

AGENDA	CORBETT SCHOOL DISTRICT REGULAR SCHOOL BOARD MEETING ZOOM virtual 35800 E Historic Columbia River Highway Corbett, Oregon 97019	7:00 PM Wednesday, February 19, 2025
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- 1. PRELIMINARY BUSINESS
 - 1. Call to Order / Flag Salute
 - 2. Review and Acceptance of Agenda
 - 3. Board Chair Report Information/Discussion/Timelines 3

- 2. Extension of Minutes Action Item
- 3. Introduction and Comments of Guests
 - 1. Principal/Director/Supervisor Reports
 - 2. Student Representative to the Board Information Item
- 4. Financial Reports/Matters 5
 - 1. MESD 2025-2026 Local Service Plan Action Item 19
- 5. Superintendent Fialkiewicz's Report Information Item(s)
 - 1. Proposed Enrollment/Application Process Update
 - 2. Update on Corbett School campus upgrades and/or grants
 - 3. Future Planning/Strategic Planning
- 6. Curriculum
- 7. Students
 - 1. Mexico Trip Action Item 54

 - 2. Oregon Online Report Cards for Corbett School District and Corbett School for 2023-2024 Information Items 60
- 8. Transportation, Building and Maintenance
 - 1. Road Maintenance/ School Zone Updates
- 9. Co-Curricular Activities
- 10. Personnel
 - 1. Vacant Positions Information Item
 - 2. Approval of Superintendent Evaluation Tool Discussion/Action Item 68

 - 3. See Consent Agenda
 - 4. See Consent Agenda
 - 5. See Consent Agenda
 - 6. See Consent Agenda
 - 7. See Consent Agenda
- 11. Policy 113
 - 1. 2025-2026 Corbett School Calendar Action Item 120

12. Consent Agenda
13. Matters for the Good of the Order
14. Executive Session, if needed, held pursuant to ORS 192.660 (2) (f) To consider records exempt by law from public inspection.
15. Coming Events
 1. Adjournment



FAQs about School Board Elections

School board elections are coming up, and there are many common questions about what schools and employees should or should not do regarding providing information and supporting or opposing candidates. Here are answers to some of those questions:

District / College Administration

What does the district or college need to do to prepare for school board elections? What information do we need to provide to potential candidates?

Districts should direct interested individuals to the county elections office for more information about where and how to file. Districts should consider preparing candidate packets that provide information to prospective candidates including campaign finance rules, information about duties and responsibilities, district policies regarding board operations, meeting schedules and time commitment expectations, and contact information for district officials.

What are the legal restrictions for employees regarding election activities?

The fundamental rule is that while on the job during working hours, public employees cannot promote or oppose any political committee, candidate nomination or election, initiative signature gathering, ballot measure, or recall of a public office holder. These restrictions only apply when employees are "on the job during working hours." The law explicitly protects public employees' right to express personal political views on their own time.

For salaried employees like administrators, determining what constitutes "on the job during working hours" can be more complex than for hourly workers. An administrator or other salaried employee should clearly document when they are acting in their personal capacity and announce to audiences when they are speaking as private citizens rather than school district representatives.

May a candidate use district or college facilities for election-related events?

Yes. If the district chooses to make its facilities available for election-related events, you must provide the same opportunity to use the facility to all candidates in the school board election. If one candidate or group supporting a candidate request to use your facilities for political purposes, then the district must allow the same access to all candidates. All candidates must be subject to the same facility rental process and must be charged the same rental fee, if applicable.

Can candidates distribute campaign materials at school events or on school grounds?

Yes, candidates can campaign and distribute campaign materials at school events or on school grounds. However, district or college employees may not assist the candidate in distributing campaign materials. Additionally, if any candidate is allowed to distribute materials, all candidates must be granted equal access under the same conditions.

Can the district or college allow the public to comment in support or opposition of a school board candidate on its official social media pages?

Yes. If the district or college allows public comments on its social media posts, then it must ensure that comments that support or oppose a candidate or any other political issues are treated equally. You should not delete comments from social media posts based on the viewpoint of the poster.

District/College Employees

Can I discuss school board elections with students, colleagues, or the public while at work?

Yes, but only to a certain extent. While on the job you must remain strictly neutral about school board elections. This means that you can share factual and impartial information about the election process – such as when the election will be held, how to register to vote, or where to find candidate information – but you cannot promote or oppose any candidates. Additionally, you may open and read emails that contain political advocacy, but you may not send or forward such emails during work hours. Finally, district employees may wear clothing or political paraphernalia while at work so long as it does not violate district policy.

Am I allowed to publicly support or oppose a school board candidate? What about if my social media profile identifies me as a district employee?

Yes, you can publicly support or oppose school board candidates. However, there are two restrictions: (1) you cannot promote or oppose the election of a school board candidate when you are on the job during working hours and (2) you should make it clear that you are not speaking on behalf of the school when you express support or oppose a candidate. You can only publicly support or oppose candidates in your personal time, when you are not acting in your official capacity as a school district employee.

You also should not post material to an official school social media account that contains political advocacy. This includes “re-posting” or sharing a post or news article that contains political advocacy. All material shared on an official school social media account must be impartial, even if the link, article, or other materials were not created by the school. Additionally, you cannot pursue political advocacy on a social media page when you speak on behalf of the school, or if you are exercising your authority in your job role in those posts. The best practice is to avoid making posts on the same page that include details of both your employment role and your personal life.

Additional Resources

OSBA's [Running for a Board Webpage](#)

ORS Chapter 255 Special District Elections; Chapter 332: Local Administration of Education (332.118-138 regarding school district elections; Chapter 334 Education Service Districts (334.025-100 regarding ESD boards); Chapter 341 Community College Districts (341.326-379 regarding board elections)

Secretary of State's [Restrictions on Political Campaigning by Public Employees](#)

Oregon Government Ethics Law: A Guide for Public Officials

This resource is intended for educational purposes only. Any information contained in this resource is not legal advice and is not intended to be interpreted as legal advice. For advice on specific questions, please contact your general counsel or PACE Legal at pacelegal@osba.org.

Corbett School District
Financial Report to the Board of Directors
Wednesday, February 19, 2025

P-card expenditures routinely experience a 30-day delay between the time expenses are incurred and when they show on the district's books.

Forecast 5 Reports

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

- December
 - 01 General Fund
 - 02 Food Services Fund
 - 03 Federal Funds
 - 04 Student Investment Account
 - 11 GO Bond Debt Service
 - 20 Energy Projects

Corbett School District 39

001 General Fund | Financial Projection by Object

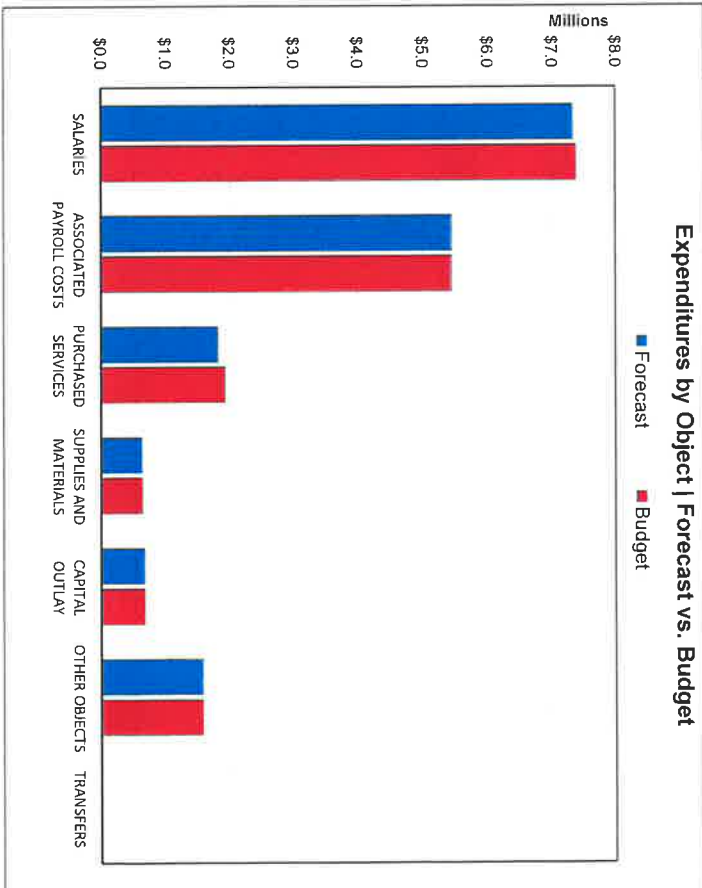
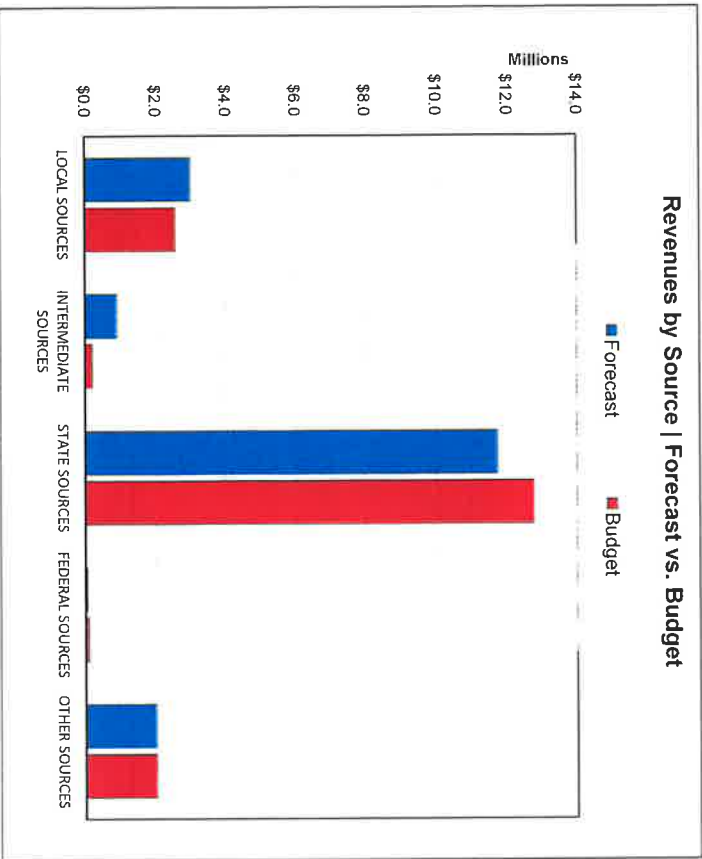
For the Period Ending January 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 2,284,763	\$ 2,563,146	\$ 2,886,777	112.63%	\$ 112,442	\$ 2,999,219
Intermediate Sources	861	201,200	900,000	447.32%	-	900,000
State Sources	7,111,790	12,762,126	8,215,113	64.37%	3,515,269	11,730,381
Federal Sources	66,539	92,541	39,081	42.23%	-	39,081
Other Sources	-	2,000,000	1,500,000	75.00%	500,000	2,000,000
Total Operating Revenues	\$ 9,463,954	\$ 17,619,013	\$ 13,540,970	76.85%	\$ 4,127,710	\$ 17,668,681
Beginning Fund Balance	435,447		(219,063)	0.00%		(219,063)
TOTAL RESOURCES	\$ 9,899,401	\$ 17,619,013	\$ 13,321,907	75.61%	\$ 4,127,710	\$ 17,449,618
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 3,828,862	\$ 7,380,501	\$ 3,951,038	53.53%	\$ 3,373,976	\$ 7,325,014
Associated Payroll Costs	2,197,020	5,444,292	2,803,234	51.49%	2,641,058	5,444,292
Purchased Services	963,289	1,923,156	1,001,626	52.08%	812,492	1,814,119
Supplies and Materials	396,634	633,668	352,955	55.70%	273,228	626,183
Capital Outlay	38,366	665,400	74,664	11.22%	590,712	665,376
Other Objects	461,055	1,569,496	1,430,809	91.16%	138,687	1,569,496
Transfers	-	2,500	-	0.00%	-	-
Total Operating Expenditures	\$ 7,885,226	\$ 17,619,013	\$ 9,614,326	54.57%	\$ 7,830,153	\$ 17,444,479
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 7,885,226	\$ 17,619,013	\$ 9,614,326	54.57%	\$ 7,830,153	\$ 17,444,479
TOTAL SURPLUS / (DEFICIT)	\$ 2,014,175	\$ -	\$ 3,707,582		\$ (3,702,443)	\$ 5,139

Corbett School District 39

001 General Fund | Financial Projection by Object

For the Period Ending January 31, 2025



Corbett School District 39

002 Food Service | Financial Projection by Object

For the Period Ending January 31, 2025

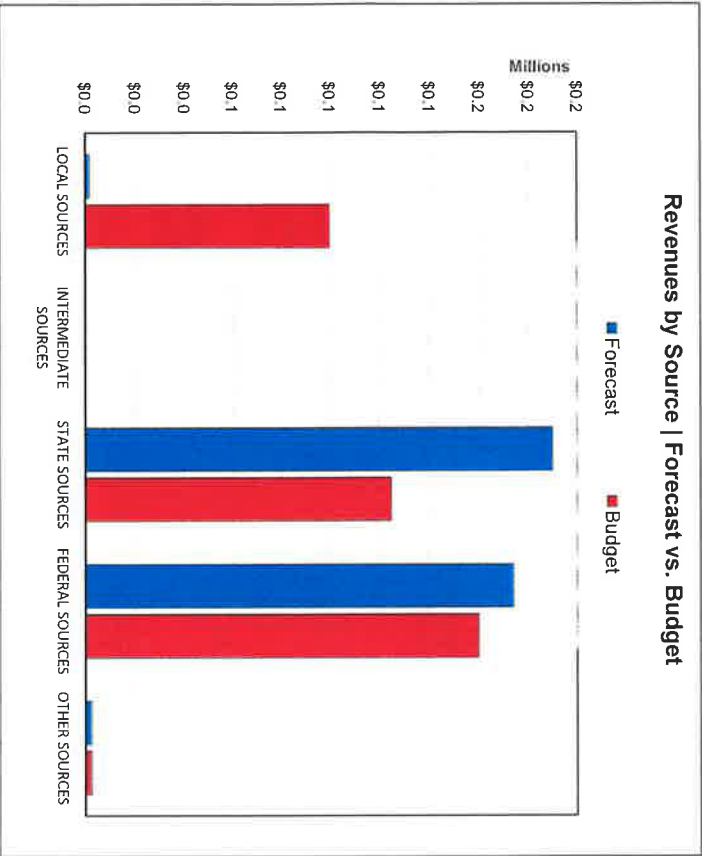
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 48,846	\$ 100,000	\$ 1,688	1.69%	\$ -	\$ 1,688
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	7,731	124,768	37,861	30.35%	152,226	190,087
Federal Sources	45,746	160,000	43,841	27.40%	130,230	174,071
Other Sources	-	2,500	-	0.00%	2,500	2,500
Total Operating Revenues	102,323	387,268	83,390	21.53%	284,956	368,347
Beginning Fund Balance	61,058	-	(89,553)	0.00%	-	(89,553)
TOTAL RESOURCES	163,381	387,268	(6,163)	-1.59%	284,956	278,794
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 59,063	\$ 108,509	\$ 57,240	52.75%	\$ 43,724	\$ 100,964
Associated Payroll Costs	37,328	71,397	38,692	54.19%	32,916	71,608
Purchased Services	-	6,000	10,604	176.73%	2,766	13,369
Supplies and Materials	75,284	197,862	96,379	48.71%	98,033	194,413
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	1,580	3,500	774	22.13%	1,538	2,313
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	173,255	387,268	203,689	52.60%	178,977	382,666
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	173,255	387,268	203,689	52.60%	178,977	382,666
TOTAL SURPLUS / (DEFICIT)	(9,875)	\$ -	(209,852)	\$	105,979	(103,872)

Corbett School District 39

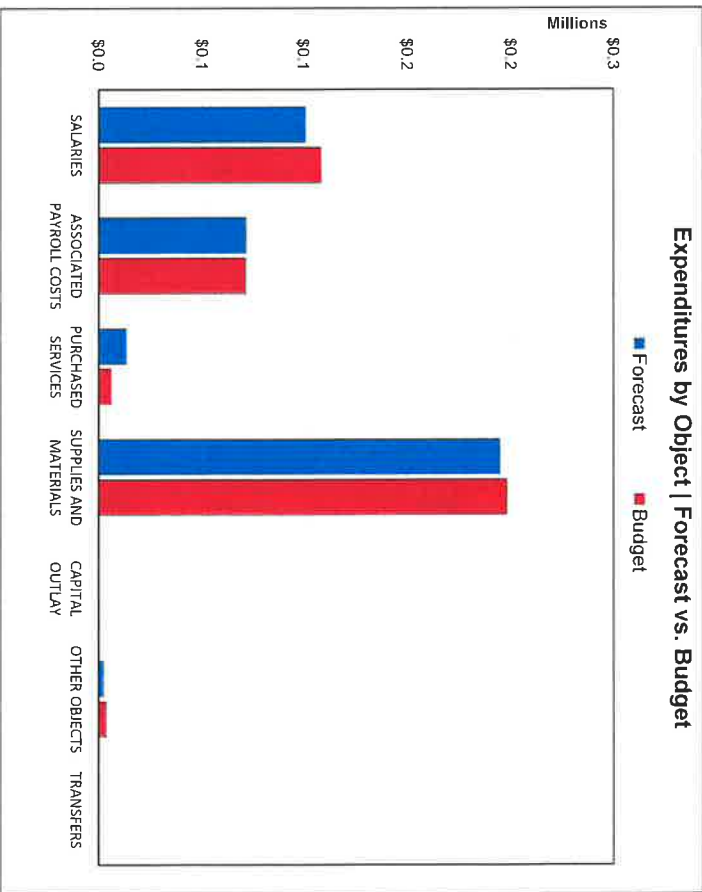
002 Food Service | Financial Projection by Object

For the Period Ending January 31, 2025

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



Corbett School District 39

003 Federal Funds | Financial Projection by Object

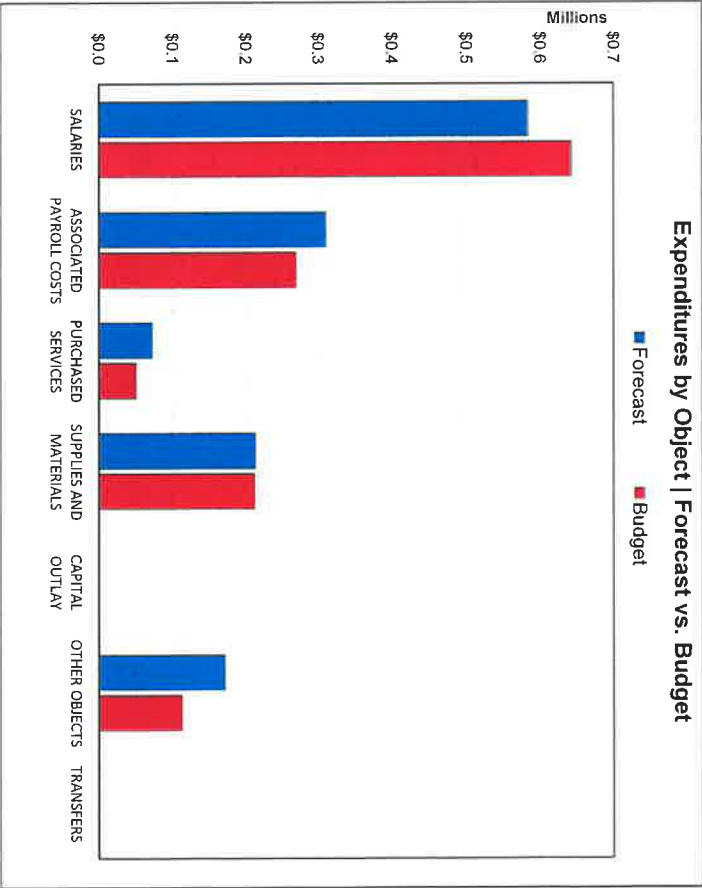
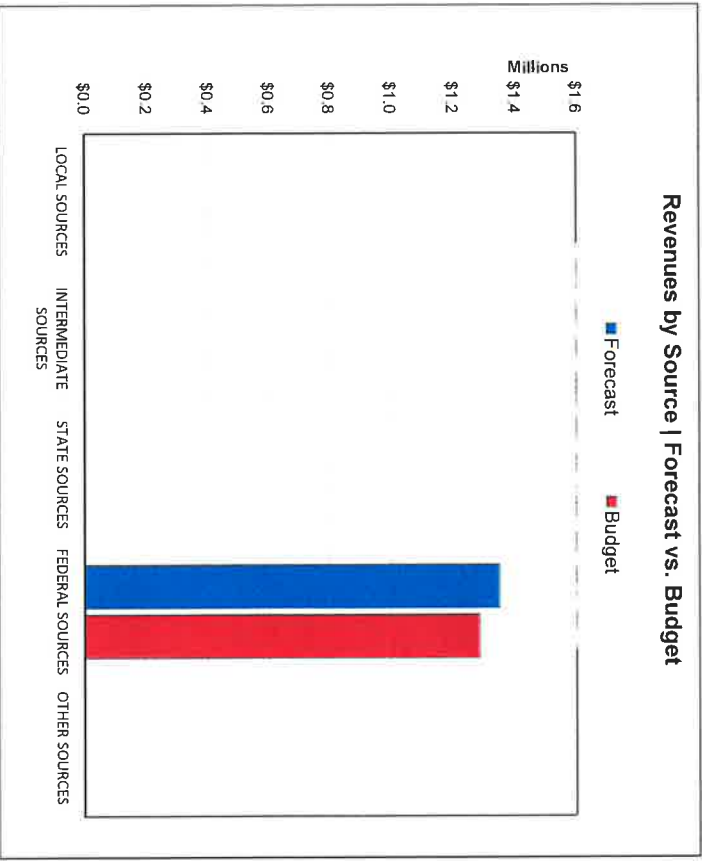
For the Period Ending January 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	320,869	1,284,483	441,838	34.40%	907,764	1,349,602
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 320,869	\$ 1,284,483	\$ 441,838	34.40%	\$ 907,764	\$ 1,349,602
Beginning Fund Balance	(582,795)	-	13,500	0.00%	-	13,500
TOTAL RESOURCES	\$ (261,926)	\$ 1,284,483	\$ 455,338	35.45%	\$ 907,764	\$ 1,363,102
REQUIREMENTS						
Operating Expenditures						
Salaries	496,530	642,084	323,643	50.41%	259,742	583,385
Associated Payroll Costs	191,498	268,997	164,721	61.24%	145,821	310,542
Purchased Services	52,712	49,732	33,714	67.79%	38,356	72,070
Supplies and Materials	21,845	211,583	2,384	1.13%	210,553	212,937
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	63,246	112,087	87,098	77.71%	83,571	170,669
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 825,830	\$ 1,284,483	\$ 611,559	47.61%	\$ 738,043	\$ 1,349,602
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 825,830	\$ 1,284,483	\$ 611,559	47.61%	\$ 738,043	\$ 1,349,602
TOTAL SURPLUS / (DEFICIT)	\$ (1,087,756)	\$ -	\$ (156,221)		\$ 169,721	\$ 13,500

Corbett School District 39

003 Federal Funds | Financial Projection by Object

For the Period Ending January 31, 2025



Corbett School District 39

004 Student Investment Account | Financial Projection by Object

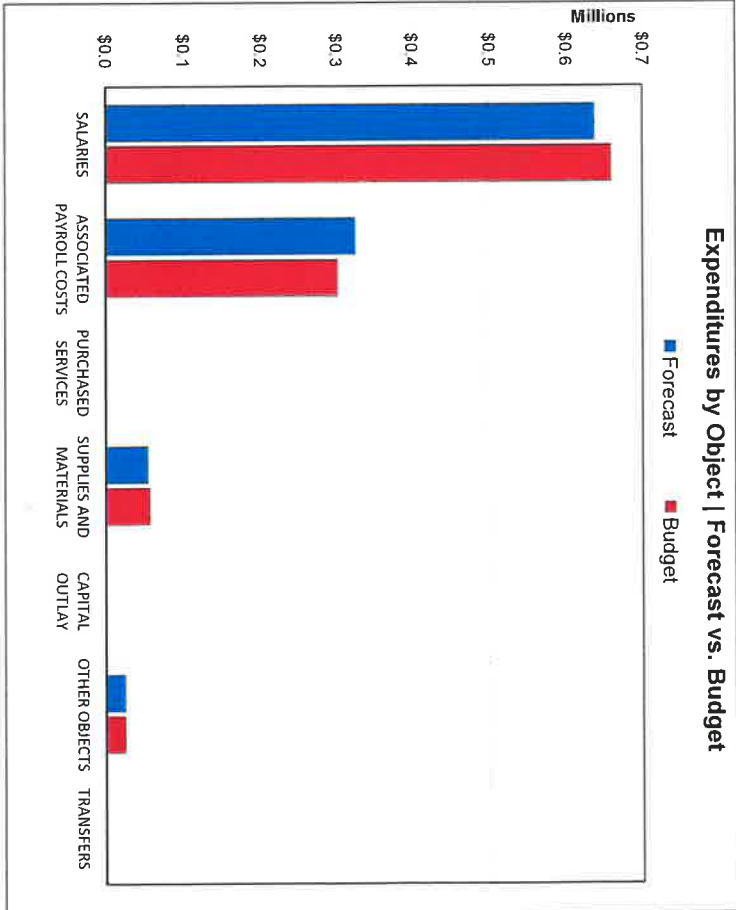
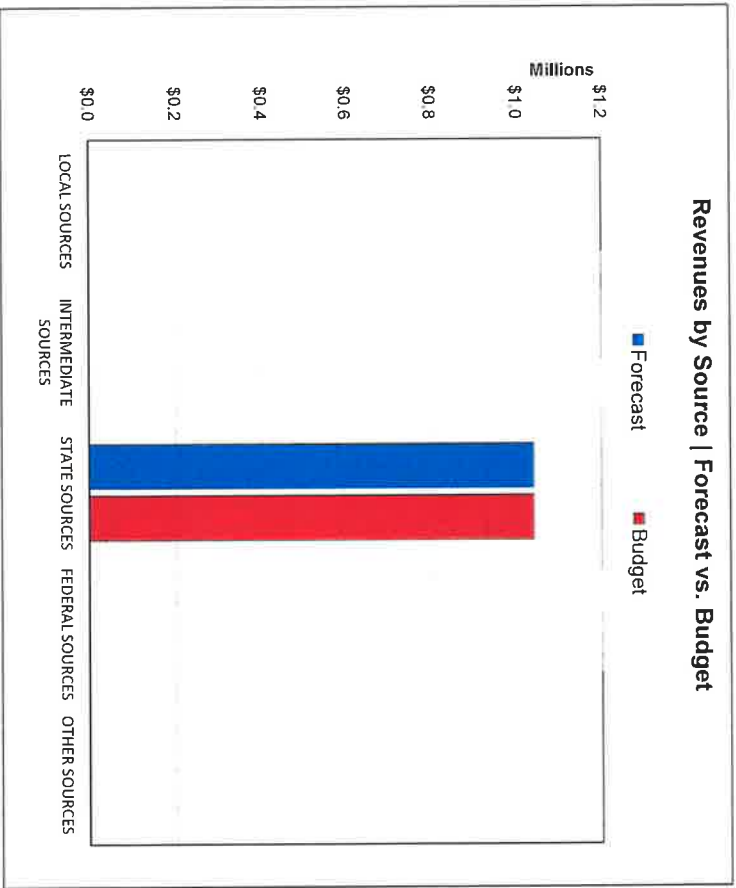
For the Period Ending January 31, 2025

	Prior YTD	Current Year Budget	Current YTD % of Budget	Add: Projections	Annual Forecast
RESOURCES					
Operating Revenues					
Local Sources	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	0.00%	-	-
State Sources	741,453	1,040,007	50.00%	520,007	1,040,007
Federal Sources	-	-	0.00%	-	-
Other Sources	-	-	0.00%	-	-
Total Operating Revenues	\$ 741,453	\$ 1,040,007	50.00%	\$ 520,007	\$ 1,040,007
Beginning Fund Balance	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 741,453	\$ 1,040,007	50.00%	\$ 520,007	\$ 1,040,007
REQUIREMENTS					
Operating Expenditures					
Salaries	\$ 326,778	\$ 658,603	56.62%	\$ 263,814	\$ 636,747
Associated Payroll Costs	141,961	301,250	68.81%	118,235	325,518
Purchased Services	290	-	0.00%	-	-
Supplies and Materials	-	55,840	0.00%	53,428	53,428
Capital Outlay	-	-	0.00%	-	-
Other Objects	-	24,314	100.00%	-	24,314
Transfers	-	-	0.00%	-	-
Total Operating Expenditures	\$ 469,030	\$ 1,040,007	58.13%	\$ 435,477	\$ 1,040,007
Contingencies	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 469,030	\$ 1,040,007	58.13%	\$ 435,477	\$ 1,040,007
TOTAL SURPLUS / (DEFICIT)	\$ 272,423	\$ -	(84.530)	\$ 84,530	(0)

Corbett School District 39

004 Student Investment Account | Financial Projection by Object

For the Period Ending January 31, 2025



Corbett School District

011 GO Bond Debt Service | Financial Projection by Object

For the Period Ending January 31, 2025

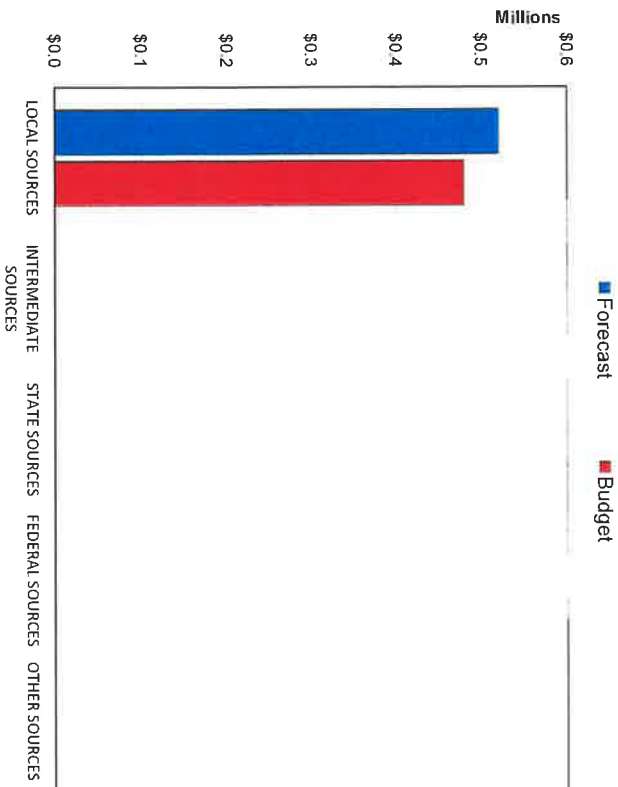
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 452,465	\$ 479,945	\$ 449,290	93.61%	\$ 71,316	\$ 520,606
Intermediate Sources	79	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 452,545	\$ 479,945	\$ 449,290	93.61%	\$ 71,316	\$ 520,606
Beginning Fund Balance	10,198	-	97,626	0.00%	-	97,626
TOTAL RESOURCES	\$ 462,742	\$ 479,945	\$ 546,915	113.95%	\$ 71,316	\$ 618,231
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ -	-	0.00%	\$ -	-
Associated Payroll Costs	-	-	-	0.00%	-	-
Purchased Services	-	-	-	0.00%	-	-
Supplies and Materials	-	-	-	0.00%	-	-
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	27,922	424,338	25,844	6.09%	398,494	424,338
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 27,922	\$ 424,338	\$ 25,844	6.09%	\$ 398,494	\$ 424,338
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	\$ 27,922	\$ 424,338	\$ 25,844	6.09%	\$ 398,494	\$ 424,338
TOTAL REQUIREMENTS						
TOTAL SURPLUS / (DEFICIT)	\$ 434,820	\$ 55,607	\$ 521,071		\$ (327,178)	\$ 193,893

Corbett School District

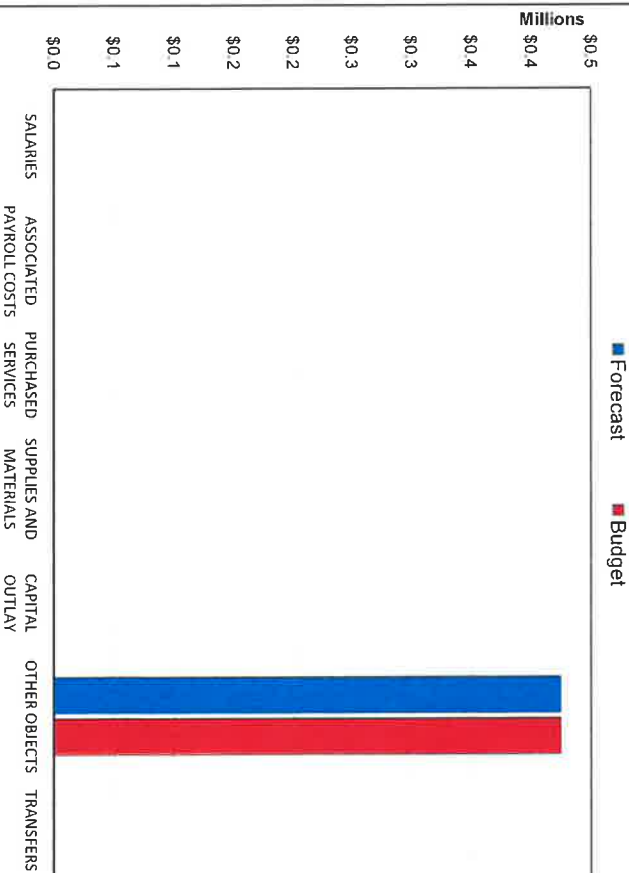
011 GO Bond Debt Service | Financial Projection by Object

For the Period Ending January 31, 2025

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



Corbett School District

020 Energy Projects Fund | Financial Projection by Object

For the Period Ending January 31, 2025

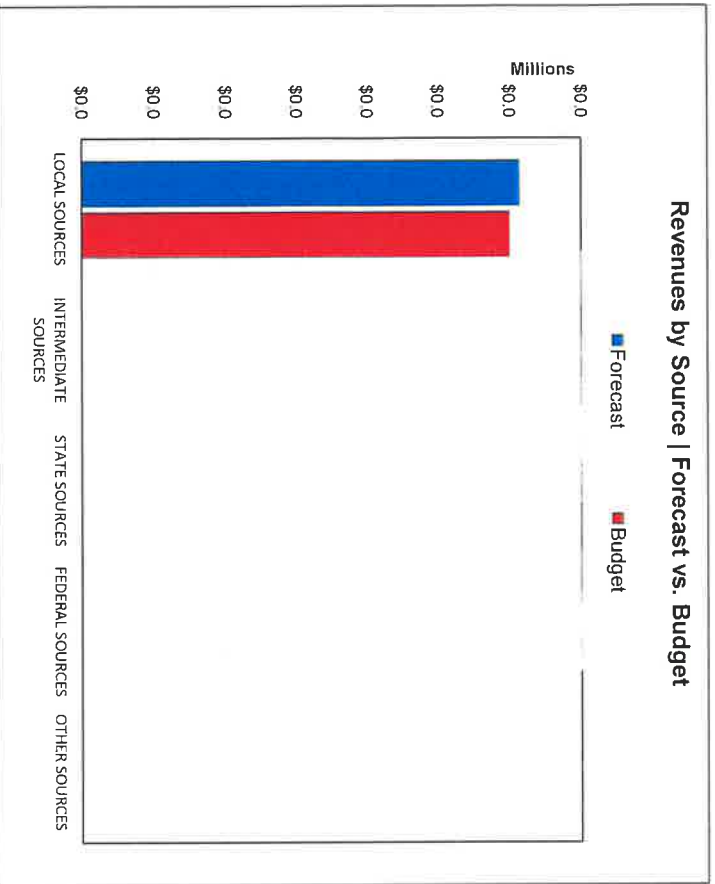
	Prior YTD	Current Year Budget	Current YTD % of Budget	Add: Projections	Annual Forecast	
RESOURCES						
Operating Revenues						
Local Sources	\$ 17,358	\$ 30,000	17,488	58.29%	\$ 13,197	\$ 30,684
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 17,358	\$ 30,000	\$ 17,488	58.29%	\$ 13,197	\$ 30,684
Beginning Fund Balance	55,301	-	89,694	0.00%	-	89,694
TOTAL RESOURCES	\$ 72,659	\$ 30,000	\$ 107,182	357.27%	\$ 13,197	\$ 120,378
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ -	-	0.00%	\$ -	-
Associated Payroll Costs	-	-	-	0.00%	-	-
Purchased Services	-	20,000	-	0.00%	20,000	20,000
Supplies and Materials	-	-	-	0.00%	-	-
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	-	-	-	0.00%	-	-
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ -	\$ 20,000	\$ -	0.00%	\$ 20,000	\$ 20,000
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	10,000	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 30,000	\$ -	0.00%	\$ 20,000	\$ 20,000
TOTAL SURPLUS / (DEFICIT)	\$ 72,659	\$ -	\$ 107,182	(6.803)	\$ 100,378	\$ 100,378

Corbett School District

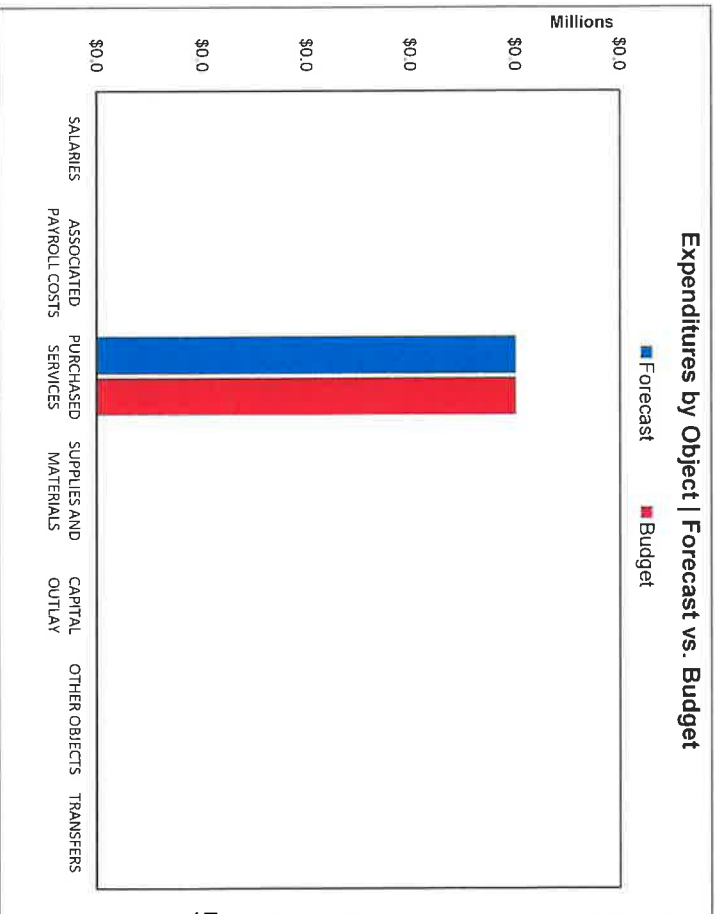
020 Energy Projects Fund | Financial Projection by Object

For the Period Ending January 31, 2025

Revenues by Source | Forecast vs. Budget



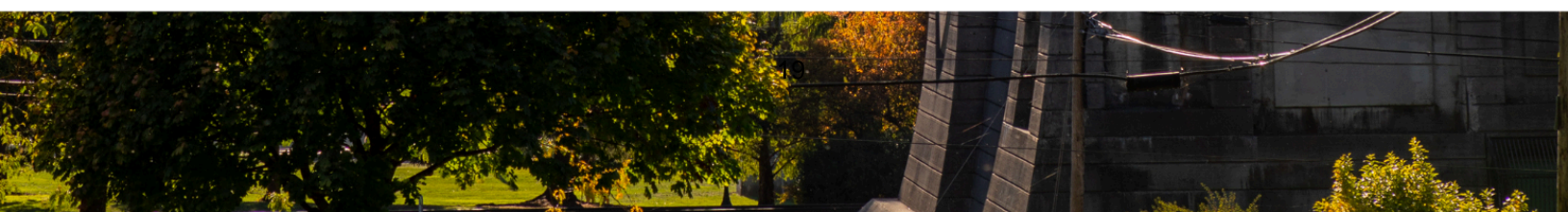
Expenditures by Object | Forecast vs. Budget





Multnomah Education Service District

2025-26 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>Bich Do, 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>Angela Turner, 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>Angela Turner, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</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



2025-2026 Local Service Plan (LSP Timeline)

September 2024	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2024	Present initial draft to Advisory groups, and gather feedback
November 2024	Present second draft LSP to Advisory groups and gather feedback
January 2025	Present final draft to Superintendents MESD Board approves LSP
February 2025	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2025	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2025	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2025	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 2025-2027 Biennium

	2025-2026	2026-2027	Total
Legislative Appropriation ¹	\$ 5,566,106,000	\$ 5,793,294,000	\$ 11,359,400,000
Less state-wide transfers/deductions ("carve-outs")	(64,865,942)	(64,865,942)	(129,731,884)
State revenue for formula	5,501,240,058	5,728,428,058	11,229,668,116
Plus local revenue for formula ²	2,689,786,787	2,757,300,364	5,447,087,081
Total revenue for formula	8,191,026,775	8,485,728,422	16,676,755,197
ESD share at 4.5%	368,596,205	381,857,779	750,453,894
Less ESD transfers/deductions ("carve-outs")	(9,586,000)	(9,586,000)	(19,172,000)
ESD State School Fund formula revenue for distribution	\$ 359,010,205	\$ 372,271,779	\$ 731,281,984

Estimated MESD portion of ESD distribution	\$ 54,691,364	\$ 56,733,282	\$ 111,424,645
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MESD allocation to funds

Operating Fund (10%) for general operations	\$ 5,469,136	\$ 5,673,328	\$ 11,142,464
Resolution Fund (90%) for Component Districts	\$ 49,222,228	\$ 51,059,954	\$ 101,282,181

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2025-26 Apportionment	2026-27 Apportionment
Centennial	6,944.28	6,944.28	6.7%	\$ 3,309,265	\$ 3,432,817
Corbett (X 1.61)	1,252.48	2,106.49	2.0%	960,950	996,828
David Douglas	11,103.58	11,103.58	10.7%	5,291,360	5,488,914
Gresham-Barlow	13,704.78	13,704.78	13.3%	6,530,950	6,774,784
Parkrose	3,571.03	3,571.03	3.5%	1,701,758	1,765,293
Portland Public	52,399.32	53,399.32	50.7%	24,970,654	25,902,940
Reynolds	12,536.88	12,536.88	12.1%	5,974,392	6,197,488
Riverdale (X1.61)	629.40	1,013.33	1.0%	482,900	500,929
Total	102,141.75	103,289.70		\$ 49,222,228	\$ 51,059,954

* ODE Extended ADMw from 6/20/2024 estimate

¹ The SSF estimate is based on the \$11.36B Governor's Recommended Budget and assumes a 49/51 split over the biennium.

² This estimate assumes a 2.51% increase in local revenues for 25/26



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 and Upward Bound programs are 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.

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 civics-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.

Hassolo School: Educational services leading to a high school diploma or GED is provided to students currently in the Assessment and Evaluation Program, a behavioral rehabilitation services placement located inside 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.

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 Academy: Note this is cross-listed under Special Education Services as well. Helensview Academy is a Therapeutic school housed at Helensview. It 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.

Helensview Focus Virtual: Helensview Focus Virtual provides individualized support to students identified for limited on-campus learning access based on safety concerns, medical conditions, or family circumstances that require a partially off-site and partially on-site schedule with the goal of transitioning them to full-time on-site programming as soon as possible. Enrollment in the program is voluntary and based on agreement among the referring district, Helensview Focus Virtual enrollment team, the student and the student's parent/guardian.

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. The position also includes presentations and workshops to youth and staff regarding contemporary legal issues that impact young people.

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: Early Childhood Education, Graduation, Out-of-School youth, Instructional Services and Health and Social-Emotional/Mental Health. 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 Summer Program includes binational collaboration and provides a supplemental summer extension and enrichment services to incoming kindergarten through rising 12th grade migrant children and youth. Services to preschool and out-of-school youth are extended through family engagement.

Multnomah Educators Rising (MER): The MER program addresses the regional priority of diversifying the licensed education workforce in our community. MER utilizes evidence-based, culturally-responsive services, resources, and supports to provide academic, financial, and social-emotional support for diverse future educators.

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 can be developed and customized 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, multilingual learner support, science, education technology, social studies, and other educational content areas as needed. The School Improvement team also includes staff funded by Multnomah County dedicated to the implementation of the Preschool for All program 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 work samples in multiple languages in reading, writing, and mathematics, as well as training in how to assess/score the work samples.

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; technical support for districts; and substance use, misuse and addiction education (or psycho-education).

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 (grades K, 1, and 3, other grades as capacity allows).

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 Based Health Medicaid Services: See description under Technology Services.

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.

Multnomah

Special Education

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 Academy 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-3rd 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.

Special Education (Continued)

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.

***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

Special Education (Continued)

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

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:

- **Medicaid Administrative Claiming (MAC):** Provides reimbursement to school districts for activities related to the administration of Medicaid. This includes activities such as referrals to medical or dental services, assisting a student in enrolling in the Oregon Health Plan, and care coordination of Medicaid services. Participating staff complete a one-day survey three times per year to document their time and activities.
- **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.
- **School Based Health Medicaid Services:** Note this is cross-listed under School Health Services as well. This intended service is in response to Oregon Health Authority's adoption of new rules in 2024 for School Based Health Services which will allow school districts and ESDs to expand the types of services that can be billed and reimbursed by Medicaid. The School Based Health Medicaid Service Model (SBHSM) will help School Districts and MESD access Medicaid Reimbursement to help offset the cost to provide School Based Health Services in our schools. SBHSM integrates support from MESD School Health Services, Special Education Services, Business Services and Technology Services.

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 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.

Educational Technology:

- Technical assistance, facilitation, and professional learning support for best practices in technology integration, artificial intelligence, virtual learning, and digital resources with the purpose of improving systems of support for students and educators. These services are cross-listed under the Student Success Act / Integrated Guidance / Technical Assistance program, as this program is a key collaborator with TS.

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 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 regional communication leads. Individual contract services are also provided as requested.

Areas of support include:

- Providing leadership and 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
- Website 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 Services

Flight Team Support: The Flight Team consists of a dedicated group of mental health professionals providing comprehensive crisis support to schools. We assist districts in navigating challenging times, such as student or staff loss, through:

- Immediate emotional support: Our team offers trauma-informed care, grief counseling, and support for students and staff.
- Effective communication: We collaborate with administrators to develop communication plans and address the emotional needs of the school community.
- Expert guidance: We provide on-site support and guidance on crisis management protocols.

The Flight Team utilizes a nationally recognized model for crisis response, ensuring compassionate and effective support for your school community during difficult times.

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, artificial intelligence, virtual learning, and digital resources with the purpose of improving systems of support for students and educators. This is cross-listed with Technology Services as this position is a key collaborator with TS staff.

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. 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 and Grant Writing Support: Assistance for districts is provided as needed in development of required Student Investment Account/Integrated Guidance plans, as well as other grants. 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 2025-2026

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2025, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2025

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 2025-2026 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
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 Student Health Centers
Multnomah County SUN Schools
MultnomahESD - 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 Alliance of Black School Educators
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
REAP Inc.
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

Education Service District Annual Report to ODE: Each year the Board of Director of an ESD shall produce an annual report related to the performance and the finances of the ESD for the previous school year.

<https://docs.google.com/document/d/1E4BmBzd-SuH6sXadRIIdriCEW3NgONKZL/edit?usp=sharing&ouid=109340671552457365884&rtpof=true&sd=true>

MESD Budgets and Financial Reports: MESD's annually Adopted Budgets and Annual Comprehensive Financial Reports (ACFRs) for the past 5 years can be found at the Business Services homepage:

<https://www.multnomahesd.org/about-us/what-we-do/reports>

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/>

2024/25 Mexico Trip Information

March 14-22nd, 2025

All of Corbett 8th-grade students at CAPS are invited to travel to Guanajuato Mexico as a culminating activity for their 8th year

List of 8th-Grade Students Planning to Attend The Trip:

Student
Alba Galindo
Carlo Ferrea
Julianne Martin
Lucy Andes
Oskar Gudat
Rhys Hudson
Talula Brown
Tanner Patrick
Theo Cunningham
Zoe Healey

Teachers: Mark McIntire & John Neighbors

TOTAL COST

Transportation:

Flight: \$1,040.07/student & staff

Student is Responsible:

School Materials: \$12/student (book)

Classes: \$175 (3 hours Mon-Fri, includes graduation and certificates of completion)

Homestay: \$280/student (\$35/night - includes breakfast and lunch each day)

Activities: \$5/student (tour & dance class)

Transportation: \$30/student (to/from airport)

Registration \$50/student (includes placement exams)

Homestay/School: \$552

Spending Money* \$150/student

Total: \$702/student

Total Cost: \$1742.07

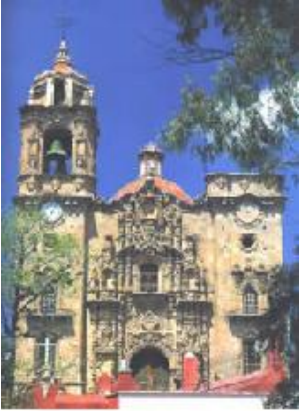

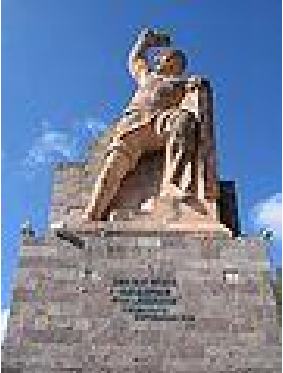
Current Balance in México ASB Account:

Fundraising: (to go towards paying down students costs)

Middle School Dance:	\$1117
Dec. Movie Night @ CAPS:	\$1043
Feb. Movie Night @ CAPS	\$TBD
McMenamin's Friends & Family Night	\$TBD
Sugarpine Friends U& Family Night	\$TBD
Parent's Night Out	\$TBD
Total in ASB =	\$2160

Deposits for Airline Tix	\$1100 (\$100 x 11 - needs to be deposited)
With additional deposits	\$3260

Itinerary 2024/25 – Meet at PDX Airport Friday, March 14th at 9:45am

<p>Saturday March 15</p> 	<ul style="list-style-type: none"> ☐ Meet at plaza Allende @ 10am ☐ Take funicular to El Pípila – walk down through Cjn. Del Beso. ☐ Walking tour to the Mercado and return through Plaza de la Reforma, San Roque, San Fernando, and Plaza de la Paz. ☐ Visit the steps of la Universidad. ☐ 2:00-ish – Return to homestays for the midday meal, rest... ☐ Meet at the Teatro Juarez about 4:30 ☐ Take bus to Valenciana @ 4:45 ☐ Visit Cathedral and possibly the Torture Museum ☐ Return and go to Plazuela Baratillo for Street food. (Walking up Positos). ☐ Head to homestays @7pm (before dark)
<p>Sunday March 16</p> 	<ul style="list-style-type: none"> ☐ Meet at the Plaza Baratillo @ 9am ☐ Walk to bus stop to go to the Museo de las Momias @ 11:30 ☐ Tour las Momias – bring your student ID for a discount ☐ Walk down through the Plaza de las Ranas and back to el Centro ☐ Return to homestays for the midday meal @ 2:00 or 2:30 ☐ Meet again at the Teatro between 4:00- 4:30 ☐ Walk to La Presa de la Olla - Walk down and to the Museo Iconográfico. ☐ Hang-out and eat ☐ Return to homestays before dark @ 7pm
<p>Monday March 17</p> 	<ul style="list-style-type: none"> ☐ 8:45 - Meet at Don Quijote Museum ☐ Escuela! – Students will have a placement test at the Escuela at 9 and then start classes at 10am – 1pm. ☐ 2pm– Head to homestays for the midday meal – We may have time to walk around a bit first... ☐ 4pm – Extra class at la Escuela – Tour ☐ 6pm – Go for street food ☐ 7:00 – Head to homestays

Tuesday March 18



- ☐ Meet at 9:00 at the Quijote Museum, go to el Jardín for Webcam.
- ☐ Escuela 10 – 1pm
- ☐ 1-2:30 – Visit the Museo Iconográfico
- ☐ 2:30pm – To homestays
- ☐ 5 - Work on Lotería de Comunicarse (Communication Bingo)
- ☐ Street food and wandering (Tapatío for a group dinner?)
- ☐ 7:15-730 – homestays.

Wednesday March 19



- 10-1pm Escuela
- 2PM - Home for lunch
- 4:45 - Meet at Don Quijote Museum
- 5pm - Dance Class with the Escuela Mexicana
- 6pm - Find a Street Food and Wandering.
- 7:15 – Back to Homestays

Thursday March 20



- ☐ 10-1 - Escuela!
- ☐ 1-2 - Diego Rivera Museum
- ☐ 2:30 – Homestays for la comida
- ☐ 4:30 – Shopping and eating!
- ☐ 7:15 – Back to Homestays

Friday March 21



- ☐ Escuela! 10 – 1
- ☐ 11:50 – Graduación
- ☐ 2:00 – Homestays for la comida
- ☐ 4:00 – Meet at el Teatro. Walk around, shop for souvenirs, get ready to say good-bye to Guanajuato.
- ☐ Orquesta Sinfónica de Guanajuato @ 8:30 at the Teatro Juarez
- ☐ Go to homestays immediately after symphony.

Saturday March 22

- ☐ Meet at the Plaza de Quijote for transport to the Airport.
- ☐ Plane⁵⁷ departs at 1:30pm for home!



2025 8th-Grade México Trip Travel Information

Carryon Size Restrictions

We are only bringing carryon luggage so be sure to follow the rules below:

Carry-on shouldn't exceed 22 x 14 x 9 inches / 56 x 36 x 23 centimeters (including handles and wheels).

Must fit in the sizer at the airport

If your items don't fit in the overhead bin or under the seat, they may need to be checked. There will be a charge for checked bags. Also, it is very inconvenient for all of us if we are waiting for one person's luggage.

Flight Information:

Plan to be at the Portland Airport in front of the AA counter by 9:45.

Flight Itinerary

Depart PDX – Am.Airlines 2655 @ 11:55am – arrive DFW @ 5:38pm

Depart DFW – AA 0372 @ 7:50pm – arrive BJX (Leon) @ 9:20pm

Depart BJX – AA 2854 @ 4pm – arrive DFW @ 7:20pm

Depart DFW – AA 2224 @ 8:54pm – arrive PDX @ 11pm

Packing list IDEAS:

ALL liquids 3.0oz size(ea.) must fit into a quart size ziplock baggie: toothpaste, sunscreen, shampoo, conditioner, lotion, contact solution, etc. *other toiletries deodorant, toothbrush, hair brush, hair ties = non liquid medications can be stored normally in your luggage. All of these items are easily found in Guanajuato, so if your student needs extra, s/he can buy it.

□ **Travel hint: Wear bulky items to save space in your carryon.**

Clothing items: Hat, sunglasses, long sleeve lightweight shirt, lightweight sweatshirt/jacket, PJ's, athletic sandals (secured strap type), tennis shoes, underwear, socks, lightweight tops, long shorts/skorts, capri leggings, pants. A pair of jeans for cool evenings.

□ **Bring student ID!** There is a significant discount at the Mummy Museum.



Oregon Online Report Card

English Español

Corbett SD 39 [Change Institution](#)

Superintendent: Derek Fialkiewicz 35800 E Hist Columbia River Hwy, Corbett 97019
(503) 261-4200

Select School Year: 2023-2024 | ▼

District Overview

About Corbett SD 39

At-A-Glance Profile PDF

Accountability Details PDF

Student Data >

School Data >

Oregon's ESSA >

Accountability System

External Resources >

Students We Serve

1,068 Student Enrollment

20% Students with Disabilities

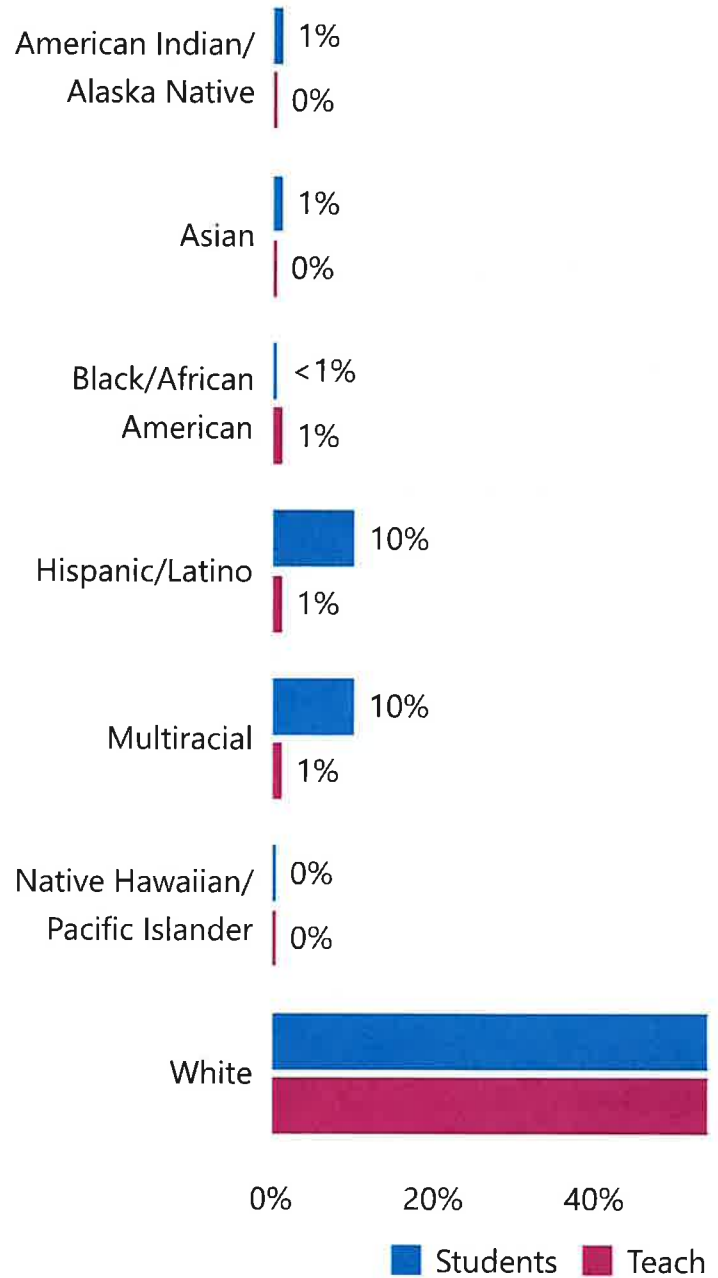
<5% Mobile Students

18% Students Experiencing Poverty

12 Languages Spoken

5% Ever English Learners

Demographics



Our Staff (rounded FTE)

58 Teachers

21 Educational assistants

84% % of licensed teachers with more than 3 years of experience

61 **7** Administrators

0 Licensed Librarians

4 Counselors

4 Social Workers

0 Psychologists

* < 10 students or data unavailable

-- Data unavailable

NOTE: By downloading files from this environment, the user acknowledges that any data obtained may potentially be classified as **Level 1 - Published**. For more information, refer to the DAS Statewide Information Classification Policy [107-004-050](#) or ODE policy [581-309](#).

For questions please contact us at ode.onlinereportcard@ode.oregon.gov.

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Oregon Online Report Card

English Español

Corbett School [Change Institution](#)

Principal: Kathy Childress 35800 E Hist Columbia River Hwy, Corbett 97019
(503) 261-4200

Grades: KG - 12 Institution Type: Charter High School Current ESSA Identification:
Not Identified

Virtual: No Title I: Yes

Select School Year: 2023-2024 | ▾

School Overview

About Corbett School

At-A-Glance Profile PDF

Accountability Details PDF

Student Data >

School Data >

Oregon's ESSA >

Accountability System

External Resources >

Students We Serve

1,067 Student Enrollment

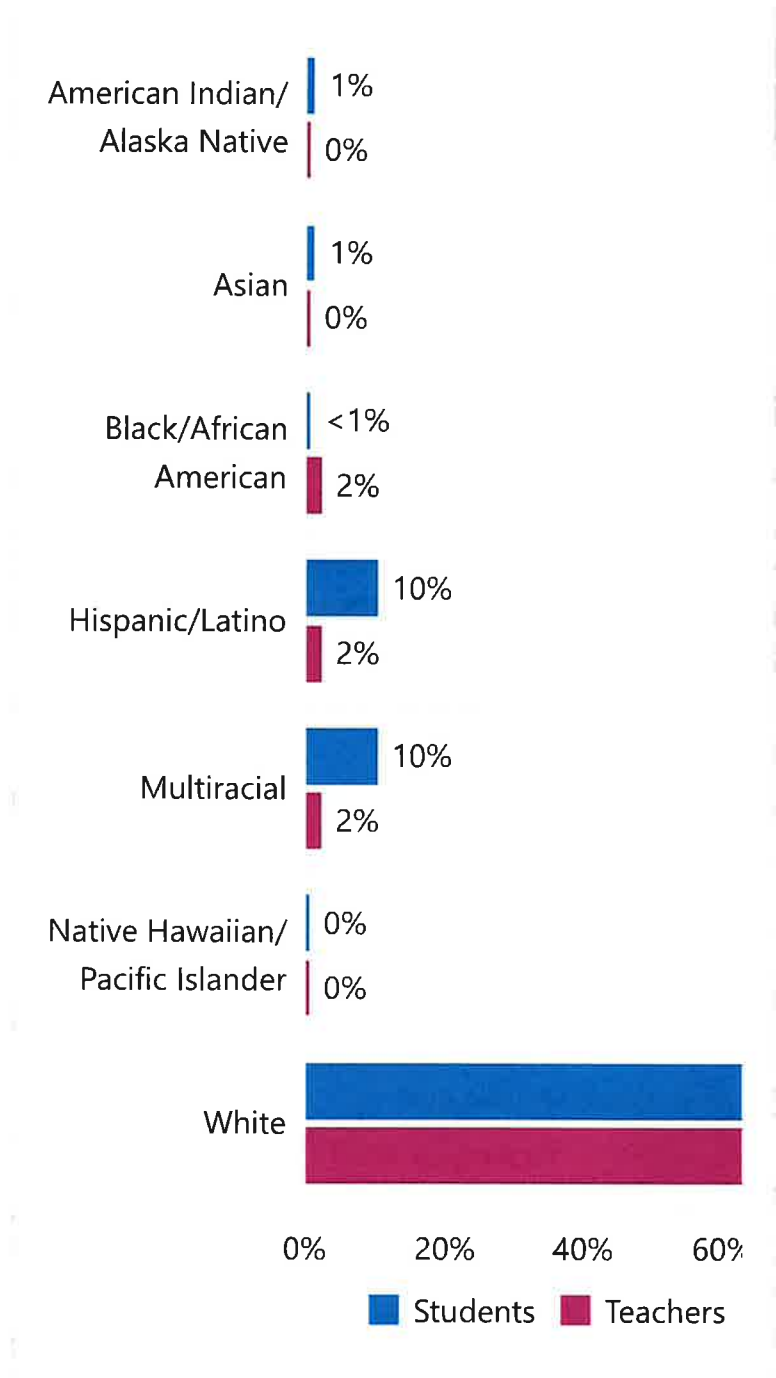
20% Students with Disabilities

18% Students Experiencing Poverty

12 Languages Spoken

5% Ever English Learners

86% Required Childhood Vaccinations



Our Staff (rounded FTE)

55 Teachers

21 Educational assistants

7 Counselors/ Psychologists/ Social Workers

93% Average teacher retention rate over the past three years

84% % of licensed teachers with more than 3 years of experience

* < 10 students or data unavailable

-- Data unavailable

NOTE: By downloading files from this environment, the user acknowledges that any data obtained may potentially be classified as **Level 1 - Published**. For more information, refer to the DAS Statewide Information Classification Policy [107-004-050](#) or ODE policy [581-309](#).

For questions please contact us at ode.onlinereportcard@ode.oregon.gov.

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Superintendent Evaluation
 Derek F.
 3/13/24

Note: The OSBA Standards were not part of the original Superintendent Evaluation. The scoring scale changed from last year (now 1-4 scale)

Goals		Average	Board Commentary
1	Goal 1 - #OneCorbett - Improve District and Community Relationships - Align Curriculum and Student Experiences within Buildings and Classrooms	3.7	Not quite there yet on alignment of student experiences between buildings.
2	School-Based Mental Health - Increase Mental Health Offerings for Students, Staff, and Community	3.5	Good job putting it all together, offerings of community participation events drove the score above 3.0.
3	CTE and STEM - Increase CTE and STEM Experiences for All Students K-12	3.1	Making strides, wish things were going faster, understand that circumstances outside of our control limit the speed.
Overall Average Score for Goals		3.4	
OSBA Standards			
1	Visionary District Leadership	3.8	Pleased that goals follow the District's Vision Statement, impressed with communication style with community and the board (enjoy weekly updates and videos).
2	Ethics and Professional Norms	3.3	Board encourages use of legal counsel as needed when making recommendations.
3	Inclusive District Culture	3.3	Impressed with courage to speak up for students. Wish we had more time, but understand need to make something happen and show action to students expeditiously.
4	Culturally Responsive Instructional Leadership and Improvement	3.6	Would like to see more training for staff. Happy about software to evaluate results, the curriculum direction, and teacher buy-in.
5	Communication and Community Relations	3.9	Applaud going to legislators, fighting for things that impact our funding at state government level. Community communication is excellent.
6	Effective Organizational Management	3.3	Looking at best ways to spend our resource dollars is appreciated. District was in tough spot with contract negotiations w/teachers, did well given financial situation.
7	Effective Financial Management	3.7	Pleased at all the places additional sources for money have been found, and ways to cut unnecessary areas of budget. Needs more advance narrative on the budget packet, less deferring to accounting role on budget packet. Looking forward to improved support to assist with accounting. Catch budget software errors before board does.
8	Policy, Governance and Advocacy	3.4	Doing exceptional job, still developing deep understanding of Oregon policy/process.
Overall Average Score - OSBA Standards		3.5	

Scale

- n/a no basis for rating
- 1 Ineffective
- 2 Developing
- 3 Effective Performance
- 4 Accomplished Performance

Comments

Board may want to combine 4 & 5 and 3 & 8 for next year



SUPERINTENDENT EVALUATION WORKBOOK

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**OREGON SCHOOL
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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



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 adaptive 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

- 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.

ARTIFACTS

- 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**

1201 Court St NE, Ste 400 | Salem, OR 97301
503-588-2800 or 800-578-6722
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**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301
503-581-3141
www.cosa.k12.or.us

EMPLOYMENT CONTRACT
BETWEEN
DEREK FIALKIEWICZ
AND THE
BOARD OF DIRECTORS OF
CORBETT SCHOOL DISTRICT NO. 39

This Employment Contract made and entered into this ____ day of _____, 2024 by and between the Board of Directors of the Corbett School District No. 39, hereinafter referred to as DISTRICT, and Derek Fialkiewicz, hereinafter referred to as SUPERINTENDENT.

WHEREAS, DISTRICT and SUPERINTENDENT believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in the operation of the education program of the schools; and,

NOW, THEREFORE, DISTRICT and SUPERINTENDENT, for the consideration herein specified, agree as follows:

1. TERM

- A. DISTRICT, in consideration of the promises, herein contained, of SUPERINTENDENT, hereby employs, and SUPERINTENDENT hereby accepts employment, as Superintendent of Schools for a three (3) year term commencing July 1, 2024, and ending June 30, 2027.
- B. Nothing in this Agreement shall prevent, limit or otherwise interfere with the right of DISTRICT or SUPERINTENDENT to terminate this Agreement at any time subject only to the provisions herein relating to termination. This contract is only for the time specified above and it shall not be otherwise extended or renewed by any “automatic” provision. The DISTRICT may elect to extend this Agreement at any time. This paragraph satisfies the requirement for notice of nonrenewal required by ORS 342.513.

2. PROFESSIONAL CERTIFICATION AND RESPONSIBILITIES

- A. SUPERINTENDENT’S LICENSE: The SUPERINTENDENT shall a valid and appropriate license to act as Superintendent of Schools as required by the State of Oregon and shall maintain such license throughout the life of this agreement. Should the Superintendent fail to maintain such a license in good standing, the district may seek any appropriate remedy under this agreement.

The SUPERINTENDENT shall take no action on behalf of the DISTRICT until the effective date of their license.

- B. DUTIES: As chief executive officer of the District, the Superintendent shall perform the duties of district Superintendent as prescribed by the laws of the State of Oregon.

SUPERINTENDENT shall have charge of the administration of the schools under the direction of the BOARD.

SUPERINTENDENT shall be the chief executive officer of the DISTRICT;

shall direct and assign teachers and other employees of the schools under SUPERINTENDENT supervision;

shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the DISTRICT;

shall select all personnel subject to the approval of the BOARD;

shall from time to time suggest regulations, rules and procedures deemed necessary for the well ordering of the school DISTRICT;

and in general, perform all duties as described in the position description, incident to the office of SUPERINTENDENT and such other duties as listed in the SUPERINTENDENT job description and as may be prescribed by the BOARD from time to time.

The BOARD, individually and collectively, shall promptly refer all criticisms, complaints and suggestions called to its attention to SUPERINTENDENT for study and recommendation.

SUPERINTENDENT shall attend all Board meetings, unless excused with mutual agreement between the BOARD or Chairperson of the Board and SUPERINTENDENT, except executive sessions held to discuss SUPERINTENDENT employment status.

C. BOARD RESPONSIBILITIES

BOARD shall allow the SUPERINTENDENT to present their recommendation to the BOARD on any subject under consideration by BOARD prior to action being taken on the subject by the BOARD.

Notwithstanding, BOARD may exclude SUPERINTENDENT from all or part of an executive session called to discuss SUPERINTENDENT'S performance or employment under ORS 192.660(2)(b) or (i).

- D. GOALS AND OBJECTIVES: Prior to or within 90 days after the beginning of the term of this agreement, the parties shall meet to establish DISTRICT goals and objectives for the ensuing school year. Said goals and objectives shall be reduced

to writing and shall be among the criteria by which the Superintendent is evaluated as hereafter provided. Any changes to the Goals and Objectives dates mentioned herein shall require mutual consent by both parties.

3. PROFESSIONAL DEVELOPMENT and GROWTH

- A. The DISTRICT shall pay for the SUPERINTENDENT's reasonable expenses in connection with activities that relate to the required professional growth of the Superintendent as required for licensure.
- B. The DISTRICT encourages the continuing professional growth of the SUPERINTENDENT through his participation in;
 - The operations, programs and other activities conducted or sponsored by local, state and school board activities;
 - Seminars and courses offered by public or private educational institutions;
 - Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Superintendent to perform his professional responsibilities for the District.
- C. In its encouragement, the DISTRICT shall permit a reasonable amount of release time for the Superintendent to attend to such matters and shall pay for the necessary membership, travel, conference/workshop registration and subsistence expenses with prior Board approval.

4. COMPENSATION

- A. Salary: DISTRICT shall pay SUPERINTENDENT an annual salary of One Hundred Sixty-two Thousand Dollars per 12 month contract year. This annual salary rate shall be paid monthly to SUPERINTENDENT in accordance with the schedule of salary payment in effect for other administrative employees or in such other way as is mutually agreed to by both parties.
- B. The DISTRICT will pay on behalf of SUPERINTENDENT the employee's contribution to the Oregon Public Employees Retirement System. The DISTRICT will pay the employer portion of the Oregon Public Employees Retirement System contribution as required by law.
- C. The DISTRICT will monthly pay 15% of monthly salary into a sheltered annuity of SUPERINTENDENT'S choice.

5. OTHER BENEFITS

- A. Vacations: The SUPERINTENDENT shall be required to render full and regular service to the DISTRICT during each annual period covered by this agreement, except that they shall be entitled to 25 days of paid vacation per contract year in

addition to holidays as indicated below. Vacation shall be front loaded for the upcoming 12 months on July 1st of each year. On July 1st of each year, the SUPERINTENDENT may carry forward to the commencing 12 month period a maximum of 10 vacation days and may opt to have the DISTRICT buy back up to 10 unused vacation days. At no time shall the SUPERINTENDENT have more than 50 vacation days available. Accrued vacation days in excess of 50 shall be forfeited without compensation.

- B. Holidays: The SUPERINTENDENT may take holidays that are observed by the District (12 Days). Those presently include the Independence Day, Labor Day, Veterans' Day, Thanksgiving Day and the following Friday, Christmas Break (2 days), New Year's Day, Martin Luther King, Jr Day, Presidents' Day and Memorial Day, and Juneteenth.
- C. The DISTRICT will not recognize or compensate for compensatory time.
- D. Memberships: DISTRICT shall pay the SUPERINTENDENT'S membership charges to the American Association of School Administrators, (AASA), the Oregon Coalition of School Administrators (COSA) and other professional groups in which SUPERINTENDENT feels it is necessary to maintain and improve professional skills, as permitted by state law and as approved by DISTRICT in the annual budget.
- E. Civic and Service Associations: Recognizing the importance of a strong working relationship between the schools and the community, DISTRICT shall pay dues, membership fees and related expenses for membership in service and civic associations as provided in the Board-adopted budget.
- F. Health, Dental and Vision Benefits: The District shall provide to the SUPERINTENDENT the same health insurance benefits as it does to licensed employees.
- G. Sick Leave: The SUPERINTENDENT is allowed up to twelve (12) paid sick days pursuant to ORS 332.507. The SUPERINTENDENT shall have the rights accorded under ORS 332.597(5) concerning sick leave and retirement benefits.
- H. Disability and Life Insurance: The DISTRICT will provide SUPERINTENDENT with long-term and short-term disability insurance and life insurance coverage the same as it does to other licensed employees. The DISTRICT will provide SUPERINTENDENT with additional life insurance coverage that the SUPERINTENDENT is medically and otherwise qualified to receive equal to the annual salary, at the next available open enrollment period following the start of the contract year.
- I. Travel and Meals: The DISTRICT will provide SUPERINTENDENT reimbursement for travel upon claim at the IRS rate per mile, \$35.00 per day for meals, and \$85 per day for lodging. Actual costs exceeding the meals and lodging amounts will be reimbursed with receipts.

- J. FRINGE BENEFITS: The Superintendent shall be entitled to participate in all fringe benefits provided other administrative employees of the DISTRICT.

6. EXPENSES

- A. DISTRICT shall pay or reimburse SUPERINTENDENT for reasonable expenses approved by DISTRICT and necessary expenses incurred by SUPERINTENDENT in the continuing performance of duties under this Agreement. Such reimbursements shall be based upon DISTRICT established expense schedules for meals, lodging, and other such expenses, with required procedures for documentation if such expenses exceed DISTRICT guidelines.

7. PROFESSIONAL LIABILITY

- A. DISTRICT agrees that it shall defend, hold harmless and indemnify SUPERINTENDENT from any and all demands, claims, suits, actions and legal proceedings brought against SUPERINTENDENT in SUPERINTENDENT's individual capacity, or in the official capacity as agent and employee of DISTRICT, provided the incident arose when SUPERINTENDENT was acting within the scope of employment and excluding criminal litigation, as such liability coverage is within the authority of the school board to provide under state law. Except that, in no case, will individual Board members be considered personally liable for indemnifying SUPERINTENDENT against such demands, claims, suits, actions and legal proceedings when acting in an official capacity as agent and employee of DISTRICT, in accordance with applicable state law.
- B. If, in the good faith opinion of SUPERINTENDENT, conflict exists as regards the defense to such claim between the legal position of SUPERINTENDENT and the legal position of DISTRICT, SUPERINTENDENT may engage counsel in which event DISTRICT shall indemnify SUPERINTENDENT for the costs of legal defense as permitted by state law.
- C. DISTRICT shall not, however, be required to pay any costs of any legal proceedings in the event DISTRICT and SUPERINTENDENT have adverse interest in such litigation, except as stated above.
- D. The obligation under paragraph 7.A. survives termination of this contract.

8. EVALUATION

- A. The BOARD shall evaluate and assess in writing the performance of SUPERINTENDENT at least once per year during the term of this contract prior to March 30 of any year of the contract. This evaluation and assessment shall be related to the position description of SUPERINTENDENT and the goals and objectives of DISTRICT for the contract term to date. The format for this evaluation and assessment shall be mutually agreed upon between the Chairperson of the Board and SUPERINTENDENT.

9. RENEWAL OF EMPLOYMENT CONTRACT

- A. At any time during the contract term, the Board may elect to offer a new contract to SUPERINTENDENT, in which case the Board and SUPERINTENDENT shall negotiate such new contract prior to expiration of this Agreement. Nothing in this Agreement shall prohibit the parties from mutually agreeing to change one or more of the terms of this Agreement in the future.

10. TERMINATION OF EMPLOYMENT CONTRACT

This employment contract may be terminated by:

- A. Mutual Agreement of the Parties. SUPERINTENDENT shall give DISTRICT not less than Ninety (90) days' notice of intention to terminate this employment contract.
- B. Retirement of SUPERINTENDENT.
- C. Disability of SUPERINTENDENT. In the event of disability by illness or incapacity, after SUPERINTENDENT'S sick leave has been exhausted, the compensation shall be reinstated after SUPERINTENDENT has returned to employment and undertaken the full discharge of duties. DISTRICT may terminate this contract by written notice to SUPERINTENDENT at any time after SUPERINTENDENT has exhausted any accumulated sick leave and such other leave as may be available and has been absent from employment for whatever cause for an additional continuous period of twelve weeks. All obligations of DISTRICT shall cease upon such termination other than long term disability benefits through a third-party insurer.
- D. Termination for Cause. The DISTRICT may terminate this employment contract at any time upon good and just cause. Discharge for cause may include, but is not limited to: neglect of duty, breach of contract, inefficiency, immorality, insubordination, conviction of a crime involving moral turpitude, inadequate performance, failure to comply with such reasonable requirements as the BOARD may prescribe to show normal improvement, evidence of insufficient professional training and growth, and failure to maintain in good standing a valid and appropriate certificate to act as a superintendent of schools as required by the State of Oregon.

The SUPERINTENDENT shall be entitled to due process, which shall include notice of termination given in writing at least ten (10) days prior to a hearing. Such notice shall include a statement of the reasons constituting cause. SUPERINTENDENT shall be entitled to a hearing before the BOARD and the opportunity to be heard on the charges against SUPERINTENDENT and to respond to such charges, confront and cross-examine witnesses called by the DISTRICT and to refute, orally or in writing, such charges. SUPERINTENDENT may be represented by legal counsel at such meetings as provided by Oregon law at SUPERINTENDENT'S sole cost and expense. The burden of proving any charges

shall be upon the DISTRICT and SUPERINTENDENT shall be provided the written decision regarding the results of the meeting. Such meeting may be conducted in executive session as provided by Oregon law.

- E. Termination with SUPERINTENDENT'S Concurrence. DISTRICT may propose to terminate this employment contract upon Ninety (90) days written notice to SUPERINTENDENT. If SUPERINTENDENT concurs in writing with this decision, DISTRICT shall pay to SUPERINTENDENT all aggregate salary, allowances and other compensation he would have earned under this employment contract up to the date of termination from employment.
- F. Termination at BOARD's Discretion. District may decide to terminate this employment contract upon notice to SUPERINTENDENT. District shall pay SUPERINTENDENT the remainder of the aggregate salary, allowances and other compensation he would have earned under this employment contract, to a maximum of 12 months' salary and benefits.
- G. Death of SUPERINTENDENT.

11. SAVINGS CLAUSE

- A. If, during the term of this contract, it is found that a specific clause of the contract is illegal in federal or state law, the remainder of the contract not affected by such ruling shall remain in force.

12. APPLICABLE LAW

- A. This agreement is subject to all applicable laws of the State of Oregon, rules and regulations of the State Board of Education, and rules, regulations, and policies of this DISTRICT, which pertain to the DISTRICT's Superintendent. The venue for resolving all legal disputes under this Employment Contract shall be in the circuit court of Multnomah County, Oregon.

IN WITNESS WHEREOF, DISTRICT has caused this Employment Contract to be approved on its behalf by a duly authorized officer and SUPERINTENDENT has approved this Employment Contract effective on the day and year herein above mentioned.

SUPERINTENDENT

BOARD OF DIRECTORS OF THE
CORBETT SCHOOL DISTRICT #39
IN MULTNOMAH COUNTY, OREGON

By: _____

Date: _____

Date: _____

This to replace the Diploma section and related footnotes in IKF

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 28 credits⁶ which include at least:

1. Four credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁷ (shall include the equivalent of one unit in written composition);
3. Four credits of science;
4. Three and one-half credits in social sciences (shall include 0.5 unit of US civics⁸ in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standard for US and world history, geography, and economics);
5. ¹⁰One-half credit of higher education and career path skills;
6. ¹⁰One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education;
9. Three credits in career and technical education or the arts (units shall be earned in any one or a combination); and
10. Two credits of world language.

⁶A student may be awarded the 24 credit Oregon Minimum diploma that meets the Oregon State Board diploma requirements with prior administrative approval.

⁷"Language arts" include reading, writing and other communications in any language, including English.

⁸Civics becomes a half-credit requirement beginning on January 1, 2026. (ORS 329.451)

¹⁰This half unit of credit applies to all students awarded a diploma on or after January 1, 2027.

Corbett School District 39

Code: IKF-AR

Adopted: 3/14/18

Revised/Readopted: 12/15/21; 3/13/24

Orig. Code(s): IKF-AR

Graduation Diploma Requirements

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 28* credits which include at least:

1. 2. Four credits of English language arts (shall include the equivalent of one unit in written composition);
2. 1. Four credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Four credits of science*;
4. Four credits of social sciences shall include 0.5 unit of US Civics in addition to courses aligned with the Oregon State Board adopted standards for US and world history, geography, and economics. Three and one-half credits beginning with the class of 2027. (including history, civics, geography and economics):
5. 7. One credit in health education;
6. 8. One credit in physical education;
7. 9. Three credits in career technical education and/or Fine Arts;
8. 10. Two credits of world language;
9. 6. One-half credit of Personal finance beginning with the graduating class of 2027.
10. 5. One-half credit of Higher Education and Career Path Skills beginning with the graduating class of 2027.
11. Five credits of electives, four and one-half credits of electives beginning with the class of 2027.

* A student may be awarded the 24 credit Oregon Minimum diploma that meets state requirements 1-8 above with prior administrative approval. (requirements 1-10 beginning with the class of 2027):

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and Applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence or include evidence in an existing collection;
4. Participate in career-related learning experiences ~~outlined in the education plan~~; and
5. Students must prepare a post-secondary education transition plan that includes application and admittance to either a college, community college, trade school, an apprenticeship, the military or other plan approved by the district in order to graduate.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed in Graduation Requirements IKF below:

- ~~1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or~~
- ~~2. Has a documented history of a medical condition that creates a barrier to achievement.~~

Having met the ~~above~~ eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits ~~which shall~~ with at least 13 of those credits to include:

1. Three credits in English language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics ~~(including personal finances)~~);
5. One-half credit of Personal finance beginning with the graduating class of 2027.
6. One-half credit of Higher Education and Career Path Skills beginning with the graduating class of

2027.

5.7. One credit in health education;

6.8. One credit in physical education; and

7.9. One credit in career technical education, the arts or a world languages (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR 581-022-2010, a student

must:

1.2. Develop an education plan and build an education profile; and

2.3. Demonstrate extended application of standards through a collection of evidence (or include evidence in an existing collections);

3.1. A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations of reading, writing and apply mathematics in a variety of settings.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met as described in Graduation Requirements IKF

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, the achievement level, construct, or content that is to be measured; grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment.
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced statewide assessment.

~~A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.~~

~~A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.~~

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.~~

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six 6 credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district.~~

~~Beginning in grade five or beginning after a documented history to qualify for an alternative certificate,~~

~~the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

Certificate of Attendance

A certificate of attendance will be awarded to students who:

1. Have maintained regular full-time attendance for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history.

For students with a documented history, the district shall annually provide the parents or guardians of such student, beginning in grade five or after such a documented history has been established, the following:







1. Information about the availability of high school diplomas, modified diplomas, and the requirements for the diplomas; and
2. A disclosure that the students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

¹ www.ode.state.or.us: Educator Resources > Student Assessment > Test administration > Forms > 2018-2019 30-day notice and opt-out form

Corbett School District 39 / 2025-2026 Calendar

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

JULY 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		

JANUARY 2026						
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

5 – Back to School
 15 – End of Semester 1 (HS)
 16 – Assessment (6 hrs – HS)
 19 – MLK Day – NO SCHOOL
 22 – HS Conf. (0.5)
 23 – FRIDAY SCHOOL DAY
 23 – Mid Term (GS/CAPS/MS)

14 – New Hire Day
 19 – 20 – Teacher Inservice (2)
 18 & 21 – Teacher Prep (2)
 21 – Community Open House
 (0.5 Conference Eve)
 25 – FIRST DAY FOR STUDENTS

AUGUST 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						

FEBRUARY 2026						
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

6 – Inservice (1)
 16 – Presidents Day – NO SCHOOL
 20 – FRIDAY SCHOOL DAY

1 – Labor Day – NO SCHOOL
 5 – FRIDAY SCHOOL DAY
 26 – Inservice (1)

SEPTEMBER 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				

MARCH 2026						
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				

5 – End 2nd Trimester
 (GS/CAPS/MS)
 6 – Assessment (8 hrs – GS/CAPS/MS)
 19 – Midterm (HS)
 20 – Assessment (6 hrs – HS)
 23 – 27 – Spring Break

2 – Mid-Term (GS/CAPS/MS)
 8 – 9 – GS/CAPS/MS Conf. (1)
 23 – Midterm (HS)
 24 – Assessment (6 hrs – HS)
 30 – HS Conference (0.5)

OCTOBER 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	

APRIL 2026						
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		

9 – Mid Term (GS/CAPS/MS)

11 – Veterans Day NO SCHOOL
 14 – FRIDAY SCHOOL DAY
 20 – End of 1st Trimester
 (GS/CAPS/MS)
 21 – Assessment (8 hrs – GS/CAPS/MS)
 26 – 28 – Thanksgiving Break

NOVEMBER 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						

MAY 2026						
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						

1 – Inservice (1)
 25 – Memorial Day - No School
 26 – Last Day for Seniors
 28 – GS/CAPS/MS Portfolio
 Night Conf. (0.5)
 29 – FRIDAY SCHOOL – LAST DAY FOR STUDENTS (12:30 pm Dismissal)

19 – Winter Break Begins

146 – Student Contact
5 – Inservice
3 – Assessment (24 hrs)
3 – Preparation
2 – Conferences
5 – Holidays
164 – Total

DECEMBER 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			

JUNE 2026						
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				

1 – Assessment (8 hrs – GS/CAPS/MS, 6 hrs – HS)
 1 – HS Graduation Conf. (0.5)
 2 – Teacher Preparation (1)
 19 – Juneteenth Holiday for 12-month employees

Board Approved -