,648
Fund: 10 Bond Matching Grant			
4000 Facilities Acquisition/Construction	4,000,000	614,081	3,385,919
Fund: 10 Bond Matching Grant Total	4,000,000	614,081	3,385,919
Fund: 11 Debt Service Fund			
5100 Debt Service	411,952	27,922	384,030
5200 Transfers Out	30,000	-	30,000
Fund: 11 Debt Service Fund Total	441,952	27,922	414,030
Fund: 20 Energy Projects Fund			
4000 Facilities Acquisition/Construction	20,000	-	20,000
Fund: 20 Energy Projects Fund Total	20,000	-	20,000
Grand Total - All Funds	25,375,703	14,346,047	11,029,656

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End	Year to Date	% of YE	Current	Projected	Year to Date	% of
	Actuals	Feb 28 2023	Actuals	Budget	Actual	Feb 29 2024	Budgeted
Revenues							
Property Taxes	2,047,379	1,919,203	94%	2,178,344	2,123,057	1,921,818	88%
State School Fund	10,065,153	5,709,764	57%	10,551,633	10,319,941	7,833,805	74%
Local Sources	451,970	157,296	35%	440,400	550,495	452,132	103%
Intermediate Sources	201,787	-	0%	201,200	423,269	861	0%
State Sources	990,651	748,751	76%	712,328	874,870	148,364	21%
Federal Sources	77,471	25,315	33%	49,172	66,539	66,539	135%
Total Revenues	13,834,411	8,560,329	62%	14,133,077	14,358,171	10,423,520	74%
Expenditures							
Salaries	7,185,099	3,897,671	54%	7,396,526	7,523,071	4,375,673	59%
Associated Payroll	4,496,958	2,263,790	50%	4,396,579	4,053,393	2,527,442	57%
Purchased Services	1,696,210	676,098	40%	1,090,187	1,657,148	1,013,051	93%
Supplies & Materials	648,896	363,405	56%	747,647	860,691	415,654	56%
Capital Outlay	65,080	26,277	40%	171,000	38,366	46,347	27%
Debt Service	253,297	94,168	37%	253,182	113,228	137,833	54%
Other Objects	305,807	285,149	93%	310,869	135,442	307,396	99%
Contingency	-	-		290,842	-	-	
Total Expenditures	14,651,346	7,606,557	52%	14,656,832	14,381,339	8,823,397	60%
Other Sources (Uses)							
Other Sources	-	-		251,000	80,000	-	0%
Transfer In	-	-		30,000	30,000	-	0%
Transfer Out	(53,340)	-	0%	-	(38,437)	-	0%
Total Other Sources (Uses)	(53,340)	-	0%	281,000	71,563	-	0%
Change in Fund Balance	(870,276)	953,772		(242,755)	48,395	1,600,123	
Fund Balance - Beginning	1,305,723	1,305,723		1,065,086	435,447	435,447	
Fund Balance - Ending	435,447	2,259,496		822,331	483,842	2,035,570	

	FY 2022-23	FY 2023-24	Variance	% Change
YTD Revenues				
Property Taxes	1,919,203	1,921,818	2,615	0%
State School Fund	5,709,764	7,833,805	2,124,041	37%
Local Sources	157,296	452,132	294,836	187%
Intermediate Sources	-	861	861	
State Sources	748,751	148,364	(600,387)	-80%
Federal Sources	25,315	66,539	41,224	163%
Total Revenues	8,560,329	10,423,520	1,863,191	22%

	FY 2022-23	FY 2023-24	Variance	% Change
YTD Expenditures				
Salaries	3,897,671	4,375,673	478,002	12%
Associated Payroll	2,263,790	2,527,442	263,652	12%
Purchased Services	676,098	1,013,051	336,954	50%
Supplies & Materials	363,405	415,654	52,249	14%
Capital Outlay	26,277	46,347	20,071	76%
Debt Service	94,168	137,833	43,665	46%
Other Objects	285,149	307,396	22,247	8%
Total Expenditures	7,606,557	8,823,397	1,216,840	16%

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
State School Fund	2,915	-	0%	2,000	2,000	-	0%
Local Sources	84,208	37,598	45%	120,000	94,656	52,304	44%
State Sources	17,845	385	2%	4,000	5,450	9,141	229%
Federal Sources	187,737	108,339	58%	121,000	161,598	57,698	48%
Total Revenues	292,706	146,322	50%	247,000	263,704	119,143	48%
Expenditures							
Salaries	98,661	55,438	56%	136,223	100,158	67,748	50%
Associated Payroll	66,281	36,769	55%	65,125	72,627	43,035	66%
Purchased Services	36,753	13,618	37%	6,000	6,000	728	12%
Supplies & Materials	147,077	71,880	49%	217,862	160,964	89,673	41%
Debt Service	-	(3,196)		-	-	-	
Other Objects	1,500	1,425	95%	3,500	3,450	1,895	54%
Total Expenditures	350,272	175,933	50%	428,710	343,199	203,079	47%
Other Sources (Uses)							
Transfer In	53,340	-	0%	-	38,437	-	0%
Total Other Sources (Uses)	53,340	-	0%	-	38,437	-	0%
Change in Fund Balance	(4,226)	(29,612)		(181,710)	(41,058)	(83,936)	
Fund Balance - Beginning	65,284	65,284		196,133	61,058	61,058	
Fund Balance - Ending	61,058	35,672		14,423	20,000	(22,878)	

YTD Revenues	FY 2022-23	FY 2023-24	Variance	% Change
Local Sources	37,598	52,304	14,707	39%
State Sources	385	9,141	8,756	2275%
Federal Sources	108,339	57,698	(50,641)	-47%
Total Revenues	146,322	119,143	(27,178)	-19%

YTD Expenditures	FY 2022-23	FY 2023-24	Variance	% Change
Salaries	55,438	67,748	12,309	22%
Associated Payroll	36,769	43,035	6,267	17%
Purchased Services	13,618	728	(12,890)	-95%
Supplies & Materials	71,880	89,673	17,793	25%
Debt Service	(3,196)	-	3,196	-100%
Other Objects	1,425	1,895	470	33%
Total Expenditures	175,933	203,079	27,146	15%

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
Federal Sources	441,244	63,614	14%	1,187,697	1,570,239	320,869	27%
Total Revenues	441,244	63,614	14%	1,187,697	1,570,239	320,869	27%
Expenditures							
Salaries	501,406	163,679	33%	586,264	812,446	558,579	95%
Associated Payroll	179,437	82,918	46%	241,490		219,733	91%
Purchased Services	272,312	1,883	1%	21,119	79,090	51,747	245%
Supplies & Materials	34,277	18,306	53%	338,824	43,571	19,847	6%
Other Objects	8	-	0%	-	11	484	
Total Expenditures	1,462,122	266,786	18%	1,187,697	1,044,518	922,841	78%
Change in Fund Balance	(591,196)	(203,172)		-	525,721	(601,972)	
Fund Balance - Beginning	8,401	8,401		-	(582,795)	(582,795)	
Fund Balance - Ending	(582,795)	(194,771)		-	(57,074)	(1,184,766)	

	FY 2022-23	FY 2023-24	Variance
YTD Revenues			
Federal Sources	63,614	320,869	257,255
Total Revenues	63,614	320,869	257,255

	FY 2022-23	FY 2023-24	Variance
YTD Expenditures			
Salaries	163,679	558,579	394,901
Associated Payroll	82,918	219,733	136,815
Purchased Services	1,883	51,747	49,863
Supplies & Materials	18,306	19,847	1,541
Other Objects	-	484	484
Total Expenditures	266,786	922,841	656,055

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
State Sources	850,796	638,097	75%	816,512	988,604	741,453	91%
Total Revenues	850,796	638,097	75%	816,512	988,604	741,453	91%
Expenditures							
Salaries	574,433	275,695	48%	526,785	639,890	379,830	72%
Associated Payroll	269,012	145,947	54%	286,663	276,248	165,675	58%
Purchased Services	7,350	7,350	100%	-	-	290	
Supplies & Materials	-	1,183		3,064	68,817	-	0%
Other Objects	1	-	0%	-	-	-	
Total Expenditures	850,796	430,174	51%	816,512	984,955	545,795	67%
Change in Fund Balance	0	207,923		-	3,649	195,657	
Fund Balance - Beginning	-	-		-	0	0	
Fund Balance - Ending	0	207,923		-	3,649	195,657	

	FY 2022-23	FY 2023-24	Variance
YTD Revenues			
State Sources	638,097	741,453	103,356
Total Revenues	638,097	741,453	103,356

	FY 2022-23	FY 2023-24	Variance
YTD Expenditures			
Salaries	275,695	379,830	104,135
Associated Payroll	145,947	165,675	19,728
Purchased Services	7,350	290	(7,060)
Supplies & Materials	1,183	-	(1,183)
Total Expenditures	430,174	545,795	115,621

Corbett School District No. 39
Board Financial Report
Fund 08: General Fund, FF&C Loan

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
State Sources	20,905	-	0%	-	-	-	
Total Revenues	20,905	-	0%	-	-	-	
Expenditures							
Purchased Services	-	-		2,355,000	1,065	429	0%
Capital Outlay	140,882	241,860	172%	-	2,232,220	2,232,856	
Debt Service	-	-		150,000	-	-	
Other Objects	-	-		-	-	-	
Total Expenditures	140,882	241,860	172%	2,505,000	2,233,285	2,233,285	89%
Other Sources (Uses)							
Other Sources	-	-		4,860,000	-	-	
Total Other Sources (Uses)	-	-		4,860,000	-	-	
Change in Fund Balance	(119,977)	(241,860)		2,355,000	(2,233,285)	(2,233,285)	
Fund Balance - Beginning	2,353,262	2,353,262		-	2,233,285	2,233,285	
Fund Balance - Ending	2,233,285	2,111,402		2,355,000	(0)	-	

	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>Variance</u>
YTD Expenditures			
Purchased Services	-	429	429
Capital Outlay	241,860	2,232,856	1,990,996
Total Expenditures	241,860	2,233,285	1,991,425

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
Local Sources	25,969	13,307	51%	20,000	10,400	10,400	52%
Intermediate Sources	178	-	0%	-	103	103	100%
Total Revenues	26,146	13,307	51%	20,000	10,503	10,503	100%
Expenditures							
Purchased Services	-	5,315		1,019,000	187,590	29,264	3%
Capital Outlay	22,791	-	0%	-	825,166	946,087	
Other Objects	-	633		-	-	-	
Total Expenditures	22,791	5,948	26%	1,019,000	1,012,756	975,352	96%
Other Sources (Uses)							
Other Sources	-	-		364,665	-	-	
Total Other Sources (Uses)	-	-		364,665	-	-	
Change in Fund Balance	3,355	7,359		(634,335)	(1,002,253)	(964,849)	
Fund Balance - Beginning	998,897	998,897		634,335	1,002,252	1,002,252	
Fund Balance - Ending	1,002,252	1,006,257		-	(1)	37,404	

	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>Variance</u>
YTD Revenues			
Local Sources	13,307	10,400	(2,907)
Total Revenues	13,307	10,503	(2,804)

	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>Variance</u>
YTD Expenditures			
Capital Outlay	-	946,087	946,087
Other Objects	633	-	(633)
Total Expenditures	5,948	975,352	969,403

**Corbett School District No. 39
Board Financial Report
Fund 10: OSCIM Grant**

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
State Sources	2,705,767	224,787	8%	1,335,164	614,081	603,299	98%
Total Revenues	2,705,767	224,787	8%	1,335,164	614,081	603,299	45%
Expenditures							
Capital Outlay	2,705,767	-	0%	4,000,000	614,081	614,081	100%
Total Expenditures	2,705,767	-	0%	4,000,000	614,081	614,081	15%
Change in Fund Balance	-	224,787		(2,664,836)	-	(10,782)	
Fund Balance - Beginning	-	-		2,664,836	-	-	
Fund Balance - Ending	-	224,787		-	-	(10,782)	

	FY 2022-23	FY 2023-24	Variance
YTD Revenues			
State Sources	224,787	603,299	378,512
Total Revenues	224,787	603,299	378,512

	FY 2022-23	FY 2023-24	Variance
YTD Expenditures			
Capital Outlay	-	614,081	614,081
Total Expenditures	-	614,081	614,081

**Corbett School District No. 39
Board Financial Report
GO Bond Debt Service Fund**

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
Property Taxes	383,049	360,022	94%	467,446	490,494	444,537	91%
Local Sources	6,301	1,779	28%	-	-	-	
Intermediate Sources	154	-	0%	-	79	79	100%
Total Revenues	389,504	361,801	93%	467,446	490,573	444,616	95%
Expenditures							
Debt Service	380,219	31,115	8%	411,952	411,952	27,922	7%
Total Expenditures	380,219	31,115	8%	411,952	411,952	27,922	7%
Other Sources (Uses)							
Transfer Out	-	-		(30,000)	(30,000)	-	0%
Total Other Sources (Uses)	-	-		(30,000)	(30,000)	-	0%
Change in Fund Balance	9,285	330,687		25,494	48,621	416,694	
Fund Balance - Beginning	912	912		-	10,198	10,198	
Fund Balance - Ending	10,198	331,599		25,494	58,819	426,891	

YTD Revenues	FY 2022-23	FY 2023-24	Variance
Property Taxes	360,022	444,537	84,514
Local Sources	1,779	-	(1,779)
Intermediate Sources	-	79	79
Total Revenues	361,801	444,616	82,814

YTD Expenditures	FY 2022-23	FY 2023-24	Variance
Debt Service	31,115	27,922	(3,193)
Total Expenditures	31,115	27,922	(3,193)

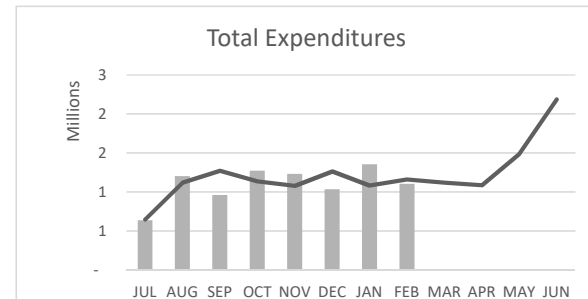
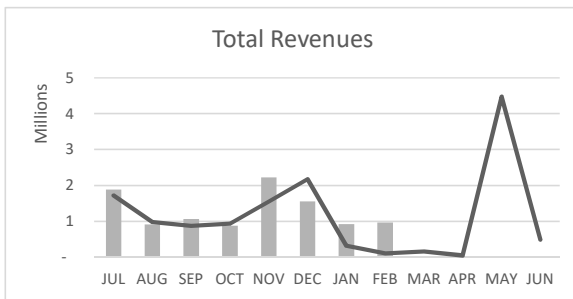
**Corbett School District No. 39
Board Financial Report
Fund 20: Energy Projects Fund**

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Feb 28 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Feb 29 2024	% of Budgeted
Revenues							
Local Sources	29,427	16,062	55%	30,000	34,778	17,358	58%
Total Revenues	29,427	16,062	55%	30,000	34,778	17,358	58%
Expenditures							
Purchased Services	-	-		20,000	-	-	0%
Total Expenditures	-	-		20,000	-	-	0%
Change in Fund Balance	29,427	16,062		10,000	34,778	17,358	
Fund Balance - Beginning	25,873	25,873		64,552	55,301	55,301	
Fund Balance - Ending	55,301	41,935		74,552	90,079	72,659	
			YTD Revenues	FY 2022-23	FY 2023-24	Variance	
			Local Sources	16,062	17,358	1,296	
			Total Revenues	16,062	17,358	1,296	

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

FY 2022-2023	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Revenues													
Property Taxes	6,974	4,560	5,351	2,792	693,400	1,185,768	20,359	14,376	50,367	10,012	16,472	36,949	2,047,379
State School Fund	1,631,160	815,091	815,091	815,091	815,091	818,240	-	-	-	-	4,358,304	(2,915)	10,065,153
Local Sources	13,384	19,208	30,590	18,257	23,127	31,491	21,238	21,057	108,938	37,964	9,211	117,504	451,970
Intermediate Sources	-	-	-	-	-	-	-	-	958	-	452	200,376	201,787
State Sources	66,685	123,504	17,964	100,000	21,597	140,779	278,222	71,302	-	-	88,176	82,422	990,651
Federal Sources	-	19,792	5,524	-	-	-	-	-	-	-	-	52,156	77,471
Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	1,718,202	982,155	874,520	936,139	1,553,216	2,176,278	319,818	106,735	160,263	47,976	4,472,614	486,493	13,834,411
Expenditures													
Salaries	154,658	640,751	597,617	633,847	648,558	589,280	632,960	603,345	600,507	601,957	633,541	848,078	7,185,099
Associated Payroll	143,086	352,314	323,117	344,161	350,386	368,396	382,330	353,999	361,894	360,230	376,882	780,164	4,496,958
Purchased Services	79,824	60,725	160,800	106,468	30,419	196,268	41,594	142,561	123,396	96,322	294,539	363,295	1,696,210
Supplies & Materials	32,157	56,261	139,123	34,730	25,110	55,568	20,457	30,194	27,524	23,170	159,633	44,969	648,896
Capital Outlay	-	-	16,469	9,808	-	-	-	-	-	-	-	38,803	65,080
Debt Service	29,973	4,168	20,286	4,168	10,968	20,437	4,168	24,217	4,168	4,168	21,457	105,119	253,297
Other Objects	209,069	7,923	14,933	2,529	15,146	33,847	1,701	7,986	4,083	288	1,575	6,725	305,807
Total Expenditures	648,766	1,122,143	1,272,346	1,135,709	1,080,586	1,263,797	1,083,210	1,162,302	1,121,572	1,086,135	1,487,628	2,187,154	14,651,346

FY 2023-2024	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Revenues													
Property Taxes	-	4,554	5,245	3,068	1,216,279	665,944	26,727	-	-	-	-	-	1,921,818
State School Fund	1,741,617	870,286	870,286	870,286	870,286	870,286	870,379	870,379	-	-	-	-	7,833,805
Local Sources	15,182	8,937	190,378	5,401	136,094	1,053	(414)	95,502	-	-	-	-	452,132
Intermediate Sources	-	419	-	-	442	-	-	-	-	-	-	-	861
State Sources	83,719	10,527	-	-	1,991	20,355	31,772	-	-	-	-	-	148,364
Federal Sources	46,713	19,826	-	-	-	-	-	-	-	-	-	-	66,539
Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	1,887,231	914,549	1,065,909	878,756	2,225,092	1,557,638	928,464	965,881	-	-	-	-	10,423,520
Expenditures													
Salaries	136,188	573,919	603,732	737,394	585,282	588,668	577,738	572,752	-	-	-	-	4,375,673
Associated Payroll	129,094	349,918	259,895	406,417	367,125	340,009	344,563	330,422	-	-	-	-	2,527,442
Purchased Services	154,774	131,430	45,796	93,970	188,069	78,784	195,488	124,740	229	-	-	-	1,013,280
Supplies & Materials	94,851	101,003	52,039	32,884	58,376	19,239	10,692	46,570	17	-	-	-	415,671
Capital Outlay	16,826	-	-	1,383	15,228	4,930	-	7,981	-	-	-	-	46,347
Debt Service	47,866	42,415	4,168	4,168	10,443	4,168	4,168	20,437	-	-	-	-	137,833
Other Objects	59,897	5,589	886	587	9,848	2,345	224,197	4,047	-	-	-	-	307,396
Total Expenditures	639,496	1,204,274	966,517	1,276,803	1,234,370	1,038,142	1,356,845	1,106,950	246	-	-	-	8,823,643



Fund	Major Function							Appropriations Total	Expenditures Total
	1000 Instruction	2000 Support Services	3000 Enterprise & Community	4000 Facility Acquisition & Construction	5000 Transfers	5100 Debt Service	6000 Contingency		
01 General	\$ 8,459,144	\$ 5,480,001	\$ 173,663	\$ -	\$ -	\$ 253,182	\$ 290,842	\$ 14,656,832	14,365,990
02 Food Service			428,710					428,710	428,710
03 Federal Funds	276,486	911,211						1,187,697	1,187,697
04 Student Investment Acct	606,327	210,185						816,512	816,512
06 Student Body Trust	300,000							300,000	300,000
08 FFCR Fund				2,355,000		150,000		2,505,000	2,505,000
09 GO Bond 2021 Fund		54,335		964,665				1,019,000	1,019,000
10 OSCIM Match Grant				4,000,000				4,000,000	4,000,000
11 GO Bond Debt Service					30,000	411,952		441,952	411,952
20 Energy Projects				20,000				20,000	20,000
Totals	\$ 9,641,957	\$ 6,655,732	\$ 602,373	\$ 7,339,665	\$ 30,000	\$ 815,134	\$ 290,842	\$ 25,375,703	25,054,861

Beginning Fund Balance Adjs

Fund	2023-24 Actual Beginning Fund Balance	2023-24 Adopted Beginning Fund Balance	Beginning Fund Balance Increase (Decrease)
01 General	\$ 435,447	\$ 1,065,086	\$ (629,639)
02 Food Service	61,058	196,133	\$ (135,075)
03 Federal Funds	(582,795)	-	\$ (582,795)
04 Student Investment Acct	-	-	\$ -
06 Student Body Trust	135,549	-	\$ 135,549
08 FFCR Fund	2,233,285	-	\$ 2,233,285
09 GO Bond 2021 Fund	1,002,252	634,335	\$ 367,917
10 OSCIM Match Grant	-	2,664,836	\$ (2,664,836)
11 GO Bond Debt Service	10,198	-	\$ 10,198
20 Energy Projects	55,301	64,552	\$ (9,251)
Total Beginning Fund Balances	\$ 3,350,295	\$ 4,624,942	\$ (1,274,647)

	Federal Funds		
	<u>Existing</u>	<u>Change</u>	<u>Adjusted</u>
Total Resources	\$ 1,187,697	\$ -	\$ 1,187,697
Requirements			
Expenditures			
Instruction	\$ 276,486	\$ -	\$ 276,486
Support Services	911,211	(109,400)	801,811
Transfers	-	-	-
Debt Service	-	109,400	109,400
Contingency	-	-	-
Total Appropriations	<u>1,187,697</u>	<u>-</u>	<u>1,187,697</u>
Ending Fund Balance	-	-	-
Total Requirements	<u>\$ 1,187,697</u>	<u>\$ -</u>	<u>\$ 1,187,697</u>

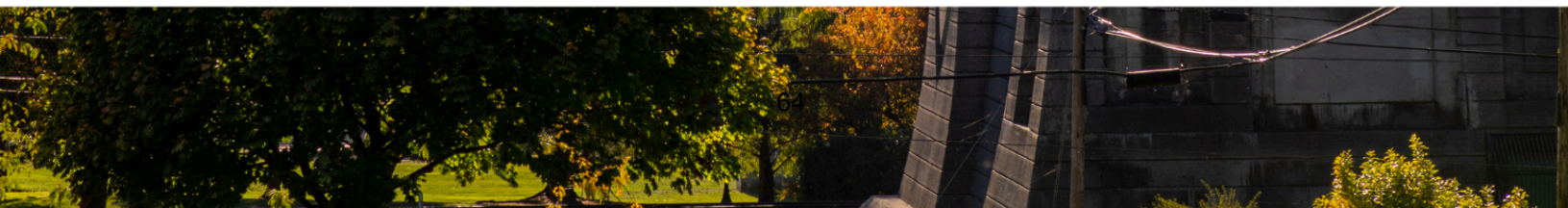
2023-24 Revised Budget

Fund	Major Function							Appropriations Total	Expenditures Total
	1000 Instruction	2000 Support Services	3000 Enterprise & Community	4000 Facility Acquisition & Construction	5000 Transfers	5100 Debt Service	6000 Contingency		
01 General	\$ 8,459,144	\$ 5,480,001	\$ 173,663	\$ -	\$ -	\$ 253,182	\$ 290,842	\$ 14,656,832	14,365,990
02 Food Service			428,710					428,710	428,710
03 Federal Funds	276,486	801,811				109,400		1,187,697	1,187,697
04 Student Investment Acct	606,327	210,185						816,512	816,512
06 Student Body Trust	300,000							300,000	300,000
08 FFCR Fund				2,355,000		150,000		2,505,000	2,505,000
09 GO Bond 2021 Fund		54,335		964,665				1,019,000	1,019,000
10 OSCIM Match Grant				4,000,000				4,000,000	4,000,000
11 GO Bond Debt Service					30,000	411,952		441,952	411,952
20 Energy Projects				20,000				20,000	20,000
Totals	\$ 9,641,957	\$ 6,546,332	\$ 602,373	\$ 7,339,665	\$ 30,000	\$ 924,534	\$ 290,842	\$ 25,375,703	25,054,861



Multnomah Education Service District

2024-25 Local Service Plan



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Administration & Board of Directors

<p>MESD Administration Building 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-255-1841</p>	<p>Arata Creek School <i>Mercedes Munoz, Principal</i> 2470 SW Halsey St. Troutdale, OR 97060 Phone: 503-2624850</p>	<p>Baker Creek School <i>Christine Otto, Program Administrator</i> 535 NE 5th St. McMinnville, OR 97128</p>	<p>Burlingame Creek School <i>Mercedes Munoz, Principal</i> 876 NE 8th St. Gresham, OR 97030 Phone: 503-262-4050</p>
<p>Donald E. Long School <i>Todd Nicholson, Principal</i> 1401 NE 68th St. Portland, OR 97213 Phone: 503-988-5937</p>	<p>Hassolo School <i>Christine Otto, Program Administrator</i> 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Helensview School <i>Dan Cohnsteadt, Principal</i> 8678 NE Sumner St. Portland, OR 97220 Phone: 503-262-4150</p>	<p>Hospital Schools Program <i>Amy Marquardt-Dustin, Program Administrator</i> Phone: 503-262-4200</p>
<p>Inverness School <i>Christine Otto, Program Administrator</i> 11540 NE Inverness Dr. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Knott Creek School <i>Noa Martinsen, Principal</i> 11456 NE Knott St. Portland, OR 97220</p>	<p>Ocean Dunes High School <i>Joy Koenig, Principal</i> 4859 S. Jetty Rd. Florence, OR 97439 Phone: 541-791-5909</p>	<p>Rivercrest High School <i>Todd Nicholson, Principal</i> 3002 NE Ainsworth St. Portland, OR 97211</p>
<p>Three Lakes/Riverside/Ponderosa Creek High Schools <i>Joy Koenig, Principal</i> 4400 Lochner Rd. SE Albany, OR 97322 Phone: 541-791-5909</p>	<p>Wheatley School <i>Megan Baker, Principal</i> 14030 NE Sacramento St. Portland, OR 97230 Phone: 503-262-4000</p>	<p>Wynne Watts-Kerr Center <i>Amy Marquardt-Dustin, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</p>	

<p>Board of Directors Katrina Doughty-Chair kdoughty@mesd.k12.or.us Renee Anderson-Vice Chair randerso2@mesd.k12.or.us Jessica Arzate jarzate@mesd.k12.or.us Danny Cage dcage@mesd.k12.or.us Samuel Henry shenry@mesd.k12.or.us Denyse Peterson dpeterson@mesd.k12.or.us Helen Ying hying@mesd.k12.or.us</p>	<p>Position 7, Zone 3 Position 3, Zone 2 Position 4, Zone 4 Position 6, At Large Position 1, Zone 5 Position 5, Zone 1 Position 2, At Large</p>	<p>Administration Superintendent, Dr. Paul Coakley 503-257-1504 pcoakley@mesd.k12.or.us Assistant Superintendent, Sascha Perrins 503-257-1531 sperrins@mesd.k12.or.us Director of Business Services, Doana Anderson 503-257-1520 danderso@mesd.k12.or.us Director of Strategic Communications and Public Affairs, Marifer Sager msager@mesd.k12.or.us Director of Student Services, Todd Greaves 503-257-1658 greaves@mesd.k12.or.us Director of Curriculum & Instruction, Angela Hubbs 503-257-1692 ahubbs@mesd.k12.or.us Director of Regional Equity Initiatives & Partnerships, Dr. Reiko Williams 503-257-1603 rwilliams@mesd.k12.or.us Interim Director of Human Resources, Sam Breyer sbreyer@mesd.k12.or.us</p>
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Explanation of Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Component Districts We Proudly Serve:

- Centennial
- Corbett
- David Douglas
- Gresham-Barlow
- Parkrose
- Portland Public
- Reynolds
- Riverdale



2024-2025 Local Service Plan (LSP Timeline)

September 2023	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2023	Present initial draft to Advisory groups, and gather feedback
November 2023	Present second draft LSP to Advisory groups and gather feedback
January 2024	Present final draft to Superintendents MESD Board approves LSP
February 2024	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2024	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2024	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2024	Costing template and services commitments finalized

Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

State School Fund Estimates for the 2023-2025 Biennium

	2023-2024	2024-2025	Total
Legislative Appropriation ¹	\$ 4,998,000,000	\$ 5,202,000,000	\$ 10,200,000,000
Less state-wide transfers/deductions ("carve-outs")	(62,763,498)	(62,763,498)	(125,526,996)
State revenue for formula	4,935,236,502	5,139,236,502	10,074,473,004
Plus local revenue for formula ²	2,499,332,972	2,586,809,626	5,086,142,598
Total revenue for formula	7,434,569,474	7,726,046,128	15,160,615,602
ESD share at 4.5%	334,555,626	347,672,076	682,227,702
Less ESD transfers/deductions ("carve-outs")	(9,219,125)	(9,219,125)	(18,438,250)
ESD State School Fund formula revenue for distribution	\$ 325,336,501	\$ 338,452,951	\$ 663,789,452
Estimated MESD portion of ESD distribution			
	\$ 49,885,324	\$ 51,946,273	\$ 101,831,597
MESD allocation to funds			
Operating Fund (10%) for general operations	\$ 4,988,532	\$ 5,194,627	\$ 10,183,159
Resolution Fund (90%) for Component Districts	\$ 44,896,792	\$ 46,751,646	\$ 91,648,438

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2023-24 Apportionment	2024-25 Apportionment
Centennial	6,866.36	6,866.36	6.6%	\$ 2,958,800	\$ 3,081,039
Corbett (X 1.61)	1,227.73	1,976.65	1.9%	851,761	886,950
David Douglas	11,012.13	11,012.13	10.6%	4,745,263	4,941,308
Gresham-Barlow	13,719.70	13,719.70	13.2%	5,911,989	6,156,235
Parkrose	3,504.47	3,504.47	3.4%	1,510,120	1,572,508
Portland Public	53,153.33	53,153.33	51.0%	22,904,428	23,850,696
Reynolds	12,928.26	12,928.26	12.4%	5,570,947	5,801,104
Riverdale (X1.61)	639.24	1,029.18	1.0%	443,485	461,807
Total	103,051.22	104,190.07		\$ 44,896,792	\$ 46,751,646

* ODE Extended ADMw from 12/19/2023 estimate

¹ The SSF estimate is based on the ODE Estimate dated 12/19/2023.

² This estimate assumes a 3.5% increase in local revenues for 24/25.



Instructional Services

Alternative Middle School: The Middle School provides individualized instruction and specialized support services for youth in middle school grades 6-8 who do not need a therapeutic program, but have dropped out of school, are experiencing chronic attendance issues, or have behavioral needs. Students receive personalized academic support, social services, and middle school-specific curriculum from content-specific teachers. This is a cohort-based program. The goal of the program is upon completion students will return to their home schools.

Alternative Pathways: Alternative Pathways includes the TRiO Educational Talent Search program and is grant funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRiO provides educational opportunities for low-income and first-generation students.

Assessment and Evaluation Program: Educational services leading to a high school diploma or GED are provided to students currently in the Assessment and Evaluation Program, a behavioral rehabilitation services placement located inside of the Donald E. Long Juvenile Facility. Youth served are between ages 13-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.

Behavior and Instructional Consultation Services: See Behavior and Instructional Consultation Services description under Special Education Services.

College/Career Readiness: College/Career Readiness services support component district systems that (1) provide increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools, and (2) prepare youth to enter post-secondary career training. Services may include career and technical opportunities, college-level educational opportunities, drop-out prevention strategies and/or others as identified by districts.

Curriculum Services: MESD provides support related to curriculum selection, implementation and on-going assistance. This includes aiding the Oregon Department of Education in providing districts the opportunity to review Curriculum Adoption materials and to provide professional learning (as needed) related to the adoption and implementation of new materials. Additionally, MESD supports the implementation of programs such as the “Civics Learning Project,” which brings law-related educational programs into Oregon schools.

Instructional Services (Continued)

Education Programs in Detention and Correctional Facilities: MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or GED. Services include credit attainment, vocational training, special education, ELL support and transition services for students who are detained, awaiting trials or hearings, or to students who have been incarcerated. These programs include:

- The Incarcerated Youth Program (IYP). This program serves adults 18-21 years of age who are detained in adult jails and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600. School programs include Multnomah Inverness School.
- The Juvenile Detention Education Program (JDEP). An ODE funded program, JDEP serves youth up to the age of 18 who are detained or are awaiting trials or hearings inside of juvenile detention facilities in accordance with OAR 581-015-2585. School programs include Baker Creek, Donald E. Long, and Ponderosa Creek.
- The Youth Correctional Education Program (YCEP). An ODE funded program, YCEP serves adjudicated youth up to the age of 25 who are housed in Oregon Youth Authority facilities in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations. School programs include Ocean Dunes, Riverside, and Three Lakes.

Instructional Services (Continued)

Helensview School: Helensview provides individualized instruction and specialized support services for youth who have dropped out of school or who are experiencing chronic challenges or disenfranchisement attendance or behavioral issues. Helensview students receive personalized academic support, social services, and connection to post-secondary options. Supports include access to dual credit, career and technical education, and on-site job training and certifications.

Helensview Phoenix – Pregnant and Parenting Student Services: The Phoenix program at Helensview provides services to youth who are pregnant and/or parenting and identified as at-risk, and require individualized programming, prenatal, and parenting instruction. An on-site day care is provided to students.

Helensview – Therapeutic Program: Note this is cross-listed under Special Education Services as well. The Therapeutic program at Helensview provides individualized support to students identified for special education services who have intense mental health needs and require a small staff-student ratio. The therapeutic classrooms provide academic instruction, behavioral intervention, and social skills training, coupled with a mental health focus.

Home Instruction Services: Certified instructors and/or staff may be provided for youth needing home instruction on a contract basis.

Homeschool Notification: Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and provides resources and information for parents and component districts.

Instructional Services (Continued)

Hospital School Program: The Hospital School Program provides educational services including credit attainment, IEP services, ELL services, and transition support to students in grades K through age 21 with medical, rehabilitation, or mental health needs during the course of their hospitalization and/or ongoing treatment in accordance with ORS 343.261(2) and ORS 327.023(3). Youth in medical clinics, siblings, and family members of hospitalized youth may also receive instruction and support. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their youth's attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.

Instruction Services Special Projects: MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects may include consultation, management, or coordination of projects that seek to develop/strengthen instructional programs, such as mentoring and grant application/implementation. Additional projects could include curriculum and instruction development, supports to promote regular attendance/reducing chronic absenteeism, and coaching. These projects could be at a local school district level, county level, or state level.

Juvenile and Legal Rights Support: The Juvenile and Legal Rights support includes consultation, technical assistance, and direct service for individual youth, schools, and districts. Technical assistance includes developing supports for justice impacted youth, and direct services include support with expungement, curriculum development, and curriculum delivery.

Long Term Care and Treatment: The Long Term Care and Treatment (LTCT) program provides educational services including credit attainment, IEP services, ELL services, and transition support to students in grades K-12 residing in a Long Term Care and Treatment facility in accordance with OAR 581-015-2571. LTCT locations include the Wynne Watts School program.

Instructional Services (Continued)

Migrant Education Program: The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for youth between the ages of 3-21 who have moved within the last three years for work in agriculture, as well as their families. The program ensures youth receive full and appropriate opportunities to meet the same challenging academic standards that all youth are expected to meet. Services and support center around five main components: school readiness, reading, math, high school graduation, and non-instructional support services. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional, and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Program includes binational collaboration and provides a full-day supplemental summer extension for incoming kindergarten through 12th grade migrant children and youth. Academic services focus on math and reading for students in grades K-8. Incoming and current secondary student services center on graduation and post-secondary college or career pathways through volunteer opportunities based within the school and community. Transportation and meals are provided for all students.

Outdoor School and Companion Programs: Outdoor School is an overnight environmental science program for sixth-grade students and high school student leaders. The curriculum focuses on hands-on science and social-emotional learning. High School programming emphasizes leadership development and career learning. Companion programs include the Fourth Grade Overnight and other customized programs for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

Instructional Services (Continued)

Regional Education Network Support/EAC Support: The Regional Educational Network (REN) is a statewide initiative to support the growth and development of educators across the career continuum. MESD provides support and facilitation for the development and sustaining of networked improvement communities, professional development, and prioritized initiatives.

Regional Equity Professional Development: MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning focused on equity-centered, culturally responsive, and culturally sustaining practices and instruction. Services may include managing and coordinating regional equity work. Projects may be at a local school district level, county level, or state level.

Regional School Improvement: School Improvement provides professional learning and technical support in the following areas: curriculum adoptions, best practices in assessment, social-emotional learning, trauma-informed and culturally relevant practices, Career Technical Education, paraeducator professional learning, attendance, school culture/climate, equity-centered practices, implementation of state standards and assessments including essential skills, and other areas identified by districts. Content specialists cover literacy, math, science, education technology, and social studies. The School Improvement team also includes 1.0 FTE funded by Multnomah County for a Preschool for All Coach for the region.

Student Assessment Services – Special Projects: Student Assessment Services provides data collections and analysis support, technical assistance, direct administration support, and training on assessment procedures and administration of the score sites. It also provides help desk support, technical assistance, and training to school districts participating in the state assessment system, including with the ELPA21, Kindergarten Assessment, etc. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing, and mathematics, as well as training in how to assess/score the work samples. Reading, writing, and mathematics Essential Skills Assessments are provided in native languages.

Instructional Services (Continued)

Student Success Act / Integrated Guidance Supports: See additional description in separate SSA Technical Assistance Section. MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA) and Oregon Integrated Guidance, applying for Student Investment Account funds, reporting and accountability, and SSA program planning and implementation. Services include regional convenings/work groups, 1:1 district support, coordinating partnerships with community based organizations, prioritization of work, and professional development in identified areas.

School Culture and Climate: Note this is cross-listed under Special Success Act as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

School Safety and Prevention Services: Services are provided in alignment with statewide Oregon School Safety and Prevention Systems (SSPS) initiative. SSPS provides school districts with a multi-tiered system of support ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. Offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.

Substance Use Recovery Educational Services: MESD may provide a variety of services directly related to prevention, reduction, intervention, and/or recovery from substance use disorders. Services may include specialized staffing, recovery classes or groups, professional learning, and technical support for districts.

Substance Recovery Program - Rivercrest Academy: MESD provides a comprehensive high school program leading up to a diploma for youth who are in recovery from substance use disorder. The instructional model includes embedded recovery mentorship and group support in addition to core curriculum and electives. Special Education, ELL, 504, TAG, and other support services are provided as applicable.

Instructional Services (Continued)

Transition Services: MESD provides transition advocacy, educational mentorship, and wrap-around support for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities. Transition services and education (re)engagement services are also provided for youth who are not currently engaged in school regardless of prior educational experiences.

Walden Crossing: Educational services leading to a high school diploma or GED are provided to students currently in the Walden Crossing treatment center program. Youth served are between ages 10-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.

School Health Services (SHS)

Contracted Health Education Services: MESD SHS provides districts and schools with instruction in and assistance with meeting state and national mandates for required health and safety training. Consultation with schools and/or employees after occupational exposures to bloodborne pathogens is also provided. Health education training can include:

- Medication Administration
- Treatment of Severe Allergic Reaction (epinephrine administration)
- Treatment of Severe Hypoglycemia (glucagon administration)
- First Aid/CPR/AED training
- Treatment of Students in Adrenal Crisis
- Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen (BBP) Training, including management of post-exposure evaluation and follow-up
- Other areas identified based on district needs

Contracted Nursing Services including Direct One-to-One Nursing: School districts may contract with MESD for additional nursing services for schools and unique programs, as well as direct one-to-one services for students with complex health conditions or those identified as medically fragile/complex. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight, and supervision is provided by the MESD.

Vision Screening Team: The MESD screening team assists districts in meeting the requirements of OAR 581-022-2220 by screening student vision (in grades K, 1, and 3). Students needing more in-depth exams are referred to community health providers. MESD School Health Services can refer families to resources to help reduce costs for students needing corrective lenses. Training, orientation, oversight, and supervision provided by the MESD.

Hearing Screening Team: The Hearing Program provides state-mandated screening (OAR 581-022-2220) to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. Training, orientation, oversight, and supervision is provided by the MESD.

School Health Services (SHS) (Continued)

Immunization Program: Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization compliance to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training, orientation, oversight, and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance and maximizes student attendance and learning time. Nurses and SHAs, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

School Nursing: School nursing services provide mandated health services during the regular school day, promote wellness, and assist students to achieve optimal educational experiences. Nursing services are dependent on total caseload size and may include direct health services to ill and injured students, management of acute and chronic illnesses, surveillance and follow up of communicable disease, and consultation to districts based on current evidence-based research and best practice. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. As of July 1, 2020, ORS 336.201 recommends one registered nurse for every 750 students.

School Health Assistants (SHA): MESD School Health Assistants (SHAs) are unlicensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform nursing procedures as delegated by the RN and may be the first point of contact for health services in the health room. The MESD RN/SHA team is no more than one RN to five SHAs. Training, orientation, oversight, and supervision is provided by the MESD.

School Health Services (SHS) (Continued)

Nurse Consultant: The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State Health Departments. The Nurse Consultant provides investigation, reporting, and collaboration with county health departments in events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.

Complex Needs Nursing (CNN): Complex Needs Nurses (CNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. CNNs augment MESD school nurse services by providing training, consultation, and support for medically fragile, medically complex, and nursing-dependent students, as defined in ORS 336.201.

The CNN may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. CNNs participate in multi-disciplinary planning, placement meetings, and IEP development. Training, orientation, oversight, and supervision is provided by the MESD.

Nurse-School Health Services Consultation: For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions, recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers. Professional consultation and recommendations are based on current evidence-based research and best practice. Training, orientation, oversight, and supervision is provided by the MESD.

Special Education

Abilities in Motion (ages 5-21): The Abilities in Motion (AIM) program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors, and personal management skills that can be utilized within the classroom and community settings. Services are individualized and based on a student's IEP. AIM locations include Wheatley School.

Behavior and Instructional Consultation Services: Note this is cross-listed under Instructional Services as well. Consultation services are provided at the request of a district. Consultations may be with individuals or teams that may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse, and/or a behavior consultant. Services may be provided across settings or situations. A referral process includes a needs assessment at no cost. Further consultation and services may be provided on a contract basis. The contract agreement includes a clear description of the services provided and fees. Professional learning services may also be included to support the consultation services. These services may include social-emotional learning and trauma sensitive practices, behavioral prevention and intervention strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness, and/or others identified through the consultation process.

Feeding Team Contract Services: The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a full-time speech language pathologist, a part-time occupational therapist, and a part-time complex needs nurse. The Feeding Contract includes staff cost, mileage to and from sites, time spent in assessment, writing protocols, and regularly meeting with school-based staff (consultation and training to feed the student safely).

Special Education (Continued)

Functional Living Skills Program (ages 5-18): Located at MESD and/or component district sites, the Functional Living Skills (FLS) Program provides evidence-based instructional practices in the areas of academics, communication, motor, adaptive, social-emotional, medical, health care, behavioral, and vocational training to students with significant disabilities. Staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) for students, in accordance with the Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with state curricular standards. Services are provided in component school districts in order to provide the least restrictive environment (LRE) possible. Extended School Year (ESY) services are available for those students who qualify and when approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Functional Living Skills Transition Program (ages 18-21): The Functional Living Skills Transition Program provides post-secondary instruction for student's age 18-21 who have exited high school, and their Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral, and/or medical). The curriculum is focused upon functional applied academics, community, and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the state curricular standards. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Functional Living Skills (FLS Alternative) (Ages K-21 years): Functional Living Skills Alternative aka Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability, which directly affects cognition, communication, and behavior. The curriculum used in all classrooms aligns with the state curricular standards. Additional support services focus on building communications skills, motor, and sensory skills, so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative. FLS locations include Wheatley School.

Special Education (Continued)

High School Therapeutic Classrooms: See Helensview –Therapeutic Program description under Instructional Services.

Social-Emotional Skills, Behavioral Health, Therapeutic classrooms, and Evaluation/Stabilization programs:

- Arata Creek, Burlingame Creek, and Knott Creek Schools (SESP) (Kindergarten-12th)
- Transition Program (ages 18-21)
- Arata Creek, Burlingame Creek, and Knott Creek Behavioral Health (Kindergarten-12th grade)
- Knott Therapeutic classrooms (Kindergarten-5th grade)
- Evaluation/Stabilization Classrooms at Knott Creek (Kindergarten-6th grade)

The SESP program is designed for students with an Individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention, and evidence-based academic instruction to students who have not been successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support.

Additionally, the Transition classroom ages 18-21, offer job training and support for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community, and classroom instruction to prepare students for adult life.

The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social-emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

The Therapeutic classrooms and evaluation/stabilization classrooms are designed for elementary students from a general education setting exhibiting significant behavioral and/or mental health concerns. Evaluation/stabilization classrooms are designed for students on a 45-day alternative placement setting with the district continuing potential evaluation procedures. It allows students within a small classroom setting with high staff ratio to participate in a safe, structured environment while the component district determines next steps in support of the student. Collaborative Problem Solving practices, culturally responsive Positive Behavioral Supports, and trauma sensitive practices are embedded in the training for staff and students.



Special Education (Continued)

*Individually Purchased Options:

Related and/or Specialist Services: Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Behavior Consultants, Educational Assistants, English Language Learning Teachers, Assistive Technologists, and Transition Specialists.

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments. Caseloads are varied depending upon IEPs and locations.

Assistive Technology:

- Conduct systematic assessment of student's AT needs
- Provide assistance in IEP development
- Provide consultation and technical assistance to district teams
- Training and in-service at district request

Speech/Language Pathology:

- 1:1 therapy
- Conduct formal or informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, State, and Federal rules
- Provide direct or indirect therapy
- Consultation services (IEP driven)
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Occupational Therapy:

- Conduct formal and informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state, and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Special Education (Continued)

Physical Therapy:

- Conduct formal and informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state, and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury
 - Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
 - Provide support to write, review, and revise IEPs as mandated by state and federal rules and regulations
 - Provide consultation services based on each student's IEP
 - Attend IEP or three year re-evaluation meetings
 - Technical assistance (professional development)
 - Provide counseling services to individuals and/or small groups
 - Provide in-service trainings to districts
- * Included in the cost of this service option are travel, supplies, materials, and technology (computer needs) for staff

Behavior Consultant:

- Observe and collect student data regarding behavior
- Provides support to classrooms collecting functional behavior assessment data
- Develop behavior support plan and reinforcement packages
- Train and support staff with Positive Behavior Support strategies
- Attends team meeting to brainstorm strategies and success in the classrooms
- Provide behavioral recommendations, support, and feedback on processes.

Special Education (Continued)

Educational Assistants: Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

Transition Specialist (Special Education): This is a classified staff member with a background in behavior, trained to work within districts for students transitioning from one program/school to another. The focus as a transition specialist is for a smooth crossover in placement with appropriate support for the student to be successful in the new school environment.

District Classroom Interventionist: Licensed special education behavioral specialists purchased in .2 FTE minimum slots for working with classroom staff and/or students within the classroom to support strategies and provide consultation services to the teacher for student success. The goal of this position is to keep and maintain students in the least restrictive placement possible by supporting environmental changes and student specific needs.

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

The Cascade Technology Alliance (CTA) is a collaboration between the two metro regional ESDs: Multnomah and Northwest Regional. The CTA was created by partnering the technology departments of participating ESDs to serve their area component districts as well as other districts, charter schools, government, and non-profit agencies in need of technology solutions. The CTA has a menu of services available to its component school districts including many services historically selected by MESD districts:

Application and Development Services:

- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's), and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

Business Systems Support:

- MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.

Infrastructure Services:

- **Internet Connectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- **Network Services:** Wide-area data networking support is provided in the form of communication lines, router maintenance, network management, and connection to the Internet.
- **Engineering Support & On-Site Help Desk Support:** Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.
- **Security Services:** Cybersecurity expertise, guidance, and engineering to support both proactive and reactive responses to evolving cybersecurity threats.

Instructional Services:

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students, and parents to engage in the instructional process.

Other Regional Services:

The MESD provides general technology support services to districts upon request.

Please see our full list of services at:

<https://www.cascadetech.org/solutions.html>

Administrative Support Services

Strategic Communication and Public Affairs: We offer an integrated, culturally and linguistically responsive strategic marketing and communications services. The MESD communications department is committed to providing support and alignment for our component districts across Multnomah County. MESD offers guidance to communication leads. Individual contract services are also provided as requested.

Areas of support include:

- Providing alignment on messaging surrounding student safety
- Creating a coordinated crisis communications plan
- Emergency & Crisis Communications support
- Media Relations
- Public Records support
- Graphic Design
- Social Media Guidance
- Photography
- Language Access Services (plan, translations and interpreters)
- Brand Management advice and support
- Regional Support

Government Affairs: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

Inter-District Delivery System (aka PONY): Facilities and Transportation Services provide inter-district courier “pony” service to component districts.

K-12/Higher Education Collaboration Supports: MESD provides facilitation, technical assistance, and systemic support as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.

Other Administrative/Operational Services: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.

Procurement Card Services: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.

Safety Liaison Services: MESD provides community and school safety liaison, communication and data support services.

School Announcement Closure Network: MESD contracts with FlashAlertNewswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.

Student Success Act / Integrated Guidance Technical Assistance

The Statewide Education Initiatives Account (SEIA) grant provides funding to allow for increased ESD support to component school districts. This includes the technical assistance (not direct service) to school districts in developing, implementing, and reviewing a plan for receiving grant funding related to the programs within the Integrated Guidance (including Student Investment Account funding); and providing coordination with ODE in administering and providing technical assistance to school districts, including coordinating any coaching and consultation programs. This plan reflects priorities shared across multiple districts in the region.

Comprehensive Paraeducator Training: MESD develops/sources and implements professional learning for current Paraeducators in topics aligned to each districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). A regional coordinator of paraeducator professional learning systems as well as two paraeducator coaches are provided.

Diversification of the Education Workforce: MESD provides staffing, convening, and facilitation to create regional Grow Your Own programs to support students and existing staff to become teachers and administrators.

Educational Technology: Technical assistance, facilitation, and professional learning support for best practices in technology integration, virtual learning, and digital resources with the purpose of improving systems of support for students and educators.

Effective Early Literacy / Early Learning Systems: MESD provides support (coaching, consultation, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups. MESD funds an Early Literacy position focused on providing this support, and this position collaborates with the County-funded Preschool for All coach position to integrate and align supports.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

Equity, Continuous Improvement, and Community Engagement of Focal Populations: MESD provides support for equity-related professional learning in the region, funding a regional equity facilitator position. This role includes capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students. A regional coordinator for research and evaluation, as well as a data analyst position, also provides support for districts related to continuous improvement. MESD staff work across teams in each of the following areas to provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

Every Day Matters: MESD provides a regional specialist to support districts in addressing chronic absenteeism and improving attendance rates. This position provides consultation and regional capacity building with an integrated focus on student and family engagement for grades K-8.

High School Success: MESD provides a regional specialist to support districts in applying for and implementing High School Success grant funds. This position provides consultation and regional capacity building with an integrated focus on Career Technical Education and attendance in grades 8-12 in the region.

School Climate and Culture: Note this is cross-listed under Instructional Services as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate and mental/behavioral health. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

SIA Plan Technical Assistance: Assistance for districts is provided as needed in development of required Student Investment Account plans. This includes developing new and leveraging current regional networks / advisories focused on shared SIA priorities and providing a Grant Liaison to facilitate the team's technical assistance and serve as liaison between districts and ODE.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

CSI/TSI Support: MESD provides district and regional support for improving outcomes in schools identified for Comprehensive and Targeted School Improvement (CSI/TSI) using Every Student Succeeds Act (ESSA) funding.

Small School District Support: MESD provides small-district support (Corbett, Riverdale) for reducing administrative burden for the application, reporting, and implementation of the Integrated Guidance using Governor's Emergency Education Relief (GEER) funding.

Adoption of Multnomah ESD Programs and Services Proposals For 2024-2025

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2024, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2024

Superintendent/Deputy Clerk

School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. ____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2023-2024 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.



Community Partners

Albertina Kerr
All Hands Raised
Carpe Mundi
Cascade Technology Alliance (CTA)
College Possible Oregon
Community Cycling Center
East County SD Liaison
East County STEM Partnership
FACT Oregon
Friends for Outdoor School
Friends of the Children
Gateway to College
Gray Family Foundation
Gresham Chamber of Commerce
International Brotherhood of Electrical Workers (IBEW)
Impact NW
The Immigrant and Refugee Community Organization (IRCO)
Kaiser Permanente
Kline & Associates
Latino Network
Legacy Health
Linn-Benton Community College
Linn-Benton Detention
Mercy Corps NW
Metro
Mt Hood Cable Regulatory Commission
Mt Hood Community College Dual Enrollment
Mt. Hood Community College Regional CTE Coordination
Mt. Hood Community College, TRIO College First Program
Multnomah County Detention
Multnomah County Developmental Disabilities Division
Multnomah County Early Learning
Multnomah County Health
Multnomah County Juvenile Justice Services
Multnomah County Library
Multnomah County Mental Health and Addiction Services Division
Multnomah County Probation/Parole
Multnomah County SUN Schools
Multnomah Educators Rising



Multnomah ESD-Helensview School
Multnomah-Clackamas Regional Educator Network (MCREN)
National Oceanic and Atmospheric Administration (NOAA)
Native American Youth and Family Center (NAYA)
New Avenues for Youth
NW Disability Supports
OHSU Doernbecher's Children's Hospital
OHSU Kitchen and Dining
Oregon Department of Education
Oregon Food Bank
Oregon Forest Resources Institute
Oregon State University Extension
Oregon Youth Authority
P:ear Mentoring
Parkrose Hardware
Portland Bureau of Transportation (PBOT) Safe Routes to School
Portland Children's Levy
Portland Community College
Portland Police Bureau
Portland Public Schools-Alliance High School
Portland Public Schools-Alliance High School at Benson High School
Portland State University TRIO Pre-College Programs
Portland Youth Builders
Providence Willamette Falls Hospital
Randall Children's Hospital at Legacy Emanuel
Reynolds Learning Academy
Rosemary Anderson HS/Portland OIC
School & Community Oral Health Programs
Self Enhancement, Inc.
Shriners Hospitals for Children
S.T.A.R.S. Mentoring Program
The Coalition of Communities of Color
TriMet
U.S. Bank Machine Tool Finance Group
United Way of the Columbia-Willamette
Unity Center for Behavioral Health
Worksystems, Inc. SummerWorks
Yamhill County Juvenile Detention
Zenbu



Links to Other Information

Multnomah Education Service District: Information about departments and specific programs can be found on the district website: www.mesd.k12.or.us

MESD Accountability Report: The annual Accountability Report is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online in the Component School Districts section on the MESD Web page.

MESD School Health Services Annual Report: The School Health Services department issues an [annual report](#) available on its homepage.

MESD Budgets and Financial Reports: MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: www.mesd.k12.or.us/businessservices

Cascade Technology Alliance: Cascade Technology Alliance was originally formed to bring the technological strengths of our four education service districts together to deliver even better tech services to our area School Districts than previously possible. We have four objectives to meet before providing services to Schools. They are stability, accessibility, innovation, and cost-sharing/saving collaboration. By meeting these four objectives, our Oregon school staff, student, and parent users have exceptional solutions to support the learning environment. <http://www.cascadetech.org/>

Corbett School District 39 / 2024-2025 Calendar

	Holiday or Break
	Friday School
	Teacher Work Day
	First and Last Day
	Conferences
	New Hire Day

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6 – Back to School
 20 – MLK Day
 24 – FRIDAY SCHOOL DAY
 24 – Mid Term
 30 – HS Conf. (0.5)

15 – New Hire Day
 20 – 21 – Teacher Inservice (2)
 19 & 22 – Teacher Prep (2)
 22 – Community Open House
 (0.5 Conference Eve)
 26 – First Day for All

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

7 – Inservice (1)
 17 – Presidents' Day
 21 – FRIDAY SCHOOL DAY
 27 – End 2nd Trimester
 28 – Assessment

2 – Labor Day
 6 – FRIDAY SCHOOL DAY
 27 – Inservice (1)

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24 – 28 – Spring Break

3 – Mid-Term
 9 – 10 – CAPS/GS/MS Conf. (1)
 10 – HS Conference (0.5)

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 – Mid Term

11 – Veterans Day Observed
 NO SCHOOL
 15 – FRIDAY SCHOOL DAY
 21 – End of 1st Trimester
 22 – Assessment (1)
 27 – 29 – Thanksgiving Break

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 – Inservice
 22 – Last Day for Seniors
 26 – Memorial Day - No School
 28 – HS Graduation Conf. (0.5)
 29 – GS/MS/CAPS Portfolio
 Night Conf. (0.5)
 30 – FRIDAY SCHOOL – LAST
 DAY FOR STUDENTS

20 – Winter Break Begins

146 – Student Contact
5 – Inservice
3 – Assessment
3 – Preparation
2 – Conferences
5 – Holidays
164 – Total

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				







JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 – Assessment (1)
 3 – Teacher Preparation (1)
 19 – Juneteenth Holiday for 12-
 month employees

Board Approved -

OPTION 1

Corbett School District 39 / 2024-2025 Calendar

	Holiday or Break
	Friday School
	Teacher Work Day
	First and Last Day
	Conferences
	New Hire Day

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6 – Back to School
 20 – MLK Day
 24 – FRIDAY SCHOOL DAY
 24 – Mid Term
 30 – HS Conf. (0.5)

15 – New Hire Day
 20 – 21 – Teacher Inservice (2)
 19 & 22 – Teacher Prep (2)
 22 – Community Open House
 (0.5 Conference Eve)
 26 – First Day for All

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

17 – Presidents' Day
 18 – NO SCHOOL - Inservice (1)

2 – Labor Day
 6 – FRIDAY SCHOOL DAY

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

6 – End 2nd Trimester
 7 – Assessment
 24 – 28 – Spring Break

3 – Mid-Term
 7 – NO SCHOOL
 8 – NO SCHOOL – Inservice (1)
 9 – 10 – CAPS/GS/MS Conf. (1)
 10 – HS Conference (0.5)

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 – Mid Term

11 – Veterans Day Observed
 NO SCHOOL
 15 – FRIDAY SCHOOL DAY
 21 – End of 1st Trimester
 22 – Assessment (1)
 25 – 29 – Thanksgiving Break

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 – Inservice
 26 – Memorial Day - No School
 30 – FRIDAY SCHOOL

20 – Winter Break Begins

146 – Student Contact
5 – Inservice
3 – Assessment
3 – Preparation
2 – Conferences
5 – Holidays
164 – Total

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3 – Last Day for Seniors
 5 – HS Graduation Conf. (0.5)
 9 – GS/MS/CAPS Portfolio Night
 Conf. (0.5)
 10 – LAST DAY FOR STUDENTS
 11 – Assessment (1)
 12 – Teacher Preparation (1)
 19 – Juneteenth Holiday for 12-
 month employees

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Board Approved -

OPTION 2