

AGENDA	CORBETT SCHOOL DISTRICT REGULAR SCHOOL BOARD MEETING MPB/Board Room/ZOOM-OWL 35800 E Historic Columbia River Highway Corbett, Oregon 97019	7:00 PM Wednesday, May 21, 2025
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- 1. Preliminary Business for Board Meeting
  - 1. Call to Order
- 2. Review and Acceptance of Agenda
- 3. Board Chair / Board Vice Chair Report Information Items/Discussion 3
- 4. Approval of of Minutes Action Item 9
- 5. Introduction and Comments of Guests
  - a. Travis VanHee, patron/parent
  - b. Amy Mowlds, parent and PTA President
  - c.
  - d.

See the policy link in the description for the following excerpts:  
 Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair. Any person who is invited by the Board chair to speak to the Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.  
 Statements by members of the public should be brief and concise.  
 The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors. **(A 3-minute timeline for each comment with no more than seven comments allowed per meeting is usual protocol).**  
 Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.  
 At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by **providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.**  
 Comments Regarding Staff Members - Speakers may offer objective criticism of district operations and programs. **The Board will not hear comments regarding any individual district staff member.** The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaint involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be

sent to the superintendent.

6. Principal / Director / Supervisor Reports		
a.		
b.		
1. Student Representative(s) to the Board	Information Item	
7. Financial Reports/Matters		
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8. Superintendent's Report	Information Items	
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1. Student Fees for Summer Recovery courses	Action Item	
11. Transportation, Buildings and Maintenance		
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15. Consent Agenda		
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17. Coming Events		
<a href="https://policy.osba.org/corbett/I/IC_ICA%20D1.PDF">https://policy.osba.org/corbett/I/IC_ICA%20D1.PDF</a>		
1. Adjournment		



Robin Faye Lindeen Blakeley <rlindeen@corbett.k12.or.us>

## Commissioner Openings! Come Join Us in Supporting Oregon Educators & Students!

1 message

TSPC <Heidi.Reinhardt@tspc.oregon.gov>  
Reply-To: TSPC <Heidi.Reinhardt@tspc.oregon.gov>  
To: Robin, Lindeen-Blakeley <rlindeen@corbett.k12.or.us>

Mon, May 5, 2025 at 9:35 AM

[View this email in your browser](#)

Teacher Standards and Practices Commission  
250 Division Street NE  
Salem OR 97301



# NEWS RELEASE

TOPICS:

**Commissioner Openings! Come Join Us in Supporting Oregon Educators & Students!**

**Commissioner Roles and Responsibilities:**

The Commission is responsible for establishing rules for licensure and issuing licenses to educational personnel; maintaining professional standards of competent and ethical performance; and adopting standards for approval of college and university teacher education programs and approving programs that meet these standards.

Commissioners meet approximately six times a year for one evening and one full day meeting. (The June retreat is two full days.) The 17-member Commission is comprised of superintendents, administrators, teachers, a classified staff member, and educational preparation program faculty members. 3

**Open Positions:**

**We are seeking representative voices from across Oregon!**

Do you believe in supporting current and future education professionals? Do you believe in supporting the safety of Oregon students and supporting the rights of licensees who work with them every day? If your answer is yes, please apply for one of the **currently open seats**:

- Practicing elementary teacher
- Practicing secondary teacher
- Practicing elementary administrator
- Practicing secondary administrator
- Practicing school board member

**Deadline to Apply: June 20, 2025**

**APPLY HERE!**

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CONTACT: **Heidi Reinhardt**  
**Heidi.Reinhardt@tspc.oregon.gov**

For more information, please visit the Teacher Standards and Practices Commission website.

<https://www.oregon.gov/tspc/>

Data Classification Level: 1 – Published  
DO: Reinhardt  
Published: 4/14/2025  
Amended:

Corbett School District

COMPLAINT FORM

TO:  District Office  \_\_\_\_\_ (Name of School)


Person Making Complaint Danielle Gergen

Telephone Number 503-348-1742 Date 5/12/25

Nature of Complaint On April 16<sup>th</sup>, Todd Mickalson, the Board Chair, attended a hearing that would grant a sexual Abuse Protection order to a former Corbett student who was repeatedly sexually abused in high school by her Corbett soccer coach. Todd testified on behalf of the convicted sex offender, did not delineate that he did not represent the School Board, and therefore violated public trust and his ethical responsibility to our community.  
Who should we talk to and what evidence should we consider? \_\_\_\_\_

- + Case # 25PO02565
- + Audio Recordings provided by me
- + Simone Ballard - victim and Corbett Parent

Suggested solution/resolution/outcome: Because this meeting is happening after the election and I won't be able to request that Todd Mickalson withdraw his candidacy, my suggestion is that he resign from his position as Board Chair, effective immediately.

Signature of Complainant:  \_\_\_\_\_ Date: 5/12/25

Office Use

Disposition of Complaint: \_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

cc: District Office

**Corbett School District**

**COMPLAINT FORM**

TO:  District Office  CORBETT SCHOOL DISTRICT \_\_\_\_\_ (Name of School)

Person Making Complaint: Josh Andrews \_\_\_\_\_

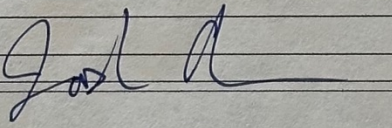
Telephone Number: 503-385-5724 Date: May 8, 2025

Nature of Complaint: Corbett School Board Chair, Todd Mickalson, conspired with a Convicted Sex Offender to purposely use his position as Corbett School Board Chair and the fact that he was running for re-election for the Corbett School Board to influence the outcome of a Sexual Assault Protection Order hearing in favor of a Convicted Sex Offender against the Sex Offender's victim. Todd did not distinguish after he associated himself with the Corbett School Board and Corbett School District, that his opinion and testimony was only that of his as a private citizen and not that of the Corbett School District or Corbett School Board.

His testimony on behalf of the Convicted Sex Offender, with credibility lent by his association with the Corbett School Board and Corbett School District, aided in granting the Convicted Sex Offender greater access to the victim and her children who attend Corbett Grade School.

Who should we talk to and what evidence should we consider? Simone Ballard – the victim of the sexual assault. Todd's testimony in the SAPO restraining order hearing on April 16, 2025, case #25PO02565. The news article posted by the Oregonian on May 8<sup>th</sup>, 2025 on Oregonlive.com, relevant Court documents surrounding the SAPO hearing and the prior sexual assault conviction, case #: 21CR28750 \_\_\_\_\_

Suggested solution/resolution/outcome: Todd Mickalson should be removed from the Corbett School Board and not allowed to hold a position on the Corbett School Board in the future.

Signature of Complainant:  Date: 5/8/2025

**Office Use**

Disposition of Complaint: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ cc: District Office

Corbett School District

COMPLAINT FORM

TO:  District Office  \_\_\_\_\_ (Name of School)

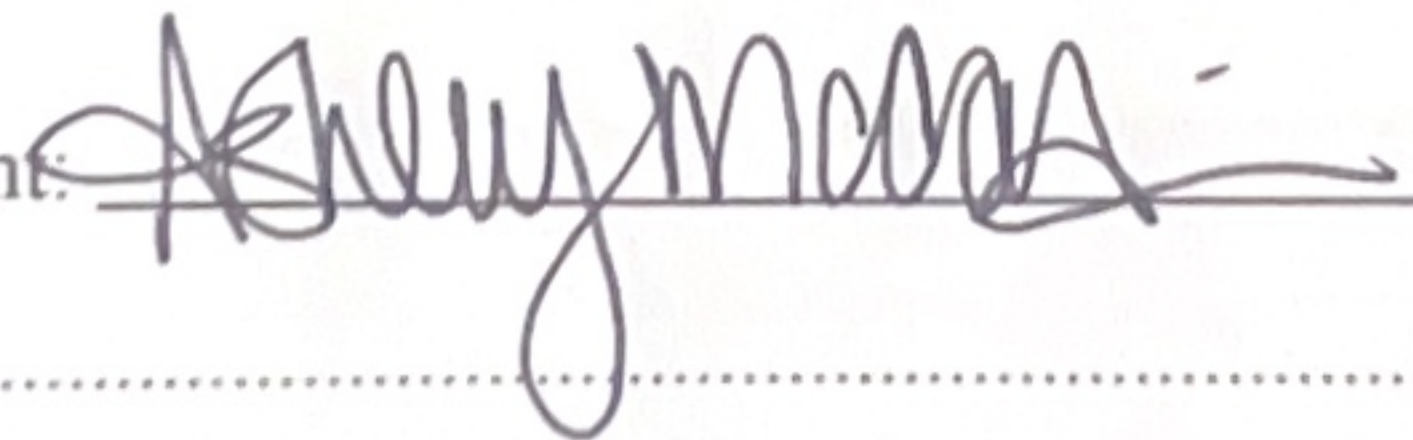
Person Making Complaint Ashley McCaslin

Telephone Number (503) 939-1458 Date 5/8/2025

Nature of Complaint On April 16, 2025 Corbett School Board chair and coach abused his official roles to testify in support of a convicted sex offender of a minor, who was a Corbett student at the time of the abuse. In doing so he compromised his credibility as a mandated reporter, violated ethical standards, and endangered student safety as well as the integrity of our schools and community.

Who should we talk to and what evidence should we consider? Case numbers 21CR28750 and 25002565. Todd's testimony was witness by the victim, Simone Ballard. Please also refer to the complaint I sent via email on April 28, 2025.

Suggested solution/resolution/outcome: I am calling for his immediate resignation from all Corbett School positions, present and future, including but not limited to all roles he takes on the School Board and for Corbett athletics, and for the board to take swift, transparent action.

Signature of Complainant:  Date: 5/8/2025

Office Use

Disposition of Complaint: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

cc: District Office

Corbett School District

COMPLAINT FORM

TO:  District Office  Corbett School District (Name of School)

Person Making Complaint Audrey Olcott

Telephone Number 503-367-7053

Date 05/06/25 + 05/20/25

Nature of Complaint The Board Chair, Todd Mickelson testifying in court on behalf of a convicted sexual predator.

Who should we talk to and what evidence should we consider? Simone Ballard.

Suggested solution/resolution/outcome: Immediate removal from board. No allowance to run for board seat of any kind again.

Signature of Complainant: Audrey B. Olcott

Date: 5/20/25

Office Use

Disposition of Complaint: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

cc: District Office

Regular School Board Meeting  
Wednesday, March 12, 2025 7:00 PM

MPB Board Room and via ZOOM/Owl  
35800 E Historic Columbia River Highway,  
Corbett OR 97019

Board Approved: \_\_\_\_\_

A Regular School Meeting of the Board of Trustees of Corbett School District was held Wednesday, March 12, 2025, beginning at 7:00 PM at the MPB / Board Room and via ZOOM-Owl virtual platform. Board members present were Todd Mickalson, Chair; Leah Fredericks, Vice-Chair; David Granberg; Dylan Rickert; Bob Buttke and Todd Redfern. Board member Ben Byers, had an excused absence. Also present were Administrators Derek Fialkiewicz, Ed.D., Superintendent; Brie Windust, Business Office Assistant/ZOOM moderator; Robin Lindeen-Blakeley, Deputy Clerk/HR Lead and Regina Sampson, Business Manager/CFO. Jeanne Swift, Assistant Superintendent/Student Services Director, had an excused absence. Kaylee Moore was the CHS Student Representative in attendance at the Board table (leaving at 8:48 p.m.). NOTE: The minutes are prepared to coincide with time scheduled matters and the numbering system of the agenda and is not necessarily the actual order of happenings at the meeting.

1. PRELIMINARY BUSINESS –

1.1. Call to Order / Flag Salute

7:00 p.m. Todd Mickalson, Board Chair, called the meeting to order and led the flag salute.

<https://policy.osba.org/corbett/1/INDB%20D1.PDF>

2. Review and Acceptance of Agenda - Todd Mickalson, Board Chair, announced agenda OK as written.

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

3. Board Chair Report Information Items/Discussion

a. Board Powers and Duties - Policy BBA

b. Evaluation of the Superintendent - Policy CBG

c. Board Elections/Board Member Qualifications - Policy BBB

May 20, 2025, Special District Election - filing period opened February 8, 2025, filing deadline March 20, 2025, at 5:00 p.m., voters' pamphlet deadline March 24, 2025, at 5:00 p.m., all with Multnomah County Elections.<https://multco.us/info/notice-election-may-2025-special-election#section-4> – Chair Mickalson announced he is running for another term.

d. Board member(s) interested in CEA CBA negotiations - Board Policy BBAA - Individual Board Member's Authority and Responsibilities – discussion that Leah Fredericks is interested, Bob Buttke as a backup and David Granberg could be an alternate for CEA bargaining negotiations. Dr. Fialkiewicz will keep the three of them posted.

e. Corbett Charter School Charter Agreement

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

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

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

3.1. RECESS from Public Session to Executive Session - under ORS 192.660 (2)(f) To consider records exempt by law from public inspection.

Todd Mickalson, Board Chair announced at 7:05 p.m. All Board members and administrators as stated at the beginning of the meeting were in attendance.

Attorney Matthew Lowe was online virtually at 7:10 p.m.

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

□ 3.2. The Board recessed from Executive Session at 7:40 p.m. and RECONVENED to Public Session at 7:42 p.m.

4. Approval of Minutes                      Action Item

Todd Redfern moved and Todd Mickalson seconded:

**RESOLUTION NO. 3.103-25 RESOLVED** that the Board approved the minutes of the Regular School Board meeting of November 20, 2024, the minutes of the Special School Board meeting minutes of December 10, 2024, the minutes of the Regular School Board meeting of December 18, 2024, the Special School Board meeting minutes of January 8, 2025, the Regular School Board meeting minutes of January 15, 2025, and the Regular School Board meeting minutes of February 19, 2025.

The vote of the board was 6-0.

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

**Attachments:** (6)

5. Introduction and Comments of Guests

a. PTA Report on CAPS SpringFest, May 3 - Amy Mowlds and Jenny Larsen – Ms. Mowlds reached out to lots of clubs and groups for the opportunity to represent them to the community. Invites went out to create space and celebrate what makes Corbett special. This was also the time when the school board was specifically invited. There is to be food carts and lots of free events from 10:00 a.m.- 2:00 p.m. Questions, let her know. Ms. Larsen is the Treasurer, and said this event raises funds for all the schools and community vendors.

Dr. Fialkiewicz invited Corbett groups such as the Grange and NEMCCA and the teachers and students that make up the rock band. After speaking with Ms. Mowlds a couple of weeks prior to the meeting, their decision was to bring everyone together to make it bigger and better.

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

6. Principal / Director / Supervisor Reports – presented by Dr. Fialkiewicz

a. Kathy Childress, High School Principal and work-based learning students - Sammi Blume and Kayden Sleight – Ms. Childress thanked the Board for volunteering to come to the open house for hearing the other work-based learning students present with their 15-20 families in attendance. Erica Boykins, SBMH Social Worker, helped with tours. Zach Goude, Robotics Teacher, took third place out of 33 teams placing in competition

at districts. If they qualify at regionals, they will travel out of state. Julie Trisel, Science Teacher, had qualifiers Haley Potts and Sammi Blume qualify to go to the State Science Fair.

Sammi Blume presented her work-based learning as a senior at CHS. She will be attending the University of Portland in the fall, accepted into the nursing program and honor society. Her slideshow was in the board packet on pages 59-64.

7:55 p.m. Board discussion.

7:56 p.m. Kayden Sleight, junior at CHS, gave her presentation to the Board. See pages 65-72.

7:59 p.m. Dr. Fialkiewicz imparted he is so impressed with our students and their work-based learning.

8:00 p.m. b. Cheryl Reams, in her second year as School Health Assistant – gave her report on School Health services and supports. She shared her slideshow presentation about Health Room information. It is attached as an extra in BoardBook Premier.

Board discussion.

8:20 p.m.

c. Angela Davis, Athletic Director/English Teacher - Athletics Update and Co-op Agreement for Golf – gave her report on winter sports. Men's' basketball was one game win away from Districts. Women's' basketball is in the top 16 of state. Carl Orchard is ranked third in state wrestling. Five women and two men qualified for state swimming. Three bowlers qualified to go to Klamath Falls for state after placing 1<sup>st</sup> team for men and 2<sup>nd</sup> team for women at district respectively. One student competed in racquetball. Hood River has agreed to take on our entire ADM for one golfer to participate in spring golf. OSAA has approved this contingently already. (see under Item 12.0) Since 2020 participation in different sports has been growing for athletes and coaches. 108 students are signed up for spring sports. Improved fundamentals and skills of coaching addressed with clinics, goals, and evaluations. May 3 is a golf tournament spring fundraiser. Football is working on end of summer first of fall fundraiser. Fortunate for the value we give to student athletics and that time they experience. Evidence is in the three individual sportsmanship awards; one was at state.

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

**Attachments:** (2)

8:27 p.m.

6.1. Student Representative(s) to the Board Information Item

Kaylee Moore announced that prom is May 3 at Persimmon Country Club. Yearbook winter pages finalized on March 13. Seniors are getting closer to graduation, with more college acceptances and with third trimester starting.

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

8:29 p.m.

7. Financial Reports/Matters

7.1. Report Information Item

Ms. Sampson referred to page 73 of the Board packet. Reconciliation by state for ADM with \$130,000.00 less per month for the next three months, for decrease in May projection.

Board discussion.

Ms. Sampson mentioned furlough days, not over ordering, just maintaining.

Dr. Fialkiewicz added that we are looking at April through June and pushing as much as we can into July.

Ms. Sampson referred to Fund 02. First year of tracking CEP, so still projection for the year. Fund 03 Federal expenditures not yet claimed, working directly and with the state. SIA is still tracking and will spend next year.

Dr. Fialkiewicz said the legislative pieces for the budget all indicate \$11.3 Billion should be approved in the Governor's budget. Proposed budget for 25-26 already received based on biennial legislative budget and ODE already feeling strongly it will pass. We have a 11% cap on SPED funding, but have about 20% of our students here with IEP's, so 9 % have additional services without additional funding. There is talk about doing away with the cap on SPED or raising to 15%, and also looking at all meals in the state to be Free and Reduced at Ways and Means committee.

Ms. Sampson said the high cost disability is not just outside placements, but any students that cost more than \$30,000.00 per student, as then it is prorated across districts.

**Attachments:** (1)

8. Superintendent's Report Information Items

Derek Fialkiewicz, Ed.D., Superintendent -

8.1. Enrollment Numbers/Application Process Update

199 applications to date for the lottery. Open house today at our two buildings for kindergarten. Board discussion.

Applications are 67- K, 24- 9<sup>th</sup>, 21- 6<sup>th</sup>, 16- 7<sup>th</sup>, and 11-13 for other grades, so sitting pretty good. Current enrollment is 1068 and 11 students online.

8.2. Update on Corbett School Campus Upgrades/Grants

We've had cameras since 2017 and they record at all times. We are putting signs up around campus so there is reminder for folks at all times.

Tony Matias, Assistant Varsity Track coach, has submitted some small grants for sports teams through Nike, etc., especially to help with cage for the discus and toe board for shot put ring.

8.3. Strategic Planning/Future Planning – Board discussion on the potential for projects.

Dr. Fialkiewicz said that our potential is to have an Ending Fund Balance (EFB).

Chair Mickelson said this resolution is tabled until next month after discussion with attorney earlier in this meeting under Executive Session.

Dr. Fialkiewicz said there is still time to negotiate due to 90-day running while under old charter agreement.

~~**RESOLUTION NO. 3.104-25 – RESOLVED** that the Board approves the five-year renewable Charter Agreement for the Corbett School District Board and Corbett School District 39, extending a single charter district agreement from January 1, 2025–December 31, 2029.~~

**Attachments:** (1)

8.4. Superintendent's Evaluation Discussion/Action Item

Thanks to Ben Byers for updating the form and getting it out to the Board.

Todd Mickalson moved and Todd Redfern seconded:

**RESOLUTION NO. 3.105-25 - RESOLVED** that the Board approved the evaluation of the Superintendent, using the approved evaluation form as attached or amended.

**Attachments:** (1)

8:48 p.m.

8.5. Board Recess from Public Session

Todd Mickalson - Board Chair, recessed the Board from Public Session to hold an Executive Session under ORS 192.660 (2)(i) To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing.

All of the Board members as listed at the beginning of the meeting and Ms. Lindeen-Blakeley were in attendance at 8:50 p.m.

Dr. Fialkiewicz joined from 8:55 – 8:56 p.m. regarding goals.

The Board recessed from Executive Session at 9:41 p.m.

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

8.6. Reconvene to Public Session – The Board reconvened to public session at 9:43 p.m.

The Board Vice Chair, Leah Fredericks, explained the 1 to 4 scale and gave the narrative summary of the performance evaluation for the superintendent as a score of 3.12 after the evaluation was completed.

9. Curriculum – no information at this time in the meeting.

10. Students - no information at this time in the meeting.

11. Transportation, Buildings and Maintenance

Dr. Fialkiewicz noted that MHCC spoke to us last month at the Board meeting to support by doing a resolution and can give an endorsement in the election pamphlet with a form.

Board discussion.

Dr. Fialkiewicz felt it holds more weight if Corbett School Board fills out with statement signed by Board Chair.

Board discussion.

Todd Mickalson moved and Leah Fredericks seconded:

**RESOLUTION NO. 3.106-25 - RESOLVED** that the Board supported the G.O. Bond measure proposal for Mt. Hood Community College (MHCC) in the May 20, 2025, Special District Election.

The vote of the Board was 5-0; Dylan Rickert opposed.

11.1. Multnomah County Parcel Discussion/Action Item

Derek Fialkiewicz, Ed.D., Superintendent – Multnomah County approached him about this. All parties adjacent didn't want it, so without liens, deed could be transferred to us. No one is using the property, as he noticed when he walked up to it.

Board discussion with question about the total of old Corbett GS acreage.

Todd Mickalson moved and Bob Buttke seconded:

**RESOLUTION NO. 3.107-25 - RESOLVED** that the Board approved the no-cost conveyance/government transfer of the parcel of land (R503919) foreclosed on September 27, 2007, in lieu of tax liens, to Corbett School District 39, the site being adjacent to the CSD property at 36115 E. Historic Columbia River Highway, from Multnomah County, in a mutual agreement.

The vote of the Board was 6-0.

**Discussion:** There is an undated note in the archive file: *CORBETT SCHOOL DISTRICT WANTS TO PURCHASE BILL STALNAKER OREGON CITY 503.656.5200.*

The above is to provide some background and history; there are no outstanding rights of any party from the foreclosure. Multnomah County has conducted a baseline review and site visit of the parcel. Because of the adjacency to District property and the value of stewardship from another public agency closer to the community, Multnomah County staff believe ownership by the District could best serve the public interest. Tax Title Staff are prepared to recommend to the Board of County Commissioners a no-cost conveyance of the parcel to the District if we are in agreement. Multnomah County is open at your request for additional discussion and information.

**Attachments:** (3)

12. Co-Curricular Activities

Derek Fialkiewicz, Ed.D., Superintendent – spoke about CPAC production of Godspell April 4-6 and 11-12. Spring sports have started. Lily Schimel was coastal range first team MVP and several teammates received honorable mention. Boys basketball had three with second team honors.

Board discussion about womens' basketball coach of year, Bill Schimel.

Todd Mickalson moved and Bob Buttke seconded:

**RESOLUTION NO. 3.108-25 - RESOLVED** that the Board approved the cooperative agreement with Hood River Valley School District for golf under the OSAA for the 2024-25 school year.

<https://www.osaa.org/forms/coop-application/980/add-signature?f=f4XPiZ4BUkBg&c=FhUDIZfpINbR&s=81>

Board discussion.

The vote of the Board was 6-0.

13. Personnel

Derek Fialkiewicz, Ed.D., Superintendent-

<https://policy.osba.org/corbett/G/GB%20D1.PDF>

See Items 13.2-13.11 under 15. Consent Agenda

**Attachments:** (1)

13.1. Vacant Positions Information Item

Derek Fialkiewicz, Ed.D., Superintendent, read aloud that we have vacant internal positions open for the 2025-2026 school year for: 1.00 FTE K-6th Learning Specialist and 1.00 FTE K-1st Teacher. (closes 3/16/25) After that it is posted to the outside.

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

14. Policy

Derek Fialkiewicz, Ed.D., Superintendent – see Item 14.1 under 15. Consent Agenda

**Attachments:** (2)

15. Consent Agenda -

Derek Fialkiewicz, Ed.D., Superintendent presented:

Todd Mickalson moved and Bob Buttke seconded:

**Consent Agenda \*\*RESOLUTION NO.3.109-25 through 3.119-25\*\* Action Items**

**13.2 \*\*RESOLUTION NO. 3.109-25\*\* - RESOLVED** that the Board awarded Probationary Contract Status and offer a one-year contract from July 1, 2025-June 30, 2026 to the teachers, counselors and social workers listed on the attachment in the Board packet.

**13.3\*\*RESOLUTION NO. 3.110-25\*\* - RESOLVED** that the Board awarded Initial Contract Status and offer a two-year contract from July 1, 2025-June 30, 2027 to the teachers listed on the attachment in the Board packet.

**13.4\*\*RESOLUTION NO. 3.111-25\*\*- RESOLVED** that the Board awarded two-year contracts from July 1, 2025 - June 30, 2027, to the teachers and counselor listed on the attachment in the Board packet.

**13.5\*\*RESOLUTION NO. 3.112-25\*\*- RESOLVED** that the Board offered one-year probationary administrative individual contracts from July 1, 2025-June 30, 2026 as listed on the attachment in the Board packet.

**13.6\*\*RESOLUTION NO. 3.113-25\*\*- RESOLVED** that the Board awarded, extended and offered three-year administrative contract status to the administrators listed on the attachment in the Board packet from July 1, 2025-June 30, 2028.

**13.7\*\*RESOLUTION NO. 3.114-25\*\* - RESOLVED** that the Board recognized that Holly Elvins-Dearixon, .2 FTE TOSA, has been asked to return as a re-employed retiree for the 2025-26 school year.

**13.8\*\*RESOLUTION NO. 3.115-25\*\* - RESOLVED** that the Board confirmed the FMLA for 1.00 FTE School Counselor, Mandi Young, from February 26, 2025, through May 29, 2025.

**13.9\*\*RESOLUTION NO. 3.116-25\*\* - RESOLVED** that the Board confirmed the extra duty stipends for spring 2025 coaches as attached in the Board packet.

**13.10\*\*RESOLUTION NO. 3.117-25\*\* - RESOLVED** that the Board confirmed the

resignation of Sara Pekny, 1.00 FTE School Counselor, effective June 13, 2025.

**13.11\*\*RESOLUTION NO. 3.118-25\*\* - RESOLVED** that the Board confirmed the intermittent OR PFML for David Church, 1.00 FTE K-8 Music Teacher, effective August 19-22, September 4, 6, October 23, 28 and 31, November 7, 12, 18, 20-21, December 9-11, 2024 and January 7, 2025. Pending OR PFML March 5-March 21, 2025.

**14.1\*\*RESOLUTION NO. 3.119-25\*\*RESOLVED** that the Board have a second reading and adoption of:

a. Policy IKF - Diploma Requirements

The vote of the Board was 6-0 in favor of Consent Resolution Agenda items under

**\*\*RESOLUTION NO.3.109-25 through 3.119-25\*\***

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

<https://policy.osba.org/corbett/G/GAA%20D1.PDF>

**Attachments:** (1)

16. Matters for the Good of the Order

David Granberg gave a shout out to Ally Schimel, prior Corbett HS grad, now playing at Oregon State University and her basketball team that won the WCC on March 11 to go on to the NCAA tournament.

Todd Mickalson gave a shout out to the girls high school basketball team this year that did an amazing job with only three of the 11 playing all of their high school careers.

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

17. Coming Events

Todd Mickalson - Board Chair announced:

a. March 19, 2025 - Wednesday, Budget Workshop Training available (video e-mailed to budget committee) Dr. Fialkiewicz said to watch it at your leisure.

b. March 24 - 28, 2025, Monday - Friday, Spring Break, no school

c. April 9, 2025, Wednesday, Budget Committee Meeting, MPB/Board Room, 7:00 p.m.

d. April 16, 2025, Wednesday, 2nd Budget Committee meeting if needed and the Regular School Board Meeting following, MPB/Board Room, 7:00 p.m.

d. April 23, 2025, Wednesday, 3rd Budget Committee Meeting if needed, MPB Board Room, 7:00 p.m.

e. April 24, 2025, Thursday, Midterm

17.1. Adjournment – The Board adjourned at 10:03 p.m.

Regular School Board Meeting  
Wednesday, April 16, 2025

MPB Board Room and via ZOOM/Owl  
35800 E Historic Columbia River Highway,  
Corbett OR 97019

Board Approved: \_\_\_\_\_

A Regular School Meeting of the Board of Trustees of Corbett School District was held Wednesday, April 16, 2025, beginning at 7:00 PM with the Budget Committee meeting in the MPB / Board Room and via ZOOM-Owl virtual platform through 7:46 p.m. The Board meeting followed the Budget meeting after a five-minute break. Board members present were Todd Mickalson, Chair; Leah Fredericks, Vice-Chair; David Granberg; Dylan Rickert; Bob Buttke; Ben Byers and Todd Redfern. Also present were Administrators Derek Fialkiewicz, Ed.D., Superintendent; Brie Windust, Business Office Assistant/ZOOM moderator; Robin Lindeen-Blakeley, Deputy Clerk/HR Lead; Regina Sampson, Business Manager/CFO and Jeanne Swift, Assistant Superintendent/Student Services Director. Haley Potts was the CHS Student Representative in attendance at the Board table. NOTE: The minutes are prepared to coincide with time scheduled matters and the numbering system of the agenda and is not necessarily the actual order of happenings at the meeting.

#### 8. Preliminary Business for Board Meeting

Please click the link below to join the webinar virtually:

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

Or iPhone one-tap :

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

Or Telephone:

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

US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 864 3251 0383

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

#### 8.1. Call to Order

Todd Mickalson, Board Chair, called the meeting to order at 7:57 p.m.

#### 9. Review and Acceptance of Agenda

Todd Mickalson, Board Chair, announced no changes to the agenda.

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

#### 10. Board Chair Report Information Items/Discussion

Todd Mickalson, Board Chair, read aloud:

- a. Board Powers and Duties - Policy BBA
- b. Board Elections/Board Member Qualifications - Policy BBB  
May 20, 2025, Special District Election - Multnomah County  
Elections.<https://multco.us/info/may-2025-special-election-candidate-filings#section-5> - Policy BBAA
- c. Chair Mickalson mentioned that the baseball team won their game tonight.

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

11. Approval of Extension of Minutes                      Action Item

Todd Mickalson moved and Bob Buttke seconded:

**RESOLUTION NO. 4.120-25 RESOLVED** that the Board approve the extension of approval for the minutes of the Regular School Board meeting of March 12, 2025. The vote of the Board was 7-0.

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

12. Introduction and Comments of Guests -

Dr. Fialkiewicz introduced:

a. Drew Barvir - CEO of Sonar – who reported on the mental health program via text for students available 365 days a year, 24 hours a day. Mr. Barvir was available for the parent meeting on April 16 and the student assembly on April 17.

Mr. Barvir thanked the Board and started this work for student success and had the mental health background to get students help. The tool works over a chat with tools that help identify through and with other mental health professionals to integrate within systems at schools. The launch is in Corbett High School for the rest of this year. 20-60% engage with an average of about 30% participation. This increases student well-being with surveys to help the super charging of existing supports and safe spaces, confidentiality and trust for solutions.

Board discussion.

Mr. Barvir says the conversations are facilitated by real people and used for real training and onboarding on the Sonar side.

Board discussion.

Mr. Barvir mentioned the ages range from nine to 23 across other districts.

Dr. Fialkiewicz searched for something beyond SBMH, and is glad to have found this to pilot for the rest of the school year. Then if successful through SBMH telehealth, we will see if continued. It has already helped save a kid here with suicidal ideations.

Board discussion.

Mr. Barvir related that first they reach out to emergency contacts and then to 911 if needed.

Dr. Fialkiewicz shared that our crisis management plan is with Sonar for supporting us.

8:14 p.m.

b. James Barker, patron/parent, spoke about education opportunities for students here with robotics, and believes important to extend with technology and coding preparation too, and use partner resources within the community for math, first aid, etc. (i.e. fire department, MHCC, etc.)

8:17 p.m.

Derek Fialkiewicz, Ed.D. – Superintendent, presented:

### 13. Principal / Director / Supervisor Reports

a. Cassie Duprey, GS Principal - Application to Attend – handout was given to the Board and added as an extra to the BoardBook meeting. Response rate at 95% and asked for registration by May 1 for new applicants accepted. There are still spots remaining for grades 6, 8, 9 and 10. We will continue to add for open spots if needed.

Board discussion.

Ms. Duprey said prospective students/family tours are happening weekly.

b. Kathy Childress, HS Principal - HS Curriculum – reported that a remnant of the common prep period, like math or class levels, there is time spent together with blended grades. Next year will have English for 9<sup>th</sup>/10<sup>th</sup> and 11<sup>th</sup>/12<sup>th</sup> and also for social studies to deepen and extend the learning. The following year the curriculum will flip. The high school newsletter has more in depth information about this.

8:27 p.m.

#### 13.1. Student Representative(s) to the Board Information Item

Haley Potts reported that winter sports have ended and on to spring. Lots of PR's for track on April 15. April 19 is a 25 school invitational meet. Baseball won on April 16, softball won on April 15. Venue for prom on May 3 chosen as well as the prom theme. First part of the yearbook is done, and will have a spring insert. Godspell play earlier in the month was really good. Kaylee Moore (other HS student rep) was part of the bowling team at state, placing 3<sup>rd</sup> and Ms. Potts competed in the state Science Fair with teammate Sammi Blume.

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

8:29 p.m.

### 14. Financial Reports/Matters

Derek Fialkiewicz, Ed.D., Superintendent and Regina Sampson, Business Manager/CFO

#### 14.1. Report Information Item

Ms. Sampson, reported on the financials in the Board packet. 001 General Fund (GF) additional local and state Revenue with property taxes and athletic fees helping the fund balance. 002 Food Service (FS) tracking along and watching our estimates and projections.

Board discussion.

FS is a special revenue appropriation, as is 003 Federal Funds with additional SBMH projections. 004 Student Investment Account can't be spent, is fully claimed. 011 GO Bond Debt Service Fund is Projected property taxes and special RV is in our LGIP account. 020 Energy Projects Fund is state and local dollars within that special RV fund. All are tracking through.

**Attachments:** (1)

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

### 15. Superintendent's Report Information Items

Derek Fialkiewicz, Ed.D., Superintendent presented the following;

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15.1. Enrollment Numbers/Application Process Update- 1066 students enrolled and wonderful Update from Ms. Duprey under item 13.a.

15.2. Update on Corbett School Campus Upgrades/Grants – as in board packet: Early Literacy Success School District Grant Y2Q2 Reporting Reviewed and Approved.

**Attachments:** (1)

15.3. Strategic Planning/Future Planning

Todd Mickalson moved and Bob Buttke seconded:

**RESOLUTION NO. 4.121-25 - RESOLVED** that the Board approved the five-year renewable Charter Agreement signed between the Corbett School District Board and Corbett School District 39, extending a single charter district agreement for the term January 1, 2025-December 31, 2029. The vote of the Board was 7-0.

**Attachments:** (1)

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16. Curriculum

Dr. Fialkiewicz reported – state testing in CGS, so far OK. State testing in other buildings soon.

17. Students – Dr. Fialkiewicz referenced the report given by Ms. Potts, student representative under Item 13.1.

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8. Transportation, Buildings and Maintenance

Dr. Fialkiewicz noted that the parcel was approved by Multnomah County, officially deeded to us.

18.1. Multnomah County Parcel Information Item

The Board approved the no-cost conveyance/government transfer of the parcel of land (R503919) foreclosed on September 27, 2007, in lieu of tax liens, to Corbett School District 39, the site being adjacent to the CSD property at 36115 E. Historic Columbia River Highway, from Multnomah County, in a mutual agreement. Multnomah County has the transaction on their agenda Thursday, April 10, 2025, to accept the bargain and sale deed as attached in the Board packet for recording.

**Attachments:** (1)

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22. Consent Agenda

Todd Mickalson moved and Bob Buttke seconded:

**Consent Agenda \*\*RESOLUTION NO.4.122-25 through 4.127-25\*\* Action Items**

**20.2 \*\*RESOLUTION NO. 4.122-25\*\* - RESOLVED** that the Board awarded Tesla Strine, from .5 FTE to 1.00 FTE Probationary Contract Status and offer a one-year contract from July 1, 2025-June 30, 2026 as a teacher, to update the attachment in the Board packet from last month's contract renewal recommendations.

**20.3\*\*RESOLUTION NO. 4.123-25\*\* - RESOLVED** that the Board confirmed the FMLA for 1.00 FTE School Counselor, Mandi Young, from February 26, 2025, through May 29, 2025, returning to work June 2-3, 2025.

**20.4\*\*RESOLUTION NO. 4.124-25\*\* - RESOLVED** that the Board confirmed the FMLA for 1.00 FTE 4th/5th Grade Teacher, Caroline Oakley, effective April 28 - May 11, 2025.

**20.5\*\*RESOLUTION NO. 4.125-25\*\* - RESOLVED** that the Board confirmed the pay for Outdoor

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School substitute, John Gaskill, for fall 2024.

**20.6\*\*RESOLUTION NO. 4.126-25\*\* - RESOLVED** that the Board confirmed the Middle School Activities stipend of 10.5% of the base salary, split seven ways, 1.5% for each teacher: Kaitlyn White, John Neighbors, Pete Leone, J.P. Balbo, Lucas Houck, Rhiannon Young, and Ashlee Ray.

**20.7\*\*RESOLUTION NO. 4.127-25\*\* - RESOLVED** that the Board confirmed the FMLA for 1.00 FTE Grade School Principal, Cassie Duprey, effective May 21 - June 13, 2025.

The vote of the Board was 6-1; Todd Redfern opposed for Resolution No. 4.122-25\*\* through 4.127-25\*\*.

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

<https://policy.osba.org/corbett/G/GAA%20D1.PDF>

23. Matters for the Good of the Order

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

a. Todd Mickalson suggested we are getting back on track, hear lots of positivity from students in athletic programs and extracurricular activities, which has lots to do with the teaching staff. He would like to figure out a way to highlight discussion list and decisions to give early to the entire committee for brainstorming and changing the direction.

b. Ben Byers thanked the budget committee and thoughtful questions diving into the document.

24. Coming Events

Todd Mickalson - Board Chair announced:

a. April 23, 2025, Wednesday, 3rd Budget Committee Meeting not needed now.

b. April 24, 2025, Thursday, Midterm

c. May 2, 2025, Friday, Inservice and May 3 prom and Springfest.

d. May 21, 2025, Wednesday, Regular School Board Meeting, MPB/Board Room 7:00 p.m.

24.1. Adjournment – The Board adjourned at 8:45 p.m.

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**Corbett School District**  
**Financial Report to the Board of Directors**  
**Wednesday, May 21, 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.*

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**Forecast 5 Reports**

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

- April
  - 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

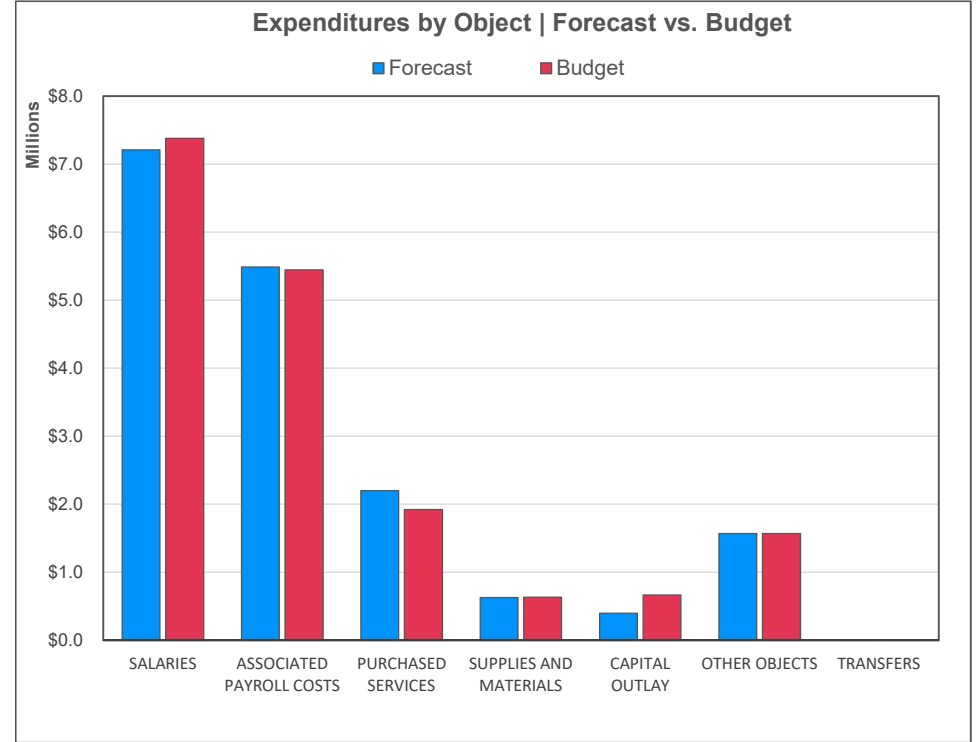
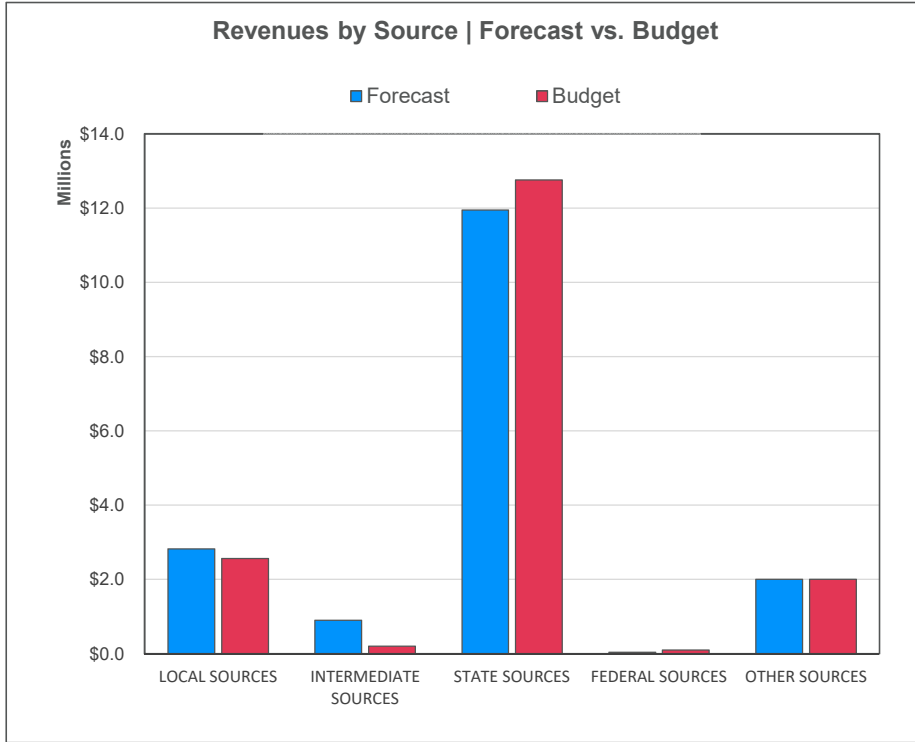
For the Period Ending April 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ 2,692,927	\$ 2,563,146	\$ 3,085,977	120.40%	\$ (266,624)	\$ 2,819,353
Intermediate Sources	423,028	201,200	900,000	447.32%	(0)	900,000
State Sources	10,412,079	12,762,126	11,004,257	86.23%	942,146	11,946,403
Federal Sources	75,836	92,541	39,081	42.23%	-	39,081
Other Sources	-	2,000,000	2,000,000	100.00%	-	2,000,000
<b>Total Operating Revenues</b>	<b>\$ 13,603,870</b>	<b>\$ 17,619,013</b>	<b>\$ 17,029,315</b>	<b>96.65%</b>	<b>\$ 675,521</b>	<b>\$ 17,704,837</b>
<b>Beginning Fund Balance</b>	435,447	-	(219,063)	0.00%	(0)	(219,063)
<b>TOTAL RESOURCES</b>	<b>\$ 14,039,318</b>	<b>\$ 17,619,013</b>	<b>\$ 16,810,252</b>	<b>95.41%</b>	<b>\$ 675,521</b>	<b>\$ 17,485,773</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
Salaries	\$ 5,554,479	\$ 7,380,501	\$ 5,572,081	75.50%	\$ 1,639,543	\$ 7,211,624
Associated Payroll Costs	3,256,844	5,444,292	4,103,492	75.37%	1,383,392	5,486,884
Purchased Services	1,659,155	1,923,156	1,552,910	80.75%	646,611	2,199,521
Supplies and Materials	593,642	633,668	423,801	66.88%	202,382	626,183
Capital Outlay	55,214	665,400	74,664	11.22%	320,000	394,664
Other Objects	556,553	1,569,496	1,490,001	94.93%	79,495	1,569,496
Transfers	-	2,500	-	0.00%	2,500	2,500
<b>Total Operating Expenditures</b>	<b>\$ 11,675,888</b>	<b>\$ 17,619,013</b>	<b>\$ 13,216,948</b>	<b>75.02%</b>	<b>\$ 4,273,924</b>	<b>\$ 17,490,872</b>
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 11,675,888</b>	<b>\$ 17,619,013</b>	<b>\$ 13,216,948</b>	<b>75.02%</b>	<b>\$ 4,273,924</b>	<b>\$ 17,490,872</b>
<b>TOTAL SURPLUS / (DEFICIT)</b>	<b>\$ 2,363,430</b>	<b>\$ -</b>	<b>\$ 3,593,304</b>		<b>\$ (3,598,403)</b>	<b>\$ (5,098)</b>

# Corbett School District 39

## 001 General Fund | Financial Projection by Object

For the Period Ending April 30, 2025



# Corbett School District 39

## 002 Food Service | Financial Projection by Object

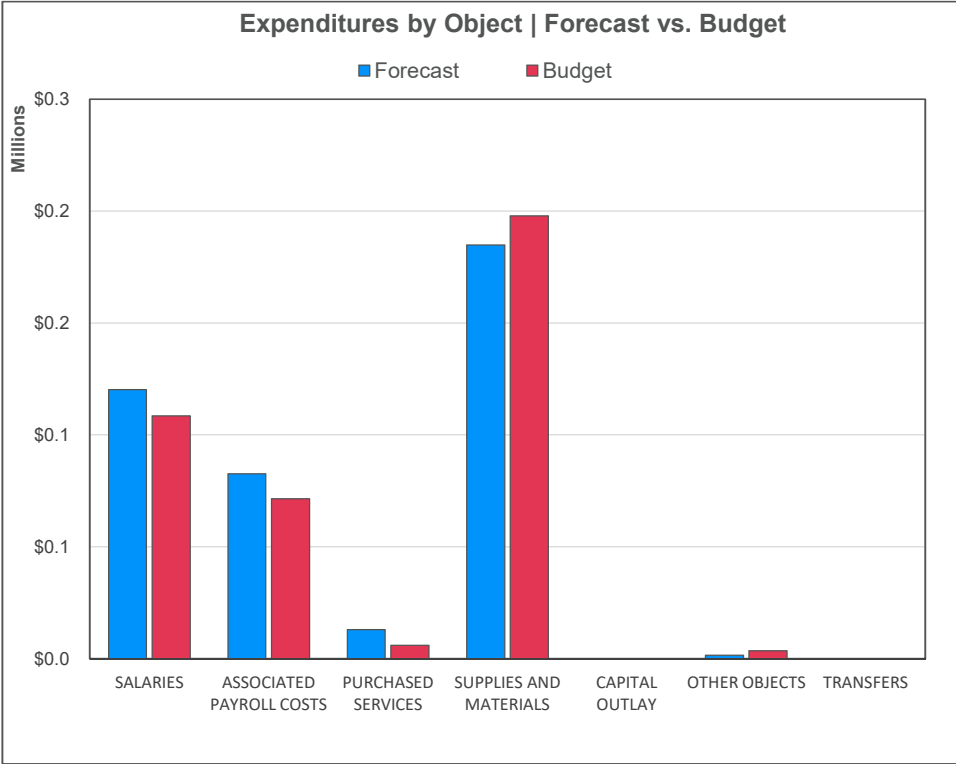
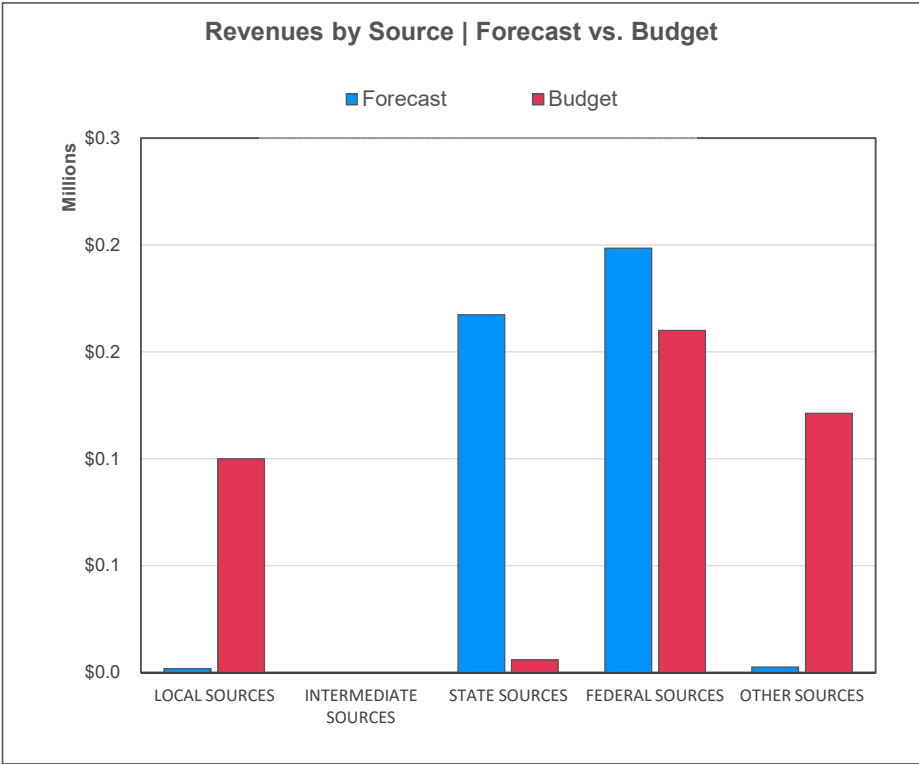
For the Period Ending April 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ 71,379	\$ 100,000	\$ 1,688	1.69%	\$ -	1,688
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	10,831	6,000	91,665	1527.76%	75,695	167,360
Federal Sources	71,715	160,000	101,762	63.60%	96,619	198,380
Other Sources	-	121,268	-	0.00%	2,500	2,500
<b>Total Operating Revenues</b>	<b>\$ 153,926</b>	<b>\$ 387,268</b>	<b>\$ 195,115</b>	<b>50.38%</b>	<b>\$ 174,813</b>	<b>\$ 369,929</b>
Beginning Fund Balance	61,058	-	(89,553)	0.00%	-	(89,553)
<b>TOTAL RESOURCES</b>	<b>\$ 214,984</b>	<b>\$ 387,268</b>	<b>\$ 105,562</b>	<b>27.26%</b>	<b>\$ 174,813</b>	<b>\$ 280,376</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
Salaries	\$ 85,796	\$ 108,509	\$ 94,233	86.84%	\$ 26,016	\$ 120,248
Associated Payroll Costs	54,820	71,397	66,085	92.56%	16,598	82,683
Purchased Services	12,331	6,000	13,003	216.71%	-	13,003
Supplies and Materials	134,339	197,862	164,965	83.37%	19,922	184,886
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	2,006	3,500	1,074	30.68%	435	1,509
Transfers	-	-	-	0.00%	-	-
<b>Total Operating Expenditures</b>	<b>\$ 289,292</b>	<b>\$ 387,268</b>	<b>\$ 339,358</b>	<b>87.63%</b>	<b>\$ 62,971</b>	<b>\$ 402,329</b>
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 289,292</b>	<b>\$ 387,268</b>	<b>\$ 339,358</b>	<b>87.63%</b>	<b>\$ 62,971</b>	<b>\$ 402,329</b>
<b>TOTAL SURPLUS / (DEFICIT)</b>	<b>\$ (74,308)</b>	<b>\$ -</b>	<b>\$ (233,796)</b>		<b>\$ 111,843</b>	<b>\$ (121,953)</b>

# Corbett School District 39

## 002 Food Service | Financial Projection by Object

For the Period Ending April 30, 2025



# Corbett School District 39

## 003 Federal Funds | Financial Projection by Object

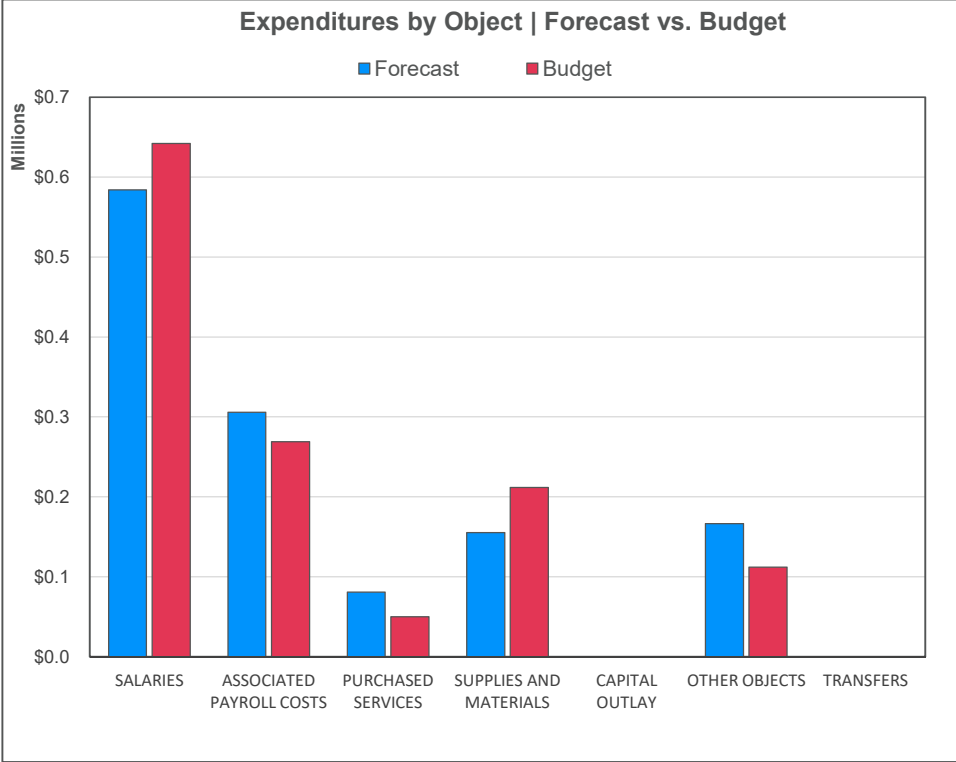
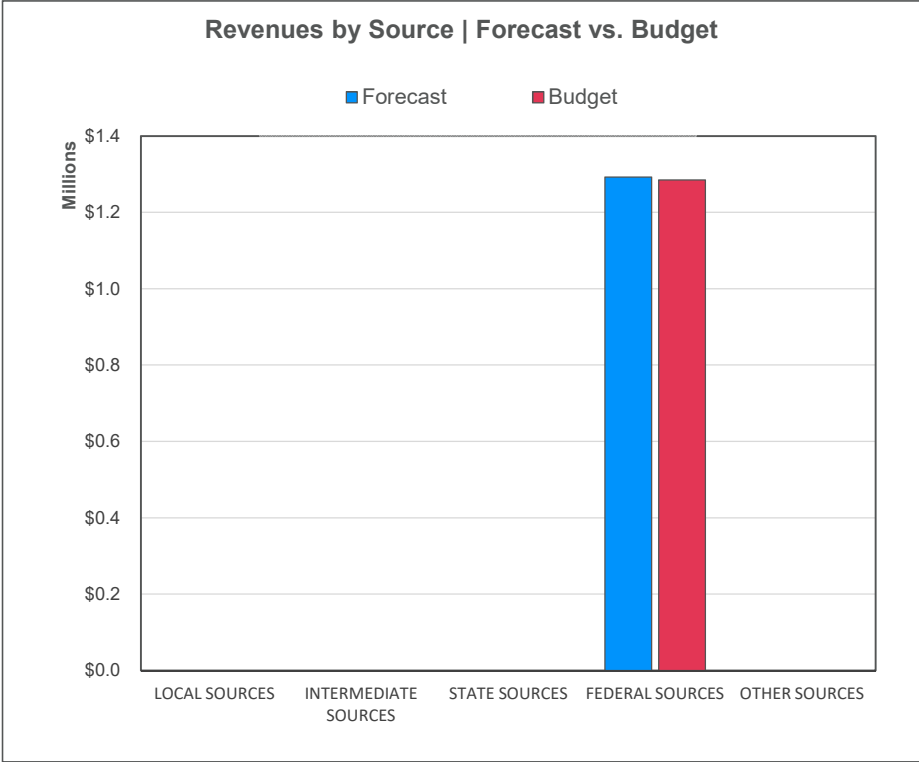
For the Period Ending April 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ -	\$ -	-	0.00%	\$ -	-
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	510,749	1,284,483	726,699	56.58%	565,752	1,292,450
Other Sources	-	-	-	0.00%	-	-
<b>Total Operating Revenues</b>	<b>\$ 510,749</b>	<b>\$ 1,284,483</b>	<b>\$ 726,699</b>	<b>56.58%</b>	<b>\$ 565,752</b>	<b>\$ 1,292,450</b>
<b>Beginning Fund Balance</b>	<b>(582,795)</b>	<b>-</b>	<b>13,500</b>	<b>0.00%</b>	<b>-</b>	<b>13,500</b>
<b>TOTAL RESOURCES</b>	<b>\$ (72,046)</b>	<b>\$ 1,284,483</b>	<b>\$ 740,199</b>	<b>57.63%</b>	<b>\$ 565,752</b>	<b>\$ 1,305,950</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
Salaries	\$ 684,506	\$ 642,084	\$ 444,144	69.17%	\$ 139,792	\$ 583,936
Associated Payroll Costs	259,647	268,997	245,610	91.31%	60,165	305,774
Purchased Services	56,144	49,732	34,965	70.31%	45,876	80,841
Supplies and Materials	31,831	211,583	5,564	2.63%	149,700	155,264
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	91,388	112,087	115,470	103.02%	51,165	166,635
Transfers	-	-	-	0.00%	-	-
<b>Total Operating Expenditures</b>	<b>\$ 1,123,516</b>	<b>\$ 1,284,483</b>	<b>\$ 845,753</b>	<b>65.84%</b>	<b>\$ 446,697</b>	<b>\$ 1,292,450</b>
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 1,123,516</b>	<b>\$ 1,284,483</b>	<b>\$ 845,753</b>	<b>65.84%</b>	<b>\$ 446,697</b>	<b>\$ 1,292,450</b>
<b>TOTAL SURPLUS / (DEFICIT)</b>	<b>\$ (1,195,562)</b>	<b>\$ -</b>	<b>(105,554)</b>		<b>\$ 119,054</b>	<b>\$ 13,500</b>

# Corbett School District 39

## 003 Federal Funds | Financial Projection by Object

For the Period Ending April 30, 2025



# Corbett School District 39

## 004 Student Investment Account | Financial Projection by Object

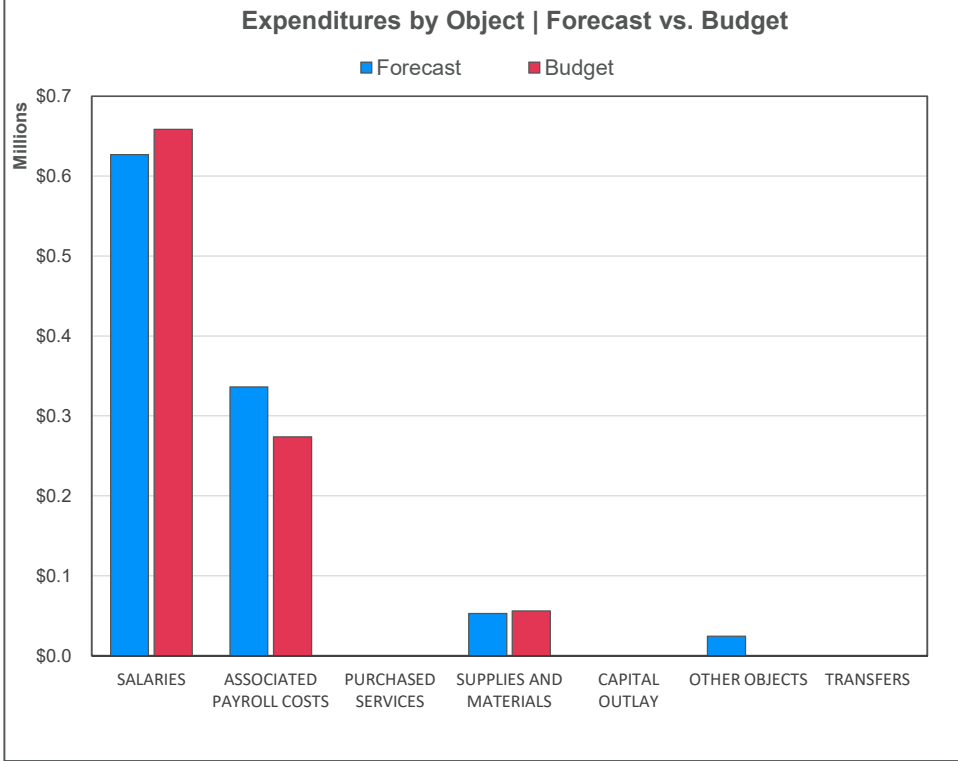
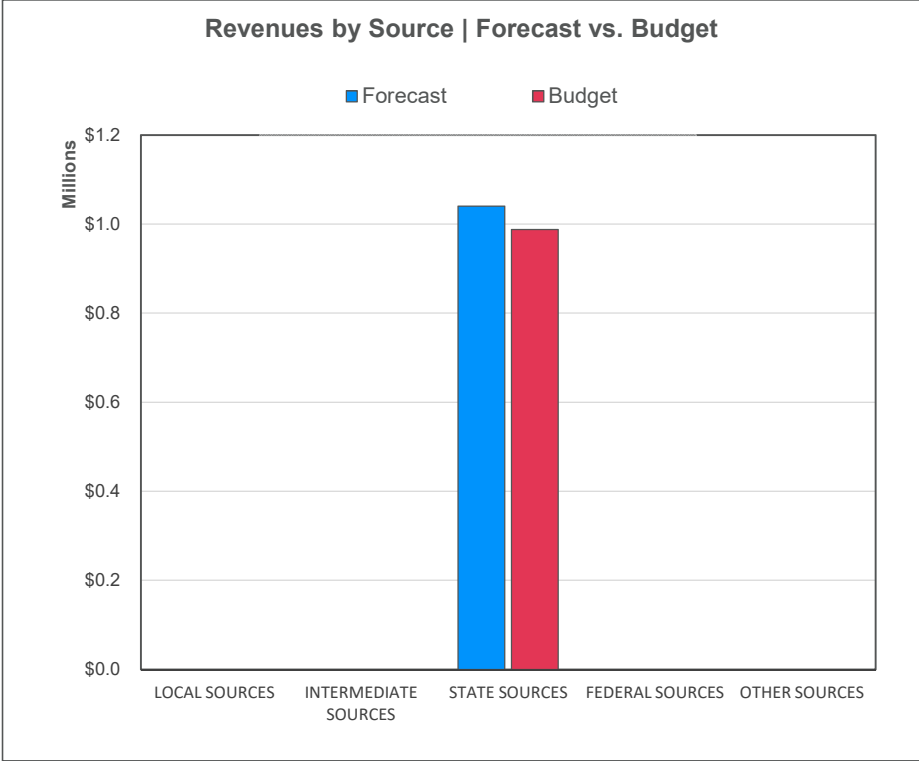
For the Period Ending April 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	988,603	988,000	1,040,006	105.26%	-	1,040,006
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
<b>Total Operating Revenues</b>	<b>\$ 988,603</b>	<b>\$ 988,000</b>	<b>\$ 1,040,006</b>	<b>105.26%</b>	<b>\$ -</b>	<b>\$ 1,040,006</b>
<b>Beginning Fund Balance</b>	-	-	-	0.00%	-	-
<b>TOTAL RESOURCES</b>	<b>\$ 988,603</b>	<b>\$ 988,000</b>	<b>\$ 1,040,006</b>	<b>105.26%</b>	<b>\$ -</b>	<b>\$ 1,040,006</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
Salaries	\$ 526,599	\$ 658,603	\$ 486,519	73.87%	\$ 140,228	\$ 626,747
Associated Payroll Costs	229,765	273,557	276,381	101.03%	59,956	336,337
Purchased Services	290	-	-	0.00%	-	-
Supplies and Materials	-	55,840	16	0.03%	52,592	52,608
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	-	-	24,314	0.00%	-	24,314
Transfers	-	-	-	0.00%	-	-
<b>Total Operating Expenditures</b>	<b>\$ 756,654</b>	<b>\$ 988,000</b>	<b>\$ 787,230</b>	<b>79.68%</b>	<b>\$ 252,776</b>	<b>\$ 1,040,006</b>
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 756,654</b>	<b>\$ 988,000</b>	<b>\$ 787,230</b>	<b>79.68%</b>	<b>\$ 252,776</b>	<b>\$ 1,040,006</b>
<b>TOTAL SURPLUS / (DEFICIT)</b>	<b>\$ 231,950</b>	<b>\$ -</b>	<b>\$ 252,776</b>		<b>\$ (252,776)</b>	<b>\$ 0</b>

# Corbett School District 39

## 004 Student Investment Account | Financial Projection by Object

For the Period Ending April 30, 2025



# Corbett School District 39

## 011 GO Bond Debt Service | Financial Projection by Object

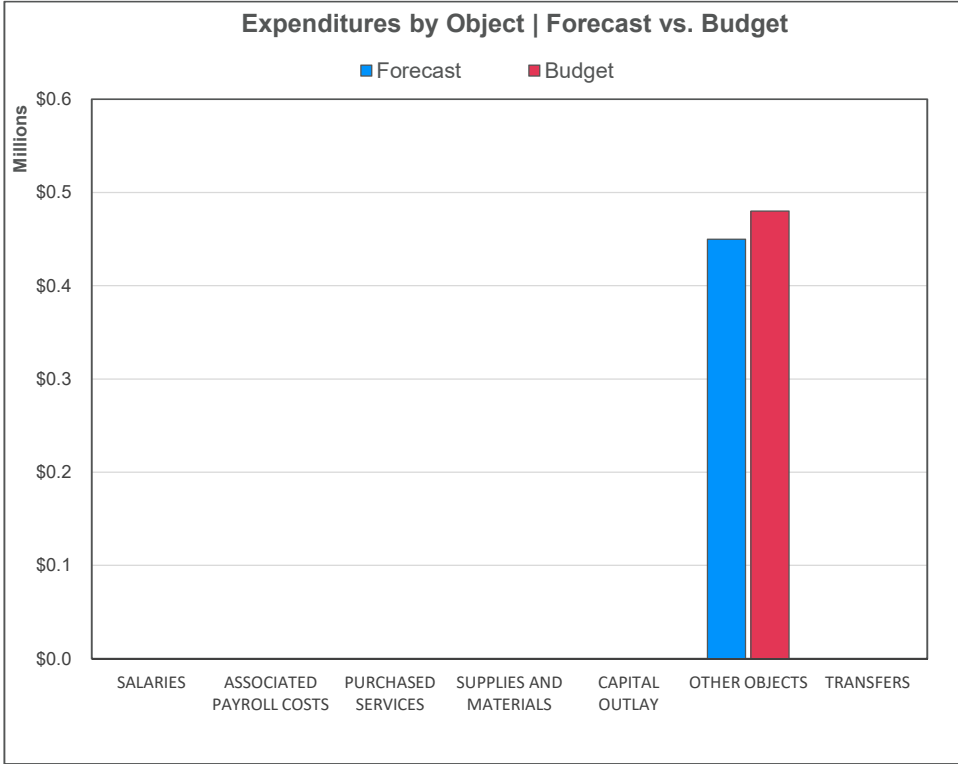
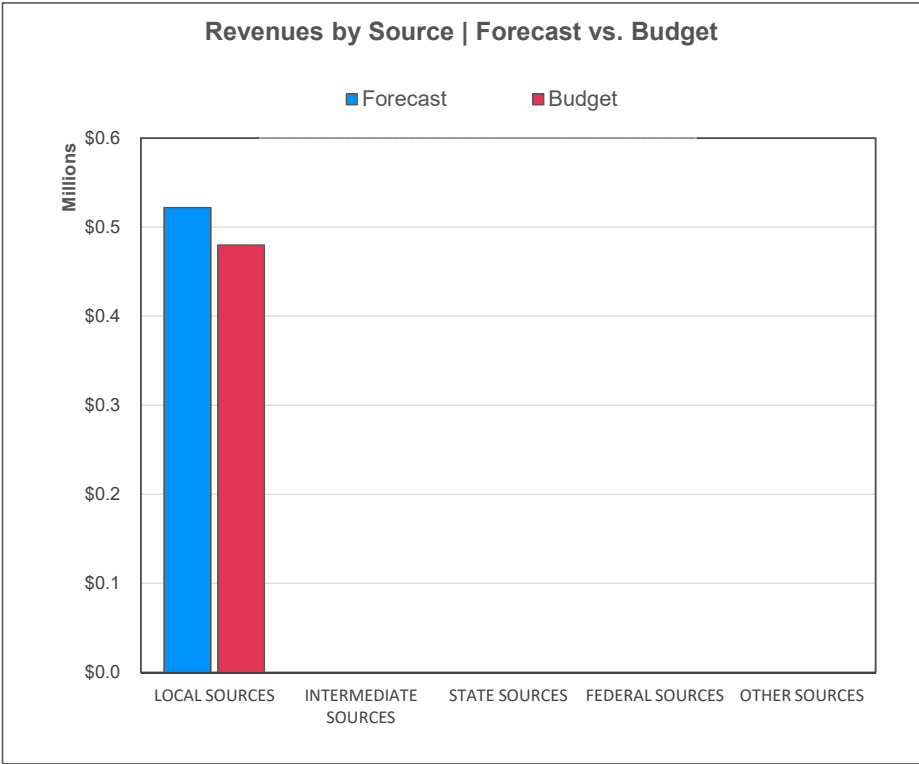
For the Period Ending April 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ 482,994	\$ 479,945	\$ 473,108	98.58%	\$ 48,676	\$ 521,785
Intermediate Sources	186	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
<b>Total Operating Revenues</b>	<b>\$ 483,179</b>	<b>\$ 479,945</b>	<b>\$ 473,108</b>	<b>98.58%</b>	<b>\$ 48,676</b>	<b>\$ 521,785</b>
<b>Beginning Fund Balance</b>	10,198	-	97,626	0.00%	178	97,804
<b>TOTAL RESOURCES</b>	<b>\$ 493,377</b>	<b>\$ 479,945</b>	<b>\$ 570,734</b>	<b>118.92%</b>	<b>\$ 48,855</b>	<b>\$ 619,588</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
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	479,945	25,844	5.38%	423,988	449,832
Transfers	-	-	-	0.00%	-	-
<b>Total Operating Expenditures</b>	<b>\$ 27,922</b>	<b>\$ 479,945</b>	<b>\$ 25,844</b>	<b>5.38%</b>	<b>\$ 423,988</b>	<b>\$ 449,832</b>
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 27,922</b>	<b>\$ 479,945</b>	<b>\$ 25,844</b>	<b>5.38%</b>	<b>\$ 423,988</b>	<b>\$ 449,832</b>
<b>TOTAL SURPLUS / (DEFICIT)</b>	<b>\$ 465,455</b>	<b>\$ -</b>	<b>\$ 544,890</b>		<b>\$ (375,312)</b>	<b>\$ 169,756</b>

# Corbett School District 39

## 011 GO Bond Debt Service | Financial Projection by Object

For the Period Ending April 30, 2025



# Corbett School District 39

## 020 Energy Projects Fund | Financial Projection by Object

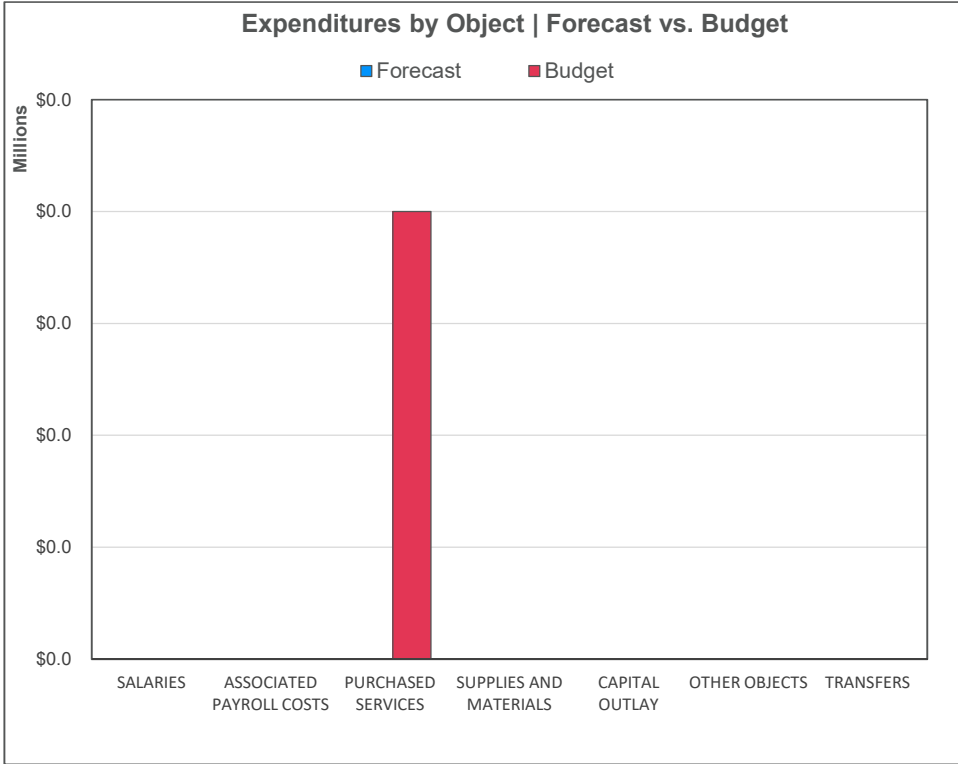
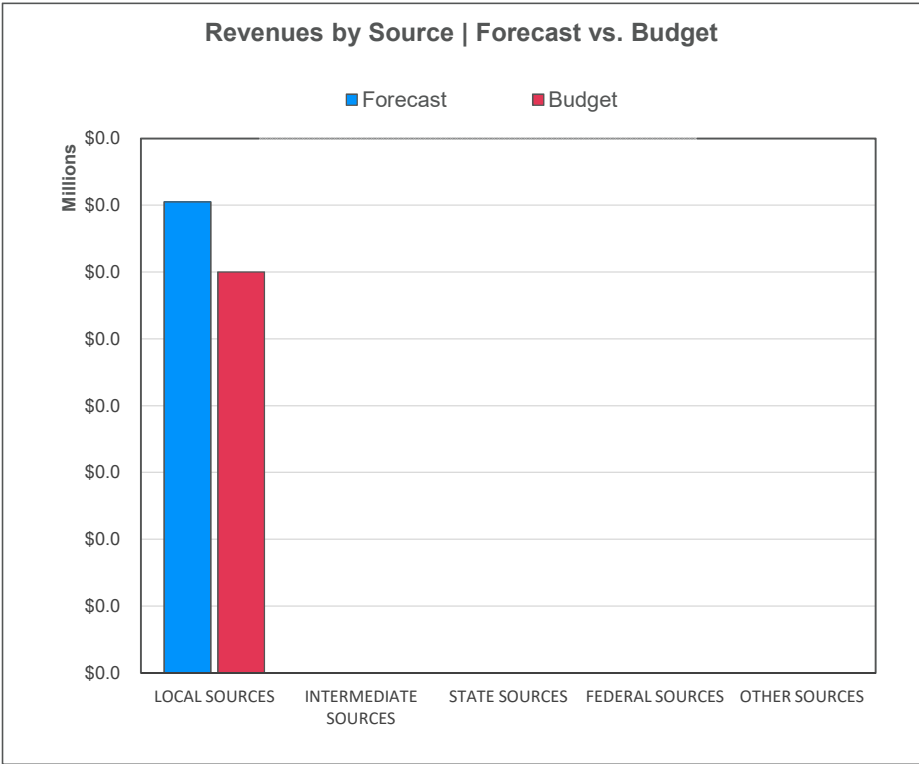
For the Period Ending April 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ 26,739	\$ 30,000	\$ 28,000	93.33%	\$ 7,237	\$ 35,237
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
<b>Total Operating Revenues</b>	<b>\$ 26,739</b>	<b>\$ 30,000</b>	<b>\$ 28,000</b>	<b>93.33%</b>	<b>\$ 7,237</b>	<b>\$ 35,237</b>
<b>Beginning Fund Balance</b>	<b>55,301</b>	<b>-</b>	<b>89,694</b>	<b>0.00%</b>	<b>-</b>	<b>89,694</b>
<b>TOTAL RESOURCES</b>	<b>\$ 82,039</b>	<b>\$ 30,000</b>	<b>\$ 117,694</b>	<b>392.31%</b>	<b>\$ 7,237</b>	<b>\$ 124,931</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
Salaries	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Associated Payroll Costs	-	-	-	0.00%	-	-
Purchased Services	-	20,000	-	0.00%	-	-
Supplies and Materials	-	-	-	0.00%	-	-
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	-	-	-	0.00%	-	-
Transfers	-	-	-	0.00%	-	-
<b>Total Operating Expenditures</b>	<b>\$ -</b>	<b>\$ 20,000</b>	<b>\$ -</b>	<b>0.00%</b>	<b>\$ -</b>	<b>\$ -</b>
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	10,000	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ -</b>	<b>\$ 30,000</b>	<b>\$ -</b>	<b>0.00%</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL SURPLUS / (DEFICIT)</b>	<b>\$ 82,039</b>	<b>\$ -</b>	<b>\$ 117,694</b>		<b>\$ 7,237</b>	<b>\$ 124,931</b>

# Corbett School District 39

## 020 Energy Projects Fund | Financial Projection by Object

For the Period Ending April 30, 2025





**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF PLANNING, EVALUATION, AND POLICY DEVELOPMENT**

April 29, 2025

Jeanne Swift

CORBETT SCHOOL DISTRICT 39

Notice of Non-Continuation of Grant Award

Dear Jeanne Swift:

This letter provides notice that the United States Department of Education has determined not to continue your federal award, S184H220100, in its entirety, effective at the end of your current grant budget period. *See, inter alia*, 34 C.F.R. § 75.253(a)(5) and (f)(1).

Continuation requires “a determination from the Secretary that continuation of the project is in the best interest of the Federal Government.” *Id.* The Department has undertaken a review of grants and determined that the grant specified above provides funding for programs that reflect the prior Administration’s priorities and policy preferences and conflict with those of the current Administration, in that the programs: violate the letter or purpose of Federal civil rights law; conflict with the Department’s policy of prioritizing merit, fairness, and excellence in education; undermine the well-being of the students these programs are intended to help; or constitute an inappropriate use of federal funds. The grant is therefore inconsistent with, and no longer effectuates, the best interest of the Federal Government and will not be continued.

Pursuant to 34 C.F.R. § 75.253(g), you may request reconsideration of this decision. To do so, you must submit information and documentation supporting your position, in writing, within 30 calendar days of the date of this non-continuation grant award notice. Requests for reconsideration must be sent by email or first-class mail and addressed to:

Hayley Sanon  
Acting Assistant Secretary for Elementary and Secondary Education  
Office of Elementary and Secondary Education  
U.S. Department of Education  
[OESEGrants@ed.gov](mailto:OESEGrants@ed.gov)  
400 Maryland Ave. SW

400 MARYLAND AVE., S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

Washington, DC 20202

Your request for reconsideration should set forth your basis for disagreeing with the Department's decision not to make a continuation award and include any relevant supporting documentation. *See* 34 C.F.R. § 75.253(g) and 2 C.F.R. § 200.342. Grantees will not be offered a no-cost extension consistent with the Department's discretionary authority under 34 C.F.R. § 75.253(h) and 2 C.F.R. § 200.308(g)(2).

You are encouraged to carefully review and discharge your closeout responsibilities set forth in 2 C.F.R. § 200.344-46 and your award agreement. Those responsibilities include, but are not limited to, your obligation to "promptly refund any unobligated funds" that have been paid out but "are not authorized to be retained." *See* 2 C.F.R. § 200.344(g). Failure to do so will result in the Department filing a report documenting your "material failure to comply with the terms and conditions of" this award on SAM.gov and taking any other appropriate enforcement actions, which could impact your eligibility for future grants and may result in additional liabilities. *See id.* § 200.344(i). Additionally, under 2 C.F.R. § 200.344(b), you are required to submit all final reports by no later than 120 calendar days after the end of the grant period of performance. Finally, we also remind you of your responsibility to retain all Federal award records for three years from the date of submission of your final financial report. *See* 2 C.F.R. § 200.334

Sincerely,

A handwritten signature in blue ink, appearing to read 'Murray Bessette', with a long horizontal line extending to the right.

Murray Bessette  
Office of Planning, Evaluation, and Policy Development  
400 Maryland Ave. SW  
Washington, DC 20202

400 MARYLAND AVE., S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

## Corbett SD 39 25-27 Integrated Programs Application

### Needs Assessment Summary

**Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)**

Corbett School District #39 conducted a comprehensive needs assessment to inform the development of our Integrated Guidance plan and associated budget priorities. Our process combined a thorough analysis of quantitative data with deep stakeholder engagement to ensure that our plan reflects both state priorities and local needs.

We began by reviewing disaggregated state and local data, including:

ODE's At-A-Glance School and District Profiles

OSAS scores in ELA, Math, and Science

9th Grade On-Track and 4-year Cohort Graduation data

Attendance and behavior data

English Language Proficiency Assessment (ELPA) results

CTE Concentrator and Program of Study data

Local labor market information from the Oregon Employment Department

To complement the data review, we engaged stakeholders through community surveys, staff focus groups, student listening sessions, and meetings with our District Leadership Team and School Board. We also worked with CTE partners and regional coordinators to assess current access and equity in career-connected learning.

Key trends that emerged from our needs assessment include:

Chronic absenteeism and engagement challenges in specific grade bands, particularly at the middle level, are impacting academic achievement and overall wellness.

Achievement gaps are present for students with disabilities and students from economically disadvantaged backgrounds, particularly in literacy and math performance.

Stakeholders expressed a strong desire for hands-on, real-world learning, including more robust access to CTE pathways, internships, and partnerships with local businesses.

Our CTE programs are growing, with high student satisfaction, but access and equity remain priorities—especially ensuring all students see themselves in future-focused career pathways. The district is seeing increased demand for mental health supports and social-emotional learning, as students continue to recover from pandemic-related impacts on well-being. Families want more involvement and communication in school planning and learning pathways, as well as smoother transitions between grade levels and into post-secondary opportunities. These insights directly shaped our plan. Key investments include:

- Expanding access to existing and new CTE pathways aligned to local workforce needs, including outdoor science, digital media, and trades-based programs.
- Investing in attendance supports and student engagement strategies, especially at the middle school level.
- Providing targeted interventions in literacy and math, with a focus on students with IEPs and those experiencing poverty.
- Enhancing mental health services and school counseling capacity.
- Offering professional learning on trauma-informed, inclusive, and culturally responsive practices.
- Strengthening family and community engagement structures to ensure inclusive decision-making and student success.

The integrated use of state and local data, paired with authentic community input, ensures our plan is grounded in the needs of Corbett students and families, and reflective of our commitment to whole-child success.

***Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)***

### **Equity Advanced (250 words or less per question)**

**1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

Corbett School District used our district-adopted equity lens to guide both planning and budgeting decisions for the Integrated Guidance process. This tool helped ensure that every step of our needs assessment, strategy development, and resource allocation was centered on identifying and addressing disparities in opportunity and outcomes—particularly for students with disabilities, students navigating poverty, and multilingual learners.

The  symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

The equity lens informed our stakeholder engagement approach, ensuring we prioritized the voices of students and families historically underserved by the system. This included targeted outreach, translated materials, and listening sessions facilitated in inclusive settings.

From our outcome/strategies Smartsheet, several key strategies reflect this equity-focused approach:

Strategy: Strengthen student engagement and connection

Activity: Launch a middle school advisory program and targeted attendance interventions with mentoring components for students with chronic absenteeism, especially focal students.

Strategy: Expand access to rigorous, relevant learning

Activity: Grow CTE offerings and ensure multilingual learners and students with IEPs receive individualized guidance and supports to participate in and complete pathways.

Strategy: Improve mental health and SEL supports

Activity: Increase counseling hours and provide trauma-informed professional development, with a focus on practices that reduce discipline disparities for focal groups.

By aligning our activities to the needs of specific student populations, we are committed to moving beyond one-size-fits-all solutions toward targeted, equity-driven supports that ensure all Corbett students can thrive.

## **2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?**

Corbett School District has developed a professional development plan for the biennium that is intentional, ongoing, and aligned with the cultural, social-emotional, and academic needs of all students—particularly those identified as focal students.

Our plan includes the following key areas:

Culturally Responsive and Inclusive Practices:

Staff will participate in training to deepen understanding of cultural identity, implicit bias, and inclusive instructional strategies. We are partnering with equity consultants and regional ESD staff to facilitate this work. A focus will be placed on ensuring that multilingual learners, students with disabilities, and students from historically marginalized communities feel seen and supported in our classrooms.

Trauma-Informed and SEL Practices:

Teachers, specialists, and administrators will receive training in trauma-informed practices, restorative approaches, and strategies to foster strong student-teacher relationships. This includes using SEL curricula with fidelity and responding to behaviors in ways that preserve dignity and promote regulation.

High-Impact Instructional Strategies:

The  symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Ongoing coaching and PLC time will be dedicated to evidence-based literacy and math instruction, differentiated to meet diverse learner needs. Specific support will be provided to improve outcomes for students not yet meeting benchmarks.

CTE and Career-Connected Learning Expansion:

Staff involved in CTE programs will receive training on industry-aligned practices and on strategies to support access and equity in pathway participation for focal student groups.

This professional learning approach is cyclical, job-embedded, and tied directly to student data and district goals.

**3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒**

Following the outlined policies and procedures found in Title VII-B of the McKinney-Vento Homeless Assistance Act, we will provide a “best interest” place of learning for any child that presents to us. Additionally, our students identified under this policy will remain anonymous, and information only passed to confidential and administrative staff members on a need-to-know basis in order to honor and protect the student and the family. These students will be allowed to participate in all school activities (clubs, sports, theater, etc) as is appropriate to their pleasure and their skill level. Our students who identify with this group will be granted transportation to and from school events that they have joined.

**4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒**

At Corbett School District we are providing equitable work-based learning experiences for students in a wide range of career paths, on and off campus to allow access for all students. Via the University of Oregon’s CIS systems, students can decide on a career path or course schedule at Mt. Hood Community College during high school, or post secondary, after high school graduation. Corbett also has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). One special education high school teacher also acts as the transition teacher for students who are graduating or may be aging out of being school age. The YTP Specialist attends all IEP meetings acting as an advocate for students potentially graduating or those who are continuing to receive transition services through the age twenty-two.

**Well-Rounded Education (250 words or less per question)**

**1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.**

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

As part of our Integrated Guidance process, Corbett School District conducted a review of our instructional programs using the ODE Program Review Tool and aligned our analysis with Oregon’s Early Literacy Framework. This process led to several updates in both our early literacy practices and our broader approach to K–12 teaching and learning.

Our early literacy review highlighted a need for greater coherence in our Tier 1 instruction, particularly around structured, evidence-based reading practices in K–3 classrooms. In response, we are aligning instructional materials and assessment practices with the Science of Reading, and investing in ongoing professional development for teachers and specialists. We are also working to better integrate universal screeners and progress monitoring tools to guide timely interventions and reduce early literacy gaps for focal student groups.

Through the broader Program Review Tool, we identified the need to improve vertical alignment and access to rigorous, standards-based instruction across grade levels. This includes enhancing opportunities for academic acceleration and targeted supports, particularly for students with disabilities, multilingual learners, and students experiencing poverty.

Changes based on these reviews include:

Adopting or updating early literacy curriculum aligned with state guidance

Expanding professional development in structured literacy and inclusive practices

Strengthening MTSS structures to ensure consistent Tier 2 and Tier 3 supports

Implementing common planning time for vertical articulation among grade-level teams

These updates reflect our commitment to continuous improvement and ensuring that every Corbett student has access to high-quality, equitable instruction starting in the early grades.

**2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.**

**3.  How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?**

Corbett has historically selected independent adoptions for their curricula throughout the district, and with those selections have maintained the fidelity of teaching to the standards within an allowable scope and sequence for the students they serve in each building. Additionally, this year the grade school adopted the use of standards-based progress reports to help guide teaching and to more equitably monitor progress. Furthermore Corbett Grade School has a two-year curriculum plan that is vertically aligned throughout the multi age classes of K-5. In middle school, there are 2-year general curriculum / unit cycles. Every time teachers come back to a specific unit, they update it and modify it to meet the specific needs of their current students. CAPS has a 3-year curriculum rotation that is standards-based. The Corbett high school’s curriculum is updated and aligned yearly to College Board Advanced

The  symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Placement (AP) standards in AP courses, and aligned to state standards in traditional math classes. There is a vertical alignment to state standards in English courses grades 8 through 12.

**4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒**

At Corbett, we can ensure our instruction is intentional, engaging, and challenging because of our multiage classrooms in K-6, our project-based learning in our middle school, and the AP for ALL program in high school. Multi-age classrooms that use continuous progress to allow students to advance at the rate that is unique and best for their learning journey has been a staple in our grade school for many years. We continue it because it works for our students. Many K-5 classrooms incorporate Genius Hour to provide time for choice in learning and an opportunity to share what they are passionate about. Younger classrooms also have exploratory time that helps to develop critical thinking skills. In middle school, student choice and deep, interdisciplinary and meaningful teaching, ensures our students are engaged and challenged. Our high school students collaborate and learn in AP classes that are co-seated with non-AP high school level students so that all students receive high quality, rigorous instruction. By using student choice to increase engagement, Genius Hour and AP coursework to ensure the students are challenged, and project-based and inquiry approaches to make learning intentional, Corbett continues to make meaningful connections with our students and their goals and make knowledge accessible to all of our students. Students served at Corbett who are identified as English Language Learners (ELLs) or special education receive small group instruction that ensures their learning is tied to the general education classroom while receiving individualized accommodations or modifications as defined by each student's plan or need.

**5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒**

Our goal as a district is to ensure emotional as well as physical safety to our students, staff, and other stakeholders. For a start, we hope to build a more welcoming environment with posters and wall hangings throughout the district that highlight all of the children and families represented here. CSD would like to create an academic environment where parents and community members are welcome to share their concerns, their conversation, and culture with building leaders. We have a RING doorbell system at the Grade School. In all buildings, we have a wonderful team at the front desk for welcoming families and students in the morning. They are also there for late arrivals. Volunteers have a check-in process that is consistent and well documented. They are asked to wear visitor badges and all staff wear staff badges as well. We are now moving to the use of secure swipe badges instead of keys to enter all buildings. In addition, all outside doors are locked and all classroom doors should be locked. We have security drills for all event types monthly so that in the event of a live situation, every person will know their role and the children will feel confident in their ability to follow instructions and procedures they have practiced several times already.

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

**6. ☒ How do you ensure students have access to strong school library programs? ☒**

Of all of the initiatives in place and under consideration, at CSD 39 increased literacy is still a must for all students to become productive citizens beyond their K-12 years, no matter what their next steps are beyond our campuses. Corbett School District is a strong proponent of literacy, and we have created comprehensive libraries in each of our classrooms. At the Grade School, each classroom boasts an extensive class library and an annual book fair is held where each student may purchase books, but teachers also gift a book to each student. Books from the Book Fair are also purchased by the PTA to bolster each classroom library. The elementary school also has an annual field trip to the public library to get their students acclimated there. Furthermore, the Grade School enjoys a partnership with the Multnomah County Library that offers a summer reading opportunity to all students. In our middle schools, including our campus that has a focus on performing arts with Spanish (CAPS), robust classroom libraries are updated yearly with an added bonus of media literacy being taught in our middle school classrooms at CAPS. Our highschool students participate in the Everybody Reads program, have access to classroom libraries in each content classroom, and unlimited homeroom access to books. Additionally, in our Special Education classes, online research and literature is aligned in special education to the general education curriculum. Special education teachers have individualized libraries within their classrooms that provide other modalities of instruction and various levels of understanding that connect students to general education.

**7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?**

Corbett School District monitors the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through a combination of data tracking, staff collaboration, and student-centered support systems.

We use a Multi-Tiered System of Supports (MTSS) to identify student needs early and ensure appropriate interventions are provided. Staff track attendance, behavior incidents, classroom observations, and referral data to monitor emotional wellness and self-regulation trends. Our student support teams meet regularly to review this data and adjust intervention plans accordingly. School counselors, behavior support staff, and teachers work closely to provide Tier 2 and Tier 3 supports, including small-group counseling, check-ins/check-outs, and targeted SEL skill-building sessions. We monitor student progress through behavior tracking tools (e.g., point sheets, reflection logs), as well as periodic teacher and counselor feedback forms.

At the Tier 1 level, all staff are trained in trauma-informed and SEL practices, and we use screeners such as Panorama to assess social-emotional growth.

When appropriate, we partner with local mental health providers to deliver school-based therapy and crisis supports. Staff and families collaborate on student support plans, and progress is reviewed in Student Support Team (SST) or IEP meetings for students with more intensive needs.

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Through this multi-faceted approach, we ensure our interventions are both proactive and responsive, and that we are continuously assessing their effectiveness in promoting well-being and readiness to learn.

**8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒**

Our students are assessed as early as the second grade for above average cognitive abilities and entry to our Talented and Gifted (TAG) Program. Once these students are identified, each has a TAG plan with strategies and ideas for how to engage these students and their particular areas of excellence and creativity. Outside of those students within the TAG Program, there are several opportunities throughout the district for our students to be challenged in specific buildings and classrooms. Our project-based curriculum allows for in-depth study. Here at Corbett students that are exceeding academic expectations for their grade level are provided with opportunities to work above their grade level. We encourage a continuous learning model in all areas. The multi-grade level aspect of the classrooms in the grade school requires teachers to differentiate to meet the needs of the kids based on performance, not on their grade level. For certain subjects students that are performing above grade level standards are also given the opportunity to test into higher subject levels. Student progress is monitored and a team of teachers and administrators (also parents) work together to determine learning plans for students to meet their needs. There are groups of teachers, counselors, and administration who form the Student Assessment Team (SAT). They meet to work together to decide whether a child is in need of intervention support, a 504 plan, or a referral to SpEd. Additionally, we have Advanced Placement (AP) classes for students in high school as well for college credit coursework through Mount Hood Community College.

**9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.**

The Corbett School District is not developing a new CTE Program of Study at this time.

**10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒**

"At Corbett School District we are providing equitable work-based learning experiences for students in a wide range of career paths, on and off campus to allow access for all students. Via the University of Oregon's CIS systems, students can decide on a career path or course schedule at Mt. Hood Community College during high school, or post secondary, after high school graduation. Corbett also has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). One special education high school teacher also acts as the transition teacher for students who are graduating or may be aging out of being school age. The

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YTP Specialist attends all IEP meetings acting as an advocate for students potentially graduating or those who are continuing to receive transition services through the age twenty-two."

**11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒**

At Corbett School District, all students have access to AP courses in most subject areas. As participants in the AP for All Program, students are encouraged to take AP coursework, not only to challenge themselves, but also to prove to themselves that they can be successful doing the work. Another way this is shown is that students in the eleventh and twelfth grades have access to College Now dual enrollment classes in Biology and US History. Corbett, as previously mentioned, has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). Moreover, thirty students per year take classes at MHCC through Middle College to increase their CTE opportunities and to take college-level coursework. All credits taken at MHCC are advanced academics or career-related learning and helps to form a well-rounded education and mold students into critically-thinking citizens and community leaders.

**Engaged Community (250 words or less per question)**

**1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**

"Over the past two years, Corbett School District has made intentional improvements to increase the inclusiveness and effectiveness of our community engagement efforts—particularly with focal students, families, and staff.

We have diversified our outreach methods to include surveys, listening sessions, multilingual communications, and in-person events that center family voice. We've taken steps to ensure better accessibility by offering translation services, sending information through multiple platforms (email, text, paper), and coordinating event times to accommodate working families.

Our Student Advisory groups have been expanded to elevate student voice, with representation from middle and high school students across different identity groups. Additionally, we've created more formal opportunities for staff input in planning and decision-making, including feedback loops through school-level leadership teams and cross-role collaboration.

One significant shift has been a focus on relationship-based engagement, especially for families of students who have been historically underserved. This includes personalized outreach from

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counselors, administrators, and behavior support staff, as well as partnering with local organizations to build trust.

Despite these gains, some barriers persist. These include:

Transportation and scheduling challenges that limit participation in in-person events.

Language and cultural differences that may still inhibit some families from fully engaging.

Digital access inequities, particularly for surveys and virtual forums.

We continue to refine our strategies to remove these barriers by listening deeply, adapting our approaches, and remaining committed to meaningful, two-way engagement with our entire community."

**3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)**

"Corbett School District used multiple strategies to engage focal students and their families throughout the Integrated Guidance planning process, ensuring their voices directly informed our priorities and decisions.

**Targeted Listening Sessions and Surveys**

We hosted in-person and virtual listening sessions designed to elevate the voices of families of students with disabilities, multilingual learners, and students experiencing poverty. To increase accessibility, all written communications related to these events—including invitations, surveys, and summaries—were translated into Romanian (17 families), Spanish (11 families), and Russian (4 families). While we do not regularly offer live interpretation, we ensured all families received information in their home language.

**Student Voice Forums and Advisory Groups**

Middle and high school students participated in small-group forums focused on school climate, mental health, and academic engagement. These forums included representation from focal student groups and were held during the school day in familiar environments to encourage honest input. Student feedback was summarized and reviewed by leadership teams during plan development.

Additionally, school counselors and support staff conducted personalized outreach to families who may have faced barriers to traditional engagement. This included phone calls and home-language follow-up to ensure their perspectives were included.

These intentional efforts helped make the planning process more equitable, inclusive, and reflective of the needs of all Corbett students and families."

**4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)**

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"Corbett School District intentionally engaged both classified and certified staff throughout the Integrated Guidance planning process to ensure broad input, foster ownership, and align the plan with day-to-day realities in our schools.

#### Staff Surveys and Focus Groups

We distributed district-wide surveys to all staff—classified and certified—to gather input on student needs, instructional priorities, professional development, and working conditions. Surveys included both scaled items and open-response questions to allow staff to share detailed ideas and concerns. In addition, we held targeted focus groups, including separate sessions for instructional assistants, front office staff, and teachers, to explore emerging themes and capture different role-based perspectives.

#### Shared Leadership and Decision-Making Structures

Staff engagement was built into our existing structures, such as school-based leadership teams and PLCs (Professional Learning Communities). These groups reviewed key data, reflected on current practices, and helped shape the strategies prioritized in the Integrated Plan. Team leads brought feedback to district-level planning sessions, ensuring a consistent two-way communication loop. We also shared working drafts of the plan with staff for review and comment, providing opportunities to refine activities and ensure feasibility from a staffing perspective. Staff engagement wasn't a one-time event but an ongoing process integrated into our regular rhythm of collaboration and improvement."

### ***Outcome of Engagement***

#### **11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.**

"Through our holistic community and staff engagement process, Corbett School District gathered valuable insights that shaped every aspect of our Integrated Guidance planning. From families and community members, we heard a strong desire for more relevant, real-world learning opportunities, such as expanded CTE pathways and work-based learning. Families also emphasized the need for better mental health supports and stronger communication, particularly for transitions between school levels. Multilingual families highlighted the importance of continued access to translated information and culturally responsive practices. From students, especially focal students, we heard a need for stronger relationships with adults at school, more inclusive school climates, and more opportunities for voice and choice in learning.

From classified and certified staff, we learned that there is a pressing need for additional professional development on trauma-informed practices, more support for student mental health needs, and greater coherence in literacy and math instruction across grade levels.

We applied this input directly in our planning by:

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Prioritizing investments in CTE expansion, mental health staffing, and family engagement structures.

Allocating resources for SEL curriculum implementation and staff professional development focused on inclusivity and trauma-informed care.

Embedding student voice mechanisms into school improvement efforts.

Ensuring early literacy initiatives align with structured, evidence-based practices to support focal students.

By listening carefully and responding directly, we are building a plan that reflects the real, diverse needs of Corbett students, families, and staff."

## Strengthened Systems and Capacity (250 words or less per question)

**1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒**

At Corbett School District, our human resources department works to recruit and retain quality educational leaders with postings on TalentEd Hire. Job postings are created, evaluated, and reviewed collaboratively with the hiring manager to cover as much information about job descriptions, essential job functions, knowledge and skills, physical requirements, education, and related experience necessary to represent the students our employees serve. We also work closely with colleges of education and go to the annual Oregon Professional Educator Job Fair to find qualified candidates. We also communicate with our retired teachers, substitute teachers, and students of color to let them know when positions are vacant so they can share that information with their communities in hopes that we could garner a more diverse body of applicants.

**3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒**

Under the direction of our new superintendent, Corbett School District Cabinet members have developed a K-12 consequence matrix to help reduce the overuse of discipline practices that removes students from the classroom. The purpose of this document is to familiarize stakeholders with specific behavior incidents and the potential consequences for student behavior violations. This document contains incident type definitions and potential discipline resolution(s) associated with various behavior incidents. The District shall not discriminate against a qualified student with a disability (IEP or 504 Plan) in their programs and activities, including in connection with policies, procedures, and practices related to student discipline. The material covered within our K-12 Consequence Matrix is intended as a method of communicating to students and parents regarding general student incidents and possible resolutions, and is not intended to either enlarge or diminish

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any Board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Any information contained in our consequence matrix is subject to unilateral revision or elimination from time to time without notice.

**6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒**

Corbett School District, despite its size, offers career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment. On campus we offer work-based learning (office management, kitchen management) in our emerging CTE program as part of our high school technical education classes. Off campus work-based learning for students in grades 11-12 for elective credit is available at our local community college, Mt. Hood. Additionally, all students in 9-12 use The Oregon Career Information System (CIS) through University of Oregon to do career planning, career interest surveys, and to learn about careers. The CIS provides a system of occupational and educational information to help pre-adults and adults in Oregon learn about the world of work and education. They work with several entities in Oregon like schools, colleges, social agencies, and businesses who provide career guidance and employee development services. CIS is used at Corbett with our students to assist them with the process of career planning or career transition. Furthermore, at CSD, our students all have access to one-on-one sessions with counselors and their building principals to discuss college and career goals and pathways.

**7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.**

## Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

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1.  Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

General Fund

3. If you answered “Other” on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Hiring

Purchasing Curricula & Materials

5. If you answered “Other” on #4, then please describe below:

**\*Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades\***

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

Corbett Grade School - 70%

Corbett Arts Program w/ Spanish - 30%

### Feedback (250 words or less per question)

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## How can ODE support your continuous improvement process?

ODE can support Corbett’s continuous improvement by providing timely access to clear, disaggregated data and offering technical assistance in interpreting that data to inform planning. Continued guidance on implementing high-leverage practices—especially in early literacy, MTSS, and equity-centered instruction—would strengthen our efforts. We also value opportunities for regional collaboration and learning from peer districts. Streamlined communication, aligned tools across initiatives, and support in navigating grant requirements will help us stay focused on what matters most: improving outcomes for all students, particularly those in focal groups.

### Plan Summary

**Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

Corbett School District’s Integrated Guidance Plan is designed to ensure that every student is known, supported, and prepared for success both in school and in life. Grounded in equity, whole-child support, and academic excellence, the plan responds directly to the strengths and needs identified through our community engagement process and data review.

#### Vision and Rationale

The vision of our plan is to cultivate learning environments where all students—especially those in focal groups—feel a strong sense of belonging, have access to high-quality instruction, and are supported along personalized pathways to graduation and future success. Our approach blends Tier 1 improvements for all students with targeted supports for those who need them most.

#### Addressing Strengths and Growth Areas

The needs assessment surfaced several district strengths, including strong student-teacher relationships and an engaged school community. At the same time, we identified key areas for improvement: persistent achievement gaps in literacy and math, increased mental health needs, and chronic absenteeism—particularly among students navigating poverty, disabilities, or language barriers.

To address these, the plan prioritizes:

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Strengthening Tier 1 literacy instruction with evidence-based practices aligned to the Science of Reading

Providing differentiated support for multilingual learners and students with IEPs

Enhancing mental health services through increased access to counseling and trauma-informed care

Reducing absenteeism and improving student engagement through advisory models, relationship-building, and check-in systems

Career and Technical Education (CTE)

While Corbett is not seeking to expand our CTE offerings during this biennium, we are committed to maintaining strong, accessible programs that serve a wide range of learners. Our plan includes monitoring equitable participation in existing CTE pathways and ensuring students from focal groups are supported with counseling, accommodations, and post-secondary guidance. We will also continue to align existing programs with regional workforce trends and student interests.

Local Priorities and LPGTs

In collaboration with our community, Corbett identified Local Priorities and co-developed Longitudinal Performance Growth Targets (LPGTs) focused on early literacy, student engagement, and equitable access to advanced opportunities. To meet these goals, our plan includes:

Targeted K–3 literacy support, including aligned curriculum and intervention models

Investments in SEL and mental health to support engagement, regulation, and connection

Tracking disaggregated access to CTE and accelerated coursework to ensure equity

Conclusion

Corbett’s Integrated Guidance Plan is both practical and aspirational—focused on maintaining what works, improving where needed, and ensuring that all students have the relationships, resources, and rigor they need to succeed. With continued community partnership and a clear sense of purpose, we are building a system that supports every learner, every day.

***Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)***

## Assurances

**1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject**

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**to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.**

**Guarantee of assurance 1: True**

**2. You have taken into consideration the Quality Education Commission (QEC).**

**Guarantee of assurance 2: True**

**3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).**

**Guarantee of assurance 3: True**

**4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.**

**Guarantee of assurance 4: True**

**5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.**

**Guarantee of assurance 5: True**

**6. Each of the SSA plans were reviewed as part of your strategic planning.**

**Guarantee of assurance 6: True**

**7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.**

**Guarantee of assurance 7: True**

**8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.**

**Guarantee of assurance 8: True**

**9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.**

**Guarantee of assurance 9: True**

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**10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.**

**Guarantee of assurance 10:** True

**11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.**

**Guarantee of assurance 11:** True

**12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data**

**Guarantee of assurance 12:** True

**13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.**

**Guarantee of assurance 13:** True

**14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.**

**Guarantee of assurance 14:** True

**15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.**

**Guarantee of assurance 15:** True

**16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.**

**Guarantee of assurance 16:** True

**Website:** <https://corbett.k12.or.us/improvement-planning/>

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Robin Faye Lindeen Blakeley <rlindeen@corbett.k12.or.us>

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## ODHS announces new online training on recognizing and reporting child abuse

1 message

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**Oregon Department of Human Services** <odhs@service.govdelivery.com>  
To: rlindeen@corbett.k12.or.us

Mon, Apr 28, 2025 at 3:14 PM

Having trouble viewing this email? [View it as a Web page.](#)



**April 28, 2025**

**Contact:** Lindsay Magnuson, [Communications.dhs@odhsosha.oregon.gov](mailto:Communications.dhs@odhsosha.oregon.gov)

## **ODHS announces new online training on recognizing and reporting child abuse**

The Oregon Department of Human Services (ODHS) has launched its first-ever interactive online training for the public about reporting suspected child abuse. The training rollout coincides with Child Abuse Awareness Month and the announcement of a new safety initiative underway in Child Welfare.

Safety priorities in the initiative include improving safety for children in foster care and children who come to the attention of Child Welfare, in addition to providing training to the public and professionals known as mandatory reporters. Mandatory reporters are required by law to report suspected child abuse, and include professionals in healthcare, law enforcement, social work and education fields, among others.

The new online training helps reporters recognize types of child abuse, how to report, and understand when a family needs material or economic assistance. Across the country and in Oregon, efforts to better distinguish between child abuse and neglect and family needs related to poverty are driving family support programs, sometimes called family preservation or prevention.

“We all contribute to child safety not only by being mandatory reporters, but by being mandatory supporters,” said Aprille Flint-Gerner, ODHS Child Welfare Division director. “This training provides the public with the tools needed to recognize signs of abuse that must be reported, as well as understanding when a family needs a community resource or support, rather than a report to the hotline.”

The interactive training takes about an hour to complete and is considered the official Oregon Health Authority and ODHS state course with the most up-to-date guidance on child abuse and effective reporting. Prior to the new training, ODHS used a shorter explanatory video about reporting child abuse.

The course, Mandatory Reporting of Child Abuse in Oregon, teaches:

- How to recognize signs of child abuse and understand the definitions.
- The role and impact of personal biases when determining whether a report is required.
- How to make a report and what information to provide to the Oregon Child Abuse Hotline.
- What happens after a report is made.
- How to connect a family with resources.

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The training also aims to prevent unnecessary abuse reports. The Oregon Child

Abuse Hotline (ORCAH) receives a high number of calls that are neither reports of child abuse nor require Child Welfare intervention. In 2024, ORCAH, received 176,393 contacts, resulting in 96,246 documented screening reports. Of the documented reports, 46,483, or 27% resulted in Child Protective Services completing an assessment. ORCAH data shows that 80% of reports are from mandatory reporters, largely from representatives of law enforcement, education and the medical field.

Data in Oregon and nationally show that Black and/or African American and American Indian/Alaska Native families are disproportionately reported to child welfare. The training addresses how reporters can recognize their personal biases, including how they view a child or family in need.

“We hope the training will help reduce disproportionality in reporting and get families connected to the services they need to thrive,” Flint-Gerner said. “Child safety is about early intervention in communities whenever possible, so that children who are unsafe get help quickly, and families who need resources get connected to supports. Prevention and early intervention are where the public and mandatory reporters can really make a difference.”

The new training is available on the Reporting Child Abuse web page in partnership with Oregon State University’s Professional and Continuing Education (PACE).

**Resources**

- Additional materials about reporting child abuse
- Find local resources, financial assistance, food pantry information and other free or reduced-cost help at 211info.org, via phone at 211, or via text 898211
- Information about how youth in foster care can file a complaint: email [fco.info@odhsoha.oregon.gov](mailto:fco.info@odhsoha.oregon.gov) or call 855-840-6036

**About the Oregon Department of Human Services**

The mission of ODHS is to help Oregonians in their own communities achieve well-being and independence through opportunities that protect, empower, respect choice and preserve dignity.



[View all ODHS news releases.](#)



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Everyone has a right to know about and use Oregon Department of Human Services programs and services. Some examples of the free help we can provide include sign language and spoken language interpreters, written materials in other languages, Braille, large print, audio, and other formats. If you need help or have questions, please contact us at [Communications.DHS@odhsoha.oregon.gov](mailto:Communications.DHS@odhsoha.oregon.gov).

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This email was sent to [rlindeen@corbett.k12.or.us](mailto:rlindeen@corbett.k12.or.us) from the Oregon Health Authority or Oregon Department of Human Services • 500 NE Summer Street • Salem OR 97301 • 503-947-2340 (OHA) 503-945-5600 (DHS). Subscriber Help



**Corbett School District #39  
Healthy and Safe Schools**



**Annual Statement – June 2025**

**Corbett School District #39** certifies the following:

**1. Responsible Persons**

The person responsible for implementing and administering the Healthy and Safe Schools (HASS) Plan is:

Name: Steve Salisbury

Position Title: Facility Supervisor

Phone Number: 503-261-4213

Email Address: [ssalisbury@corbett.k12.or.us](mailto:ssalisbury@corbett.k12.or.us)

Mailing Address: Corbett School District, 35800 E. Historic Columbia River Hwy., Corbett, OR 97019

The person who is the designated Integrated Pest Management (IPM) Coordinator is:

Name: Steve Salisbury

Position Title: Facility Supervisor

Phone Number: 503-261-4213

Email Address: [ssalisbury@corbett.k12.or.us](mailto:ssalisbury@corbett.k12.or.us)

Mailing Address: Corbett School District, 35800 E. Historic Columbia River Hwy., Corbett, OR 97019

The person responsible for Asbestos Hazard Emergency Response Act (AHERA) information is:

Name: Steve Salisbury

Position Title: Facility Supervisor

Phone Number: 503-261-4213

Email Address: [ssalisbury@corbett.k12.or.us](mailto:ssalisbury@corbett.k12.or.us)

Mailing Address: Corbett School District, 35800 E. Historic Columbia River Hwy., Corbett, OR 97019

**2. Copies of the Healthy and Safe Schools Plan**

Copies of the plan are available at each of the following locations:

- Corbett School District Office, 35800 E. Historic Columbia River Hwy., Corbett, OR 97019
- <https://docs.google.com/document/d/e/2PACX-1vSJ7NZyba2IGkbiaQ-YpUXMRGY8vBdo8keqItXX7a117pd1aoQHDeDRzAzcWx93g/pub>

**3. Testing Certification**

Corbett School District certifies that it is in compliance with all plan components, including any and all testing required by any part of the plan.

#### 4. Testing Results

Corbett School District is current with all required testing as of the date of this document. Test results can be found on the Corbett School District’s website at <https://corbett.k12.or.us/about/healthy-and-safe-schools/>.

Corbett School District will also use current district email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of their community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact Brie Windust to be added to current district email lists and programs. Specific test results can be found as follows:

- Lead in Water: <https://corbett.k12.or.us/about/healthy-and-safe-schools/lead-in-drinking-water/>
- Radon: <https://corbett.k12.or.us/about/healthy-and-safe-schools/radon/>
- Asbestos: <https://corbett.k12.or.us/category/asbestos/>

#### 5. Website Link Maintenance

Corbett School District certifies that all website links for plan information and test results are current and functional.

#### 6. Major Exposure Reduction Activities

Corbett School District has completed the following major activities, which resulted in reduced risk of exposure to hazardous materials:

Facility Name	Building Identification Number (BIN)	Activity resulting in reduced risk of exposure to hazardous materials	Type of hazard addressed	Date of activity	Estimated cost of remediation
CAPS Main Building	21860102	Remove Asbestos	Asbestos	July 2024	\$7,596.00
Gymnasium	21860105	Remove Asbestos	Asbestos	Spring 2023	\$8,086.00

**I certify that the above information is true and accurate to the best of my knowledge.**

<a href="#">Derek Fialkiewicz</a>	Superintendent	6/1/2025
<i>Electronic signature of authorized representative</i>	Title	Date of Annual Certification

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

This Employment Contract made and entered into this 21 day of May, 2025 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, 2025, and ending June 30, 2028.
- 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 hold 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, based on Section 4. A., 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 1<sup>st</sup> of each year. On July 1<sup>st</sup> 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 the following fringe benefits provided to 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, benefits, 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

\_\_\_\_\_

Date: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

# OSBA Model Sample Policy

Code: CPA  
Adopted:

## Layoff and Recall for Administrative Personnel

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.<sup>1</sup>

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Board will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

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<sup>1</sup> Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.

# OSBA Model Sample Policy

Code: GCPA  
Adopted:

## Reduction or Recall of Licensed Staff \*

When the Board is considering a reduction of staff due to a lack of funds to continue the educational program at its anticipated level or due to the elimination or adjustment of classes due to an administrative decision, it will discuss the matter at a regular or special Board meeting and will consider such factors and alternatives it deems necessary to arrive at a decision.

Using the goals and priorities of the district, the Board shall direct the superintendent to prepare a reduction plan identifying which programs are to be reduced or eliminated for Board approval. As a result of the program reductions or elimination, the superintendent shall bring a list of positions to be cut or eliminated to the Board for approval. The district shall consider cultural or linguistic expertise and seniority, and may consider merit and competence, in accordance with Oregon law.<sup>1</sup>

Nothing in this policy is intended to interfere with the right of the district to discharge, remove or fail to renew the contract of a probationary teacher, or to not extend the contract of or dismiss a contract teacher pursuant to the provisions of the Accountability for Schools for the 21st Century Law<sup>2</sup>.

END OF POLICY

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### Legal Reference(s):

[ORS 342.805 - 342.910](#)

[ORS 342.934](#)

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<sup>1</sup> See ORS 342.934 (HB 2001 (2021)) for definitions and requirements.

<sup>2</sup> ORS 342.805 to 342.937.

# Corbett School District 39

Code: IGDF-AR  
Revised/Reviewed: 1/27/99; 12/15/21  
Orig. Code: IGDF-AR

## Student Fund-Raising Activity Request

Date: From \_\_\_\_\_ to \_\_\_\_\_

To Whom it May Concern:

The Corbett School District does hereby authorize:

\_\_\_\_\_  
(Name of Individual Receiving Authorization)

to sell/raise funds for \_\_\_\_\_  
(Name of Product/Item for Sale)

for the purpose of raising funds for

\_\_\_\_\_  
(Funds to be Used For)

\_\_\_\_\_  
(Signature of Person Authorizing Sales)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Fund Raiser Coordinator)

\_\_\_\_\_  
(Date)

Any questions regarding this fund raising activity should be directed to the person authorizing sales.

**MEMORANDUM OF UNDERSTANDING**

Between the  
**Corbett School District**  
and the

**Corbett Association of Classified Employees/Oregon Education Association**

Due to considerable financial hardship on the part of the Corbett School District, Corbett School District employees will be unpaid and furloughed for six days during the 2024-2025 school year: June 3, 4, 5, 9, 10, 11 2025.

During the period of this agreement, members will be furloughed the final six days of the originally-approved Corbett School District 2024-2025 calendar and have their salary reduced in a proportionate amount equally over a six month period of January - June, 2025. Part time members will be prorated (based on percentage of FTE) and workload will be prorated (same percentage of FTE). There will be no expected work and no duties of any purpose for any reason on furlough days.

Members' health benefits, leave accruals, and PERS contribution percentage rates shall be maintained and unchanged by this agreement.

Article 12, B 4 of the current Collective Bargaining Agreement would be amended to:  
"Members will have the option to rollover up to one unused personal day from the 2024-2025 school year to the 2025-2026 school year. Members must make a written request for this rollover on or before June 14."

No other portion of the Collective Bargaining Agreement is modified.

This agreement shall expire on June 30, 2025 and is not precedent-setting for future agreements.

**For the Association**

**For the District**

\_\_\_\_\_  
Tanya Hayden Date  
CACE President

\_\_\_\_\_  
Derek Fialkiewicz Date  
Superintendent

\_\_\_\_\_  
Bruce Scherer Date  
OEA Consultant

\_\_\_\_\_  
Todd Mickalson Date  
Board Chairperson