

AGENDA	CORBETT SCHOOL DISTRICT WORK SESSION / REGULAR SCHOOL BOARD MEETING MPB/Board Room 35800 E Historic Columbia River Highway Corbett, Oregon 97019	6:00 PM Wednesday, October 15, 2025
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1. Board Work Session 6:00-7:00 p.m. See Item 2. for physical and virtual attendance information	
2. PRELIMINARY BUSINESS	
1. Call to Order / Flag Salute	
2. Review and Acceptance of Agenda	
3. Board Chair Report Information Item	3
3. Approval and Extension of Minutes Action Item	6
4. Retirement of Superintendent Action Item	25
5. Proposals to facilitate executive District Superintendent search Information Items	34
1. EXECUTIVE SEARCH FIRM ACTION ITEM	
6. Introduction and Comments of Guests and Representatives	
1. Principal/Director/Supervisor Reports	
2. Financial Report Information Item	102
a. Budget Committee Application Action Item	
7. Superintendent Fialkiewicz's Report Information Items	120
1. Enrollment / Application Process Update	
2. Update on Corbett School campus upgrades and/or grants	152
3. Future Planning / Strategic Planning Information/Discussion Item	154
a. OSBA Strategic Planning Priorities Proposal	
4. Timelines	
8. CONSENT AGENDA	156
9. CURRICULUM	
10. STUDENTS	
1. Student Representatives to the Board Information Item	
11. TRANSPORTATION, BUILDINGS AND MAINTENANCE	
1. Purchase of two EV SUV's and one EV cargo van Action Item	160
12. CO-CURRICULAR ACTIVITIES	
13. PERSONNEL	
Hire of Jennifer Rondema as .85 FTE GS SPED Educational Asst. — FLS effective October 15, 2025.	
1. Vacant Positions Information Item	
2. See 8.1	
3. Memorandum of Agreement (MOA) Between Corbett School District (CSD) and	167

East County Bargaining Council (ECBC) / Corbett Education
Association (CEA)
Action Item

- | | | | |
|-----|--|------------------|-----|
| 4. | Ratify CBA for CEA | Action Item | 168 |
| 14. | POLICY | | |
| 1. | Board Policy Information/Discussion Items | | 249 |
| 2. | Policy JFCEB- AR - Request for Personal Electronic Devices Exception
Information Item | | 279 |
| 3. | See 8.1 | | |
| 15. | RECESS | | |
| 1. | EXECUTIVE SESSION — ORS 192-660...if needed | | |
| a. | Executive Session - ORS 192.660...if needed | | |
| 16. | RECONVENE TO PUBLIC SESSION FOLLOWING EXECUTIVE SESSION | | |
| 17. | Matters for the Good of the Order | Information Item | |
| 18. | Coming Events | | |
| 19. | ADJOURNMENT | | |

JOIN *us!*



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Building Bridges to Student Success

NOV. 6-8, 2025 | PORTLAND MARRIOTT DOWNTOWN WATERFRONT

The **OSBA ANNUAL CONVENTION** is Oregon's premier continuing education program — delivering practical solutions to help school board members, superintendents and all types of education leaders improve student learning and achievement.

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Featuring **MATT LEHRMAN**

MATT LEHRMAN is a civic facilitator and co-founder of Social Prosperity Partners, a national practice specializing in strategic planning, mediation and public dialogue for governing councils and boards. He also hosts the Community Catalysts podcast, where local officials share hard-earned insights from their experiences in community leadership.

PRECONFERENCE AND ADMIN PROFESSIONALS WORKSHOP | THURSDAY, NOV. 6
From Conflict to Conversation

INTERACTIVE KEYNOTE PRESENTATION | FRIDAY, NOV. 7

Leading Through Complexity: Strengthening Trust and Decision-Making

Mounting challenges to civic unity, economic uncertainty and political pressures are making local leadership more demanding than ever. The work of governance — navigating conflict, engaging stakeholders and fostering confidence in decisions — is central to a community's stability and future. In this keynote, attendees will gain practical tools to lead with clarity amid complexity, explore strategies for building public trust and leave with renewed perspective on how to make thoughtful, forward-looking decisions under pressure.

POST-KEYNOTE WORKSHOP | FRIDAY, NOV. 7
Let's Talk: Leading through Complexity



OSBA'S 79th ANNUAL CONVENTION

Building Bridges to Student Success

NOV. 6-8, 2025 | PORTLAND MARRIOTT DOWNTOWN WATERFRONT HOTEL

REGISTRATION FEES

THURSDAY, NOV. 6 Admin. Prof. Preconference	THURSDAY, NOV. 6 Preconference	FRIDAY, NOV. 7 Council of School Attorneys Workshop		FRIDAY, NOV. 7 SATURDAY, NOV. 8 CONVENTION
\$315	\$315	\$150 <i>(member)</i>	\$300 <i>(nonmember)</i>	\$645

**ONLINE REGISTRATION OPENS
WEDNESDAY, SEPT. 10**

**ONLINE REGISTRATION CLOSSES
TUESDAY, OCT. 14**

After Oct. 14, registration will only be possible on-site the days of the event and will incur an additional \$100 fee.

MEAL INFO

Meals are included in the cost of registration.

HOTEL INFO

Booking information will be provided in the registration confirmation email.

If you plan to bring student board representatives, please email Meghan at mpeterson@osba.org.

NO-SHOWS WILL BE BILLED FOR THE ENTIRE REGISTRATION FEE.
There is a \$100 cancellation fee. **NO REFUNDS** will be accepted after Oct. 14.

FOR MORE INFO, VISIT [OSBA.ORG](https://osba.org)

QUESTIONS? Contact OSBA at 503-538-2800 | 800-578-6722 | info@osba.org

CORBETT SCHOOL DISTRICT NO.39

**CANDIDATE INFORMATION SHEET
BUDGET COMMITTEE**

Please fill out and return to the school district office.

Name _____
Last First Initial Date

Home Address _____

Mailing Address if different _____ Phone _____

Home e-mail address _____

Business Address _____

Business e-mail Address _____ Phone _____

Occupation _____

No. of years in District _____

Do you have children in the school district? _____

Which schools? _____

Have you worked on any school committees? _____

If so, which committees? _____

Other community or business activities _____

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

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

_____ budvac.app

Regular School Board Meeting
Wednesday, July 16, 2025

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

Board Approved: _____

A Regular School Board Meeting of the Board of Trustees of Corbett School District was held Wednesday, July 16, 2025, beginning at 7:00 PM in the MPB / Band Room and via ZOOM-Owl virtual platform. Board members present were Leah Fredericks, Vice Chair; Dylan Rickert; Ben Byers; David Osborn; Sis Childs; Malinda Carlson and Zac Arndt. Also present were Administrators Derek Fialkiewicz, Ed.D., Superintendent (online); Brie Windust, Business Office Assistant/ZOOM moderator; Robin Lindeen-Blakeley, Deputy Clerk/HR Lead and Dennis Clague, Chief Financial Officer. Jeanne Swift, Assistant Superintendent/Student Services Director had an excused absence. 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

Meeting in person at MPB/Band/Music Room on the main campus and if virtual, by webinar. There were approximately 13-23 online attendees and about 16 -25 attendees in person.

7:00 p.m. 1.1. Call to Order / Flag Salute

Leah Fredericks, Vice Chair, called the meeting to order and led the participants in the pledge of allegiance to the flag.

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

7: 11 p.m.

1.1.a. Swear in new Board Members Action Item

Leah Fredericks, Vice Chair, read in unison with the following new Board members the oath of office as attached in the Board packet.

Ben Byers moved and Leah Fredericks seconded:

RESOLUTION NO. 7.1-25 - RESOLVED that the new Board members took their oaths of office as directed under Policy BBBB. (ORS 332.005(2))

- a. Zachary Arndt - Position No. 2
- b. Malinda Carlson - Position No. 3
- c. David Osborn - Position No. 4
- d. Maureen "Sis" Childs - Position No. 5

Attachments: (1)

The vote of the Board was 7-0.

1.2. Review and Acceptance of Agenda

Leah Fredericks, Vice Chair asked for review of the agenda.

Ms. Lindeen-Blakeley asked the Board to look at page 41 in their packet. A later addition added to the agenda under item 12.3 was updated to show the two assistant football coaches to be splitting one stipend, not the assistant varsity boys' soccer coaches.

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

1.3. Board Vice Chair Report Information/Discussion

Leah Fredericks, Vice Chair, reminded the board about an email sent out regarding item a. below. There is Oregon Government Ethics Commission (OGEC) required training available at the summer conference, or can be signed up for online with OGEC, or check in with Ms. Lindeen-Blakeley or online with OSBA.

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

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

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

a. Summer Board Conference - deadline to sign up with Robin, July 17 for August 8-10

1.4. Budget vacancy, Position No. 3 Action Item

Leah Fredericks, Vice Chair, asked that the position be posted publicly. The application is in the board packet on page 11.

Board discussion regarding timeframes suggested for August 8 noon in order to interview applicants at the August meeting.

Ben Byers moved and Dylan Rickert seconded:

RESOLUTION NO. 7.2-25 - RESOLVED that the Board announced the vacancy of Budget Committee Position No. 3, effective July 16, 2025. The Board declared the budget committee position vacant with a term that expires December 31, 2027, and proceeds with the plan as under policy DBEA.

The vote of the Board was 7-0.

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

Attachments: (1)

2. Elect Board Chair Action Item

Leah Fredericks, Vice Chair, said she would be honored to be allowed to be in the Board Chair role. Expressed her background as Vice Chair over the past year.

Board discussion.

David Osborn added he would throw his hat into the ring, explaining his skill sets and excitement for the role.

Board discussion with emphasis on participation and collaboration for empowering all board members to integrate as stakeholders with equal weight and using their talents to make the Board the best it can be for students, staff and community.

Ben Byers moved and Sis Childs seconded;

RESOLUTION NO. 7.3-25 - RESOLVED that the Board Elected Leah Fredericks as Board Chair.

The vote of the Board was 7-0.

(Board Policies BC/BCA and BCB/ORS 332.040)

https://policy.osba.org/corbett/AB/BC_BCA%20D1.PDF

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

2.1. Elect Board Vice Chair Action Item

Sis Childs moved and Malinda Carlson seconded:

RESOLUTION NO. 7.4-25 - RESOLVED that the Board elected David Osborn as Vice Chair.

Board discussion.

David Osborn thanked the Board and would be happy to serve and feels he would work well with Leah Fredericks as Chair.

Chair Fredericks believed in David Osborn's leadership and would share her knowledge to pass on.

The vote of the Board was 7-0.

3. Approval and Extension of Minutes Action Item

Ben Byers moved and Leah Fredericks seconded:

RESOLUTION NO. 7.5-25 - RESOLVED that the Board approved the minutes of the Regular School Board meeting of May 21, 2025, and granted an extension of the Public Hearing 2025-2026 Budget / Regular School Board meeting of June 18 and the Public Hearing 2025-2026 Budget/ Special School Board meeting of June 30, 2025.

The vote of the Board was 6-0; David Osborn abstained.

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

Attachments: (1)

3.1. Designate Regular Meeting Dates, Time and Place Action Item

Leah Fredericks, Board Chair, announced the proposed calendar attached in the Board packet (page 27).

Dr. Fialkiewicz explained that the initial thought was to try to avoid changing dates and conflicts throughout the year and this would be a more consistent way to do so.

Board discussion.

David Osborn moved and Ben Byers seconded:

RESOLUTION NO. 7.6-25- RESOLVED that the Board approve the Regular School Board meetings for 2025-26 as the **second** Wednesday of every month.

The motion failed 0-7.

Ben Byers moved and Sis Childs seconded:

RESOLUTION NO. 7.6-25(a)- RESOLVED that the Board approved the Regular School Board meetings for 2025-26 as the **third** Wednesday of every month, with the exception of the March meeting on 3/11/26, the second Wednesday of the month.

Board discussion regarding moving the time of the meeting to 6:00 or 6:30 p.m. and pros or cons to a change, with discussion on end times or extra meetings too, with consensus for compromise. Suggestion for community engagement and feedback in survey form before making a decision.

The vote of the Board was 7-0.

3.1.a. Board Retreat / Special School Board Meeting Action Item

Derek Fialkiewicz, Ed.D., Superintendent, has set a Board retreat for September 11 with no time or place yet decided, to go over roles, goals, etc. led by OSBA.

(ORS 332.045)

https://policy.osba.org/corbett/AB/BC_BCA%20D1.PDF

Attachments: (1)

Ben Byers moved and Sis Childs seconded:

RESOLUTION NO. 7.7-25 - RESOLVED that the Board designated Thursday, September 11, 2025, for a board retreat, with time and place to be determined and facilitated under a contract to be determined by Kristen Miles, Director of Board Development, OSBA. There was Board discussion about an additional meeting before the September 11 meeting in preparation for goals, etc.

Dr. Fialkiewicz had discussions with Ms. Miles about roles and responsibilities and goals, so she is prepared accordingly, for about a three-hour training.

An agenda item is suggested for a preparation meeting with time and date to be on next month's board agenda.

The vote of the Board is 7-0.

4. Introduction and Comments of Guests

8:08 p.m.

a. Benno Lyon, patron/parent/Budget Committee member– gave a general welcome to the new Board and his appreciation for them with hopes for their term and with emphasis on kids first.

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

4.1. Principal / Director/ Supervisor Reports

a. Angela Davis - Athletic Director/English Teacher - Sports Update – not present, so next month will report.

5. FINANCIAL REPORTS / MATTERS

Dr. Fialkiewicz touched base on the allocation of funds for 25-26 for new teacher where needed and Two additional Educational Assistants. Since we are still unsure about enrollment, we are holding on Hire until the end of the first week of school to see true enrollment numbers and funds to hire. The SBMH grant is looking like it won't be reconsidered, and if so will go away December 31, 2025. With that we will lose SBMH staff. We have until December 31 to look at ways to cut back or other funding sources.

Board discussion.

Dr. Fialkiewicz will prioritize minimal effects on classrooms.

5.1. Report Information Item

Dennis Clague, CFO – gave report on the financials in the Board packet pages 28-40 in paper copy. Page 28 shows operating surplus of \$401,684.00, due to lack of spending (no bills paid in May/June) estimated at about \$350,000-\$375,000 and double State School Fund (SSF) payment in July.

Board discussion.

Dr. Fialkiewicz mentioned that we are heading in the right direction, pointing to the graph on page 30.

Mr. Clague continued with Food Service money is a flow through from federal funding to our subsidy from the State. The Community Eligibility Provision (CEP) and poverty impacts our funding. Discussion regarding food waste versus reimbursable meals.

Mr. Clague is tracking fund 003, mostly reimbursable grants and 004, debt as anticipated.

Attachments: (1)

5.2. See 7.1

5.3. See 7.1

5.4. See 7.1

5.5. See 7.1

5.6. See 7.1

5.7. See 7.1

5.8. See 7.1

6. Superintendent Fialkiewicz's Report Information Item(s)

a. Summer Learning – Ms. Cassie Duprey, GS Principal, reported about 97 kids so far, with three more camps to fill for August. These are Revenue (RV) neutral activities.

<https://policy.osba.org/corbett/C/CI%20D1.PDF>

<https://policy.osba.org/corbett/C/CCB%20D1.PDF>

8:35 p.m.

Board discussion.

Ms. Duprey said that the forensic science camp presented by Katelyn Selzer White for middle school students was excellent and could grow.

6.1. Enrollment/Application Process Update

Ms. Duprey reported that our target is 1224 for enrollment and we are 18 students short. There is room in Kindergarten, 6th and 10th-12th grades. Enrollment is up 11 in CAPS, and two in CGS. Class sizes are 31 in 2nd/3rd and 31-32 in 4th/5th. With 345 applications in, 71% that have been invited are registered.

Board discussion.

Ms. Duprey noted that 7th/8th grade class sizes are at 33. Our counselors are a big help, so it will be hard to lose them.

6.2. Update on Corbett School campus upgrades and/or grants- Dr. Fialkiewicz said PGE is getting ready to do charge station for buses in the parking lot next to the gym and expecting completion the week before school starts. The 2025-26-year allocation from PGE is for a bus and EPA would have covered a second bus for \$200,000.00, but we have lost that grant. We are allocated two buses per year. Variables dependent on a 10-year time frame to replace all fleet to electric. We still need at least three diesel buses since there is about 200 miles to a charge and nightly charging necessary.

Board discussion regarding PGE and EPA terms.

6.3. Future Planning/Strategic Planning – not at this time in the meeting.

7. CONSENT AGENDA

Ben Byers moved and Leah Fredericks seconded:

7.1. **Consent agenda **Resolution items 7.8-25** through 7.16-25** Action Items**

5.2RESOLUTION NO. 7.7-25** - RESOLVED** that the Board sets a borrowing limit on bonded debt for Corbett School District through the recommendation of the Superintendent and Chief Financial Officer as custodian of funds. (ORS 328.245, ORS 328.250)

5.3RESOLUTION NO. 7.8-25** - RESOLVED** that the Board has purchased crime insurance for employees authorized to handle district funds including Derek Fialkiewicz, 1.0 FTE Superintendent; Robin Lindeen-Blakeley, 1.0 FTE Deputy Clerk/HR Lead; Brie Windust and Christie Dillard, 1.0 FTE Business Office Assistants; Jeanne Swift, 1.00 FTE Assistant Superintendent/Director of Student Services and Dennis Clague, 1.00 FTE Chief Financial Officer. (ORS 332.525)(Board Policy DH)

5.4RESOLUTION NO. 7.9-25** - RESOLVED** that the Board designated Dr. Derek Fialkiewicz, Superintendent and Robin Lindeen-Blakeley, Deputy Clerk/HR Lead, as check signers for Corbett School District No. 39, Multnomah County, and Derek Fialkiewicz, Superintendent; Jeanne Swift, Assistant Superintendent/Student Services Director and Brie Windust, as check signers for Corbett Middle/High School Student Body Account funds. (ORS 328.441 and that such funds be disbursed only in the manner provided in subsection (1) of ORS 328.445)(Board Policies DGA, DH and BC/BCA)

5.5RESOLUTION NO. 7.10-25** - RESOLVED** that the Board designated Oregon State Treasury Local Government Investment Pool, U.S. National Bank, and Zions Bank as depositories. (ORS 328.441, 294.805-294.895) (Board Policy DG)

5.6RESOLUTION NO. 7.11-25** - RESOLVED** that the Board designated Dr. Derek Fialkiewicz as Chief Administrative Officer/School District Clerk and Budget Officer who should prepare or supervise the preparation of the budget document. (ORS 294.331 and ORS 332.515) (Board Policies CB and CBA).

5.7RESOLUTION NO. 7.12-25** - RESOLVED** that the Board designated Robin Lindeen-Blakeley, 1.00 FTE Deputy Clerk/HR Lead and Dennis Clague, 1.00 FTE Chief Financial Officer. (Policy DJ) (ORS 332.515)

5.8RESOLUTION NO. 7.13-25** - RESOLVED** that the Board confirmed the financial auditors for the school year ending in 2025 as Umpqua Valley Financial, LLC (ORS 328.465, 327.137, 297.405) (Policy DIE)

12.2RESOLUTION NO. 7.14-25** - RESOLVED** that the Board confirmed the hire of a 1.00 FTE temporary HS Counselor, Alisa Folen, effective August 14-December 31, 2025.

12.3RESOLUTION NO. 7.15-25** - RESOLVED** that the Board confirmed the hire of fall coaches recommended for high school as attached in the board packet.

12.4RESOLUTION NO. 7.16-25** - RESOLVED** that the Board confirmed the FMLA for 1.00 FTE Superintendent, Derek Fialkiewicz, Ed.D., effective June 24-July 19, 2025.

Attachments: (1)

The vote of the Board was 7-0.

8. CURRICULUM – none at this time in the meeting.

9. STUDENTS – 9.1. Link to ODE's Oregon English Learner report 2023-24
https://links-2.govdelivery.com/CL0/https:%2F%2Fwww.oregon.gov%2Fode%2Fschools-and-districts%2FMME%2FPages%2FLegislatively-Required-Publications.aspx%3Futm_medium=email%26utm_source=govdelivery/1/01010197f5a5994e-4696e529-64d2-49b7-844d-cdc94dfe1393-000000/Jwl_ZY-Ayy-OigxoLc9UlvnPSkplKSLSpWWkiO6zZY=413

Dr. Fialkiewicz noted this is a progress report for the state, not just CSD specifically.

10. TRANSPORTATION, BUILDINGS AND MAINTENANCE – presented earlier in the meeting.

11. CO-CURRICULAR ACTIVITIES – Dr. Fialkiewicz stated that sports camps beginning soon and there is a Kindergarten camp August 11-14.

12. Personnel

Presenter: Derek Fialkiewicz, Ed.D., Superintendent, read aloud:

12.1. Vacant Positions Information Item

We have vacant positions open for the 2025-26 school year for: Substitute/Temporary Bus Driver; .35-.4 FTE Bus Driver; Substitute Custodian; and HS Womens Head Basketball Coach for fall/winter season.

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

12.2. See 7.1

12.3. See 7.1

12.4. See 7.1

13. Policy

13.1. Policy KNA Information Item

Derek Fialkiewicz, Ed.D. , Superintendent- worked with OSBA's attorneys and Multnomah County Sheriff's office. We have consulted with our district counsel and have not heard back.

First Read for the following policy:

a. Policy KNA - Sex Offenders on Campus

<https://policy.osba.org/corbett/KL/KGB%20D1.PDF>

<https://policy.osba.org/corbett/AB/BF%20G1.PDF>

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

Attachments: (1)

Information was gathered and shared by Directors Byers and Childs.

Mr. Byers had promised the student representative he would take seriously.

Chair Fredericks directed them to send information to Dr. Fialkiewicz and Ms. Lindeen-Blakeley for next processes.

Board discussion about time frames and how to involve others outside the Board and that it may be difficult in the summer, but by first of school year would be ideal. A suggestion was for a member of PTA to be included in the discussion to help build consensus.

Dr. Fialkiewicz announced he could lead an informal committee of staff, students and community members as stakeholders to form an Administrative Regulation to the policy.

9:16 p.m.

14. Matters for the Good of the Order

Board of Directors

- a. Sis Childs said she is happy to be here and Leah Fredericks added that there are a lot of great things to do and acknowledged by David Osborn and Zac Arndt.
- b. Sweets were presented by various board members to all, to help celebrate the tough times and tend to what needs attention, and to share appreciation for Board and staff.

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

15. COMING EVENTS

Presenter: Board Chair Leah Fredericks read aloud:

- 15.1. Regular School Board Meeting, Wednesday, August 20, 2025, MPB/Board Room via ZOOM/Owl, 7:00 p.m. as approved under item 3.1.
- 15.2. New hire day workshop, Thursday, August 14, 2025
- 15.3. Monday-Thursday, August 18-21, 2025 - Teacher In-service and Preparation days
- 15.4. Community Open House / Conference in the evening, Thursday, August 21, 2025
- 15.5. First Day of School for all students, Monday, August 25, 2025
- 15.6. Monday, September 1, 2025, Labor Day Holiday - no school
- 15.7. Friday, September 5, 2025 - School Day
- 15.8. Summer OSBA Board conference in Salem, August 8-10, 2025 (sign up by July 17)

Fall/Annual OSBA Convention in Portland, November 6-8, 2025

Please sign up with Robin for any OSBA events you wish to attend.

16. ADJOURNMENT – The Board adjourned at 9:18 p.m.

Regular School Board Meeting
Wednesday, August 20, 2025

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

Board Approved: _____

A Regular School Board Meeting of the Board of Trustees of Corbett School District was held Wednesday, August 20, 2025, beginning at 7:00 PM in the MPB / Band Room and via ZOOM-Owl virtual platform. Board members present were Leah Fredericks, Chair; Dylan Rickert; Ben Byers; David Osborn, Vice Chair; Sis Childs; Malinda Carlson and Zac Arndt. Also present were Administrators Derek Fialkiewicz, Ed.D., Superintendent (online); Brie Windust, Business Office Assistant/ZOOM moderator; Robin Lindeen-Blakeley, Deputy Clerk/HR Lead; Jeanne Swift, Assistant Superintendent/Student Services Director and Dennis Clague, Chief Financial Officer. Jeanne Swift, Assistant Superintendent/Student Services Director had an excused absence. 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

Meeting was in person at the MPB on the main campus. There were about 8 attendees in the audience and about 21 attendees virtually.

1.1. Call to Order / Flag Salute 7:00-7:01 p.m.

Leah Fredericks, Board Chair, called the meeting to order and led the group in the pledge of allegiance to the flag.

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

1.2. Review and Acceptance of Agenda

Leah Fredericks, Board Chair, announced OK as written.

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

1.3. Board Chair Report Information/Discussion

Leah Fredericks, Board Chair

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

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

a. OSBA Summer Board Conference - David Osborn, Board Vice Chair – was impressed by OSBA and the benefits they provide school boards. He learned about planning, Superintendent evaluations, policy, parliamentary procedure and will be sharing handouts. He encouraged going to conferences.

b. Special School Board Meeting (Workshop) - Board Goals – to be voted on later in the meeting to prepare for the September 11, Special Board Meeting/Workshop with OSBA.

c. Policy BBF - Board Member Standards of Conduct – The Oregon Government Ethics Commission has a video online and watch for correspondence in board packets and updates to policy.

d. Budget Committee Position 3 Open for term ending December 2027 – board

discussion on proceeding with applications and state required education equity commission member for the committee

e. Research regarding OSBA recommendation for minutes - attachment and current policy BDDG – Board discussion on statutory requirements, tracking and streamlining ideas, with video recordings not picking up who said what, so will start roll call voting. Because of recordings, the minutes could be summarized and time stamped.

Ms. Lindeen-Blakeley added she does not currently do them verbatim.

f. Board Survey- two duplicate surveys included in the board packet in error, as only one is needed. Board discussion about starting and ending times to be discussed later in the meeting.

Chair Fredericks said the Board may want to bring laptops to meetings, or let Ms. Windust know if anyone needs to fill out a survey in the District Office, for directions to obtain the information.

g. MESD Budget Committee member for CSD - Ben Byers, has two years left on his term, but he would be glad to share the role too.

h. OSBA nominations for OSBA Board of Directors or the OSBA Legislative Policy Committee - attachment

Attachments: (7)

7:12 p.m.

1.4. Extension of Budget Committee Positions Information Item

Leah Fredericks, Board Chair, announced their consent for:

Reappointment of Budget Committee Member Benno Lyon, Position 1, and Brad Hunter, Position 5, New Terms ending: 12/31/2028.

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

1.5. Special School Board Meeting Action Item

Ben Byers moved and Sis Childs seconded:

RESOLUTION NO. 8.17-25 - RESOLVED that the Board voted to hold a Special School Board Meeting/Board Workshop on Wednesday, **September 10, 2025**, at **7:00 p.m.** to discuss board goals.

Board discussion on start time and survey results.

The vote of the Board was 7-0.

1.6. Vote on Board Community Survey Action Item

Sis Childs moved and Ben Byers seconded:

RESOLUTION NO. 8.18-25 - RESOLVED that the Board vote to share the 2025-2026 Board Community Survey, via an electronic list serve(s) or method to be determined, as attached in the Board packet.

Attachments: (1)

Board discussion on form questions, process, gathering of information, accessibility for those without electronic devices, feedback for all community stakeholders, what media

platforms might have information, how long to keep the survey open, who owns the data and who gets the data, and the learning experience overall.

Ms. Swift suggested the counselors and social workers could help with chrome books in the hallways or at school/community nights.

The resolution was amended by David Osborn and seconded by Ben Byers:

RESOLUTION NO. 8.18-25a - RESOLVED that the Board voted to share the 2025-2026 Board Community Survey, data collected via an anonymous electronic list serve(s) from the community about Board meeting start time and Board goals, with the survey to end on September 3, 2025, as attached in the Board packet.

The vote of the Board was 7-0 for Resolution No. 8.18-25a.

Ms. Lindeen-Blakeley announced the precedent for the 11:00 p.m. cutoff time of meetings was in prior Board policy.

2. Approval and Extension of Minutes Action Item

Ben Byers moved and Leah Fredericks seconded:

RESOLUTION NO. 8.19-25 - RESOLVED that the Board approved the minutes of the Public Hearing 2025-2026 Budget / Regular School Board meeting of June 18, 2025, and extend the approval for the Public Hearing 2025-2026 Budget/Special School Board meeting of June 30, 2025, and the Regular School Board meeting minutes of July 16, 2025.

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

Attachments: (1)

The vote of the Board was 5-0; 2 abstentions from Leah Fredericks and David Osborn.

7:52-7:53 p.m.

3. Introduction and Comments of Guests

a. Kathie Freund – patron, suggested survey could be put in areas of the community like the stores, Grange, Menucha, churches, and word of mouth.

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

3.1. Principal / Director/ Supervisor Reports

7:54 p.m.

a. Angela Davis - Athletic Director/Study Hall Teacher - Sports Update – from last year, a big spring turnout. This year the summer has 175 registered soccer, volleyball and football athletes doing camps, so that fall sports get a great start. A high school cheer program has six interested students for football and volleyball games. Ms. Davis held a coaches' symposium on August 17 with volunteer guest speakers for professional development, a dinner, and a new handbook for them included ASB fundraising expectations (from Ms. Windust) to prepare for a parent meeting in the near future. Sportsmanship will be emphasized for the students participating in games or practices and mid-term grade checks with expectation of seven of eight periods passed and use of Friday school if needed. Ms. Cathy Noles, Youth Transition Specialist, provides

workers for fundraising at the snack shacks. Ms. Davis is proud of our program – Go Cards!

8:00 p.m.

Board discussion regarding athletic transportation scheduling.

Ms. Davis explained trip sheets for planning go to transportation department, and goal to limit costs and keep to a minimum, except for rainouts and reschedules during the seasons.

8:03 p.m.

4. FINANCIAL REPORTS / MATTERS

4.1. Report Information Item

Dennis Clague, CFO, referred to the report in the Board packet. We have changed accounting systems from IFAS BPlus to Tyler ERP Pro. We have a new accounting structure due to ODE requirements. We are cross-walking systems, and ultimately the new system will help reduce data that goes to ODE. There are new Fund number structures for reporting.

Board discussion on historical data.

General Fund (GF) is still estimated, but payroll is actual for July. All employees will be paid in the new system in August.

Board discussion about discrepancies in projection forecast from last month to this month.

Dr. Fialkiewicz added that deferred Ending Fund Balance (EFB) was used to pay off those moving to the 2025-26 budget, but was in the 2024-25 budget.

Board discussion on when 2024-25 school year is closed and deferred payments.

Mr. Clague said December, when the official audit is done. We are keeping track of and prioritizing our payments. The next report will be more robust.

5. Superintendent Fialkiewicz's Report Information Item(s)

Derek Fialkiewicz, Ed.D., Superintendent reported:

- a. Summer Learning/Back to School – The Governor has now announced an electronic device policy. He is working with OSBA samples and Ms. Kathy Childress, HS Principal, for a first read of new policy in September. We sent notice to parents and will implement the plan in August. Ms. Childress is expecting 100% compliance on first day.

<https://policy.osba.org/corbett/C/CI%20D1.PDF>

<https://policy.osba.org/corbett/C/CCB%20D1.PDF>

5.1. Enrollment/Application Process Update

Cassie Duprey, GS Principal, reported our target enrollment is 1224. We are currently at 1197, or 27 under projections. It has been challenging to go up in numbers this quickly. CGS is six students over, CAPS is 14 over, CMS is 18 under and CHS is 29 under projected goals.

8:27 p.m.

Board discussion regarding home school and online school.

Ms. Duprey indicated that we get full funding for online students through CSD, but no funding for Home school students.

Dr. Fialkiewicz suggested we are over \$300,000.00 short of budget projection, so working

on possible budget changes, but waiting for students in seats number at end of the first week of school.

Board discussion on hiring.

Dr. Fialkiewicz said that we have decided to hire a CMS teacher. There are seven students on their waitlist.

Attachments: (1)

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

Derek Fialkiewicz, Ed.D., Superintendent – reported that he and Mr. Young met the week of August 10 and went over the PGE and EPA bus grants

a. PGE Grant information - attachments

8:32 p.m. Curtis Young, grant writer – was introduced online to speak about potential grants and revenue. He is cautious about grant writing, as the state funding system is broken and grants are hard to find. Two years ago he spent time to free up and electrical vehicles and buses grant with our facility issues. He has met with Dr. Fialkiewicz and leadership at times and then finds funders for that kind of work, like electric buses. EPA rebates for one bus awarded for and PGE match funded for two, about \$300,000.00 that was differential cost of diesel only, first bus was free. We asked for additional bus and then executive orders gutted the EPA. Charging stations are complicated, but we are making progress. 10 years with 10 electric buses, so PGE said great. Fleet program paid 85% of infrastructure, about \$370,000.00 and we've been asked to pay about \$40,000.00. We still have about \$21,000.00, but not likely to get second differential.

Board discussion about type of bus eligible and long term plan for loans.

Todd Williams, Transportation Supervisor, and Dr. Fialkiewicz contacted Beaverton HS Transportation and met with Western Bus to understand the State's 70% educational reimbursement and depreciation over 10 years. Assumption for the PGE/EPA eligible buses are that we can get 70% of \$450,000.00 for each of them and would more than pay for a 7% loan over 10 years. Net positive. Only buses not eligible are those that are under DEQ. Our first electric bus goes into service next year to commit to fleet partnership.

Mr. Young and Dr. Fialkiewicz have assumed that over 10 years netting about \$140,000.00 off the first bus, and second bus an additional 7% gain each year from ODE.

Board discussion on the eight more buses to fulfill PGE grant.

Mr. Young said there is no guarantee with PGE, but they have invested \$310,000.00 in Corbett for electrical help and to help them break into electrical incentives for rural customers.

Board discussion on routes and long trips to rural districts and kilowatt hours agreed to over time. How much money has been received to date, are we following the terms of the grant and what money been spent?

Dr. Fialkiewicz commented that Todd had looked into technology for a larger battery, so that buses would be able to go two days. We would keep two diesel buses. If we don't meet commitment of \$286,000.00 incentive this is based on, then we pay the remaining percentage at the end of 10 years. They provided 75% up front and will give 25% at end of project. About \$950,000.00 total to be received, so about \$730,000.00, and we've paid part on \$47,000.00 infrastructure and about \$280,000.00 on first bus, so about half left. We spent half under the 2024-25 Revenue (RV).

Mr. Young will send quarterly reports and believes it will be easy to meet kilowatt hours over 10 years, as we are ahead of projections if bring in another bus next year. Year six is two buses a year. Technology is still getting better. PGE understands we won't ever be totally electric.

Mr. Clague will find it in the budget.

Dr. Fialkiewicz understands the concern, but we can upgrade fleet and make money for the district with grants and reimbursement, with lots less cost in fuel and mechanics. We are flagship for rural districts.

Board discussion on using a spreadsheet about where we are for tracking and how to keep commitment for electrical usage, and about 70% reimbursement by State and where that is coming from as State looks at shortages in future.

Attachments: (2)

9:03 p.m.

5.3. Future Planning/Strategic Planning – no information at this time in the meeting.

6. CONSENT AGENDA

Attachments: (2)

Leah Fredericks moved and Ben Byers seconded:

6.1. **Consent agenda **Resolution items 8.20-25** through 8.27-25** Action Items 8.1**RESOLUTION NO. 8.20-25**- RESOLVED** that the Board reconfirmed the fees for 2025-26 as attached in the Board packet, adding to the technology fees that were approved at the June 18, 2025, board

meeting <https://policy.osba.org/corbett/J/JN%20D1.PDF>

11.2RESOLUTION NO. 8.21-25** - RESOLVED** that the Board confirmed the resignation of Hannah Lambert, K-6th Learning Specialist, effective August 19, 2025, last day of work August 18, 2025.

11.3RESOLUTION NO. 8.22-25** - RESOLVED** that the Board confirmed the extra duty stipends as presented on the attachment in the board packet.

11.4RESOLUTION NO. 8.23-25**- RESOLVED** that the Board confirmed the resignation of 1.00 FTE School Based Mental Health Counselor, Tiffany Dennis, effective August 4, 2025.

11.5RESOLUTION NO. 8.24-25**- RESOLVED** that the Board confirmed the FMLA leave for Summer Bell-Watkins, .5 FTE ELD/Intervention Specialist effective September

11–November 6, 2025.

11.6RESOLUTION NO. 8.25.25** - RESOLVED** that the Board reconfirmed the FMLA for Derek Fialkiewicz, 1.0 FTE Superintendent, from June 24 - August 17, 2025.

11.7RESOLUTION NO. 8.26-25** - RESOLVED** that the Board confirmed the resignation of Lucas Houck as coach of the MS Boys Soccer Coach for the 2025 fall season.

11.8RESOLUTION NO. 8.27-25** - RESOLVED** that the Board reconfirmed the fall coaches for CHS from the July 2025 agenda and new fall coaches for CMS as attached in the Board packet.

Attachments: (1)

The vote of the Board was 7-0 in favor of Consent Resolution Items 8.20-25** through 8.27-25**.

7. CURRICULUM- not at this time in the meeting.

8. STUDENTS – not at this time in the meeting.

8.1. See 6.0

9. TRANSPORTATION, BUILDINGS AND MAINTENANCE – not at this time in the meeting.

10. CO-CURRICULAR ACTIVITIES – not at this time in the meeting.

11. Personnel

Derek Fialkiewicz, Ed.D., Superintendent, read aloud:

Hire of Catherine Anderson, .4 FTE Bus Driver, effective August 18, 2025

Resignation of Samantha Kast, .83 FTE GS Educational Assistant and High School Varsity Head Softball Coach, effective July 31, 2025.

Resignation of Talida Lui, .50 FTE GS SPED Asst. FLS, effective July 31, 2025.

Rehire of Erin Toynbee, .83 FTE GS Educational Asst., effective August 19, 2025.

11.1. Vacant Positions Information Item

We have vacant positions open for the 2025-26 school year for: Substitute Bus Driver; Substitute Custodian; 1.00 FTE 7th/8th Grade Classroom Teacher (internal through 8/21/25); .83 FTE GS Educational Assistant (internal through 8/17/25); and CHS Women’s’ Head Basketball Coach fall/winter 25-26;

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

Board discussion about glad to be hiring and thanks to the staff for “buckling up”.

11.2. See 6.0

11.3. See 6.0

11.4. See 6.0

11.5. See 6.0

11.6. See 6.0

11.7. See 6.0

12. Policy

12.1. Board Policy Information/Discussion Items

Derek Fialkiewicz, Ed.D., Superintendent – explained that highlighted areas on pages 76 and 77 of paper copy of board packet are needing decisions. Please give us recommendations.

Board discussion around circumstances and leaning towards student safety. Consensus leaning towards “will” and “may”.

First Read for the following policy. Please choose unresolved bracketed yellowed language for:

a. Policy GCDA/GDDA - Criminal Records Checks and Fingerprinting* - starts on page 75 of paper copy board packet.

Attachments: (1)

12.2. Second Read and Adoption of Policy Action Item

Derek Fialkiewicz, Ed.D., Superintendent, noted that this policy was vetted with OSBA attorneys, District attorneys and Multnomah County Sheriff’s office along with two students, a parent from PTA, staff, one Board member and one Sherriff.

Board discussion on great conversations, enforceability, and community engagement with a challenging policy and more guidance to come with Administrative Regular (AR) implementation to affirm safety.

Dr. Fialkiewicz heard that this policy is better than nothing from the students and they feel safer.

Ms. Lindeen-Blakeley explained that the question mark behind the policy letters was there because OSBA may assign a different lettering configuration.

Leah Fredericks moved and Ben Byers seconded:

RESOLUTION NO. 8.28-25 - RESOLVED that the Board had a second read and adoption of Policy KNA(?) - Sex Offenders on Campus.

The vote of the Board was 7-0.

Attachments: (1)

12.3. Revise School Board Calendar for 2025-26 Action Item

Derek Fialkiewicz, Ed.D., Superintendent - met with a group of teachers last week with an in-service date change request from February 6 to January 5, so they had time to prepare for second semester math assessments and timing better at the end of winter break.

Leah Fredericks moved and Malinda Carlson seconded:

RESOLUTION NO. 8.29-25 - RESOLVED that the Board revised the school calendar for 2025-26 as attached in the Board packet.

The vote of the Board was 6-1; Dylan Rickert opposed to Resolution No. 8.29-25.

Attachments: (1)

9:32 p.m.

13. Matters for the Good of the Order

Board of Directors

- a. Malinda Carlson had questions about teacher putting out wish lists at CAPS/Main campus.
Dr. Fialkiewicz suggested looking at school newsletters for best response.
- b. David Osborn had public training at OGEC and is willing to share at a public work session. Might be best to email ideas for work sessions to himself, Dr. Fialkiewicz and Chair Fredericks.
- c. Dr. Fialkiewicz thanked Sis Childs and David Osborn for speaking August 16 at the welcome back staff in-service breakfast kickoff. He is excited to see students on August 25.
- d. Ms. Lindeen-Blakeley pointed to the new student representatives to the board in the audience, and they will be seated at the Board table next month.

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

14. COMING EVENTS

Board Chair Leah Fredericks read aloud:

- 14.1 Community Open House / Conferences in the evening - August 21, 2025 5:00-6:00 p.m. barbecue and conferences, staff goes home at 8:00 p.m. Wear a Hawaiian shirt.
- 14.2. First Day of School for all students, Monday, August 25, 2025
- 14.3. Monday, September 1, 2025, Labor Day Holiday - no school
- 14.4. Friday, September 5, 2025 - School Day
- 14.5. Annual OSBA Convention in Portland, November 6-8, 2025

Please sign up with Robin for any OSBA events you wish to attend.

9:37 p.m. The Board recessed from public session.

9:38 p.m. Board Chair Leah Fredericks announced:

15. Executive Session, held pursuant to ORS 192.660 (2) (d) to conduct deliberations with persons designated to carry on labor negotiations.

All Board members as listed at the start of the meeting, Dr. Fialkiewicz and Ms. Lindeen-Blakeley were in attendance.

9:52 p.m. The Board adjourned from Executive Session.

9:54 p.m. The Board reconvened to Public Session and then adjourned.

16. ADJOURNMENT

CORBETT SCHOOL DISTRICT SPECIAL SCHOOL BOARD MEETING

35800 E Historic Columbia River Highway Corbett, Oregon 97019 via virtual ZOOM/Owl and GS Cafeteria

Wednesday, September 10, 2025 7:00 p.m.

Minutes Approved _____

The following board members were present: Leah Fredericks, Board Chair; David Osborn, Board Vice Chair; Ben Byers (virtual online); Malinda Carlson; Zac Arndt and Sis Childs. Board member Dylan Rickert had an excused absence. Also present in person were administrators Derek Fialkiewicz, Ed.D., Superintendent; Dennis Clague, CFO; Brie Windust, Business Office Assistant/ZOOM moderator and Robin Lindeen-Blakeley, Deputy Clerk/HR Lead.

7:00 p.m.

1. Assemble in GS Cafeteria side of the MPB

Meeting in person on the main campus or if virtual, a link was provided to join the webinar. There were approximately five attendees in person and 11 attendees online.

2. Introductory Comments

Leah Fredericks, Board Chair – called the meeting to order at 7:01 p.m.

In preparation for the Special School Board meeting on September 11, 2025, with OSBA, Chair Fredericks touched on and requested ideas for the upcoming time with Kristen Miles, OSBA Board Development Director.

- 2.1. Board Roles and Responsibilities Workshop Information/Discussion Items –
 - a. Calendar portion of community survey
 - b. Goals for meeting on September 11
 - c. Board/Superintendent Roles and Responsibilities – will probably be covered by Ms. Miles.
 - d. Communication – within public meeting laws, approaches for sharing OGEC feedback and other information, i.e. trainings.
 - e. Group Board boundaries within school community/staff relationships according to policy(s).
Visits to campus – email Dr. Fialkiewicz ahead of time.
 - f. Cultural norms and questions during Board meetings and preparation beforehand, going through Superintendent for recommendations.
 - g. Collaboration of Board – aligning conversations at time of agenda items
 - h. Refining agenda - for clarity and transparency, upcoming events
 - i. Templates from other organizations for facilitation and public awareness

Attachments: (5)

2.2. District Goals Setting and Strategic Planning Discussion Items

a. touch on calendar for feedback

b. clarification of agenda item, timing and accessibility, evaluation approaches and timelines, interim placeholder goals

c. Board evaluation and how Superintendent goals tie with it.

Short-term and long-term goals – 1, 3, 5 year goals to align with District Goals

d. Information timelines for meeting start and end time. Place items of importance or urgency at top of the agenda. Table or move items. How many meetings per month?

e. Survey results – responding to those that shared – agenda item for next meeting. Not a clear direction- 115 responses

f. Superintendent Evaluation to model documents, framework, timelines – perhaps quarterly check-ins and formal evaluation annually.

g. Strategic goals co-dependent with board and superintendent goals.

h. Urgency for budget and student enrollment goals – crisis?

i. g. and h. process to integrate with refinement, clear and measurable for expectations and success. Specificity with standards tied to goals for Board/Superintendent/District – need OSBA framework and focus to be strategic or impactful

j. performance plans per school into district goals then board set strategic priorities – how to distill

k. lots of tools, limited authority by board, terms to move forward

l. general goals and priorities – financial stability and transparency, enrollment and Revenue growth aligning, staff and labor relations, facility and transportation management, academic outcomes, student success

m. safe and supportive school environment

3. Adjournment – 8:58 p.m.

Corbett School Board Members,

After much reflection and introspection, I have decided to retire from the position of Superintendent of the Corbett School District effective July 1, 2026. I wish to provide the district with ample opportunity to complete a full search for a new superintendent and set the District up for success.

We have worked through some challenges and experienced many successes during my tenure, but ultimately, I feel my departure will allow the Corbett School District and community to best move forward. I will remain fully committed to supporting the students, staff, families, and community of Corbett, ensuring Corbett stays on a positive trajectory of academic and financial growth.

Sincerely,

A handwritten signature in black ink, appearing to read 'Derek Fialkiewicz', written in a cursive style.

Dr. Derek Fialkiewicz

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 1st of each year. On July 1st of each year, the SUPERINTENDENT may carry forward to the commencing 12 month period a maximum of 10 vacation days and may opt to have the DISTRICT buy back up to 10 unused vacation days. At no time shall the SUPERINTENDENT have more than 50 vacation days available. Accrued vacation days in excess of 50 shall be forfeited without compensation.
- B. Holidays: The SUPERINTENDENT may take holidays that are observed by the District (12 Days). Those presently include the Independence Day, Labor Day, Veterans' Day, Thanksgiving Day and the following Friday, Christmas Break (2 days), New Year's Day, Martin Luther King, Jr Day, Presidents' Day and Memorial Day, and Juneteenth.
- C. The DISTRICT will not recognize or compensate for compensatory time.
- D. Memberships: DISTRICT shall pay the SUPERINTENDENT'S membership charges to the American Association of School Administrators, (AASA), the Oregon Coalition of School Administrators (COSA) and other professional groups in which SUPERINTENDENT feels it is necessary to maintain and improve professional skills, as permitted by state law and as approved by DISTRICT in the annual budget.
- E. Civic and Service Associations: Recognizing the importance of a strong working relationship between the schools and the community, DISTRICT shall pay dues, membership fees and related expenses for membership in service and civic associations as provided in the Board-adopted budget.
- F. Health, Dental and Vision Benefits: The District shall provide to the SUPERINTENDENT the same health insurance benefits as it does to licensed employees.
- G. Sick Leave: The SUPERINTENDENT is allowed up to twelve (12) paid sick days pursuant to ORS 332.507. The SUPERINTENDENT shall have the rights accorded under ORS 332.597(5) concerning sick leave and retirement benefits.
- H. Disability and Life Insurance: The DISTRICT will provide SUPERINTENDENT with long-term and short-term disability insurance and life insurance coverage the same as it does to other licensed employees. The DISTRICT will provide SUPERINTENDENT with additional life insurance coverage that the SUPERINTENDENT is medically and otherwise qualified to receive equal to the annual salary, at the next available open enrollment period following the start of the contract year.

- I. Travel and Meals: The DISTRICT will provide SUPERINTENDENT reimbursement for travel upon claim at the IRS rate per mile, \$35.00 per day for meals, and \$85 per day for lodging. Actual costs exceeding the meals and lodging amounts will be reimbursed with receipts.
- J. FRINGE BENEFITS: The SUPERINTENDENT shall be entitled to participate in 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.
- G. Death of SUPERINTENDENT.

11. SAVINGS CLAUSE

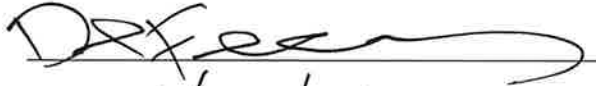
- A. If, during the term of this contract, it is found that a specific clause of the contract is illegal in federal or state law, the remainder of the contract not affected by such ruling shall remain in force.

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



Date: 5/22/25

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

By: 

Date: 6/2/2025

Superintendent

Search Services Proposal for

Corbett School District Corbett, Oregon

October 2025



Phone: 888-375-4814
Email: mail@macnjake.com
Website: www.macnjake.com





MCPHERSON & JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

11725 ARBOR STREET, SUITE 220 ♦ OMAHA, NEBRASKA 68144 ♦ 402-991-7031/888-375-4814
FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

October 6, 2025

School Board
Corbett School District
35800 E Historic Columbia River Highway
Corbett, Oregon 97019

Thank you for the opportunity to respond to your request for information. The enclosed proposal describes the professional services McPherson & Jacobson, L.L.C. will provide Corbett School District in ensuring your superintendent search secures quality leadership for the district.

As a nationally recognized leader in superintendent searches, McPherson & Jacobson will work with the board to design a search that meets the unique needs of your school district. Our firm's protocol allows the board to concentrate on the most important segments: the interview and selection of the successful candidate.

At the core of our firm's work is the belief that every student is entitled to high quality education and that this is dependent upon quality leadership. We understand that students have diverse needs, thus, we focus on the intentional recruitment of a diverse candidate pool that includes ethnic and cultural identity as well as experience in culturally proficient practices that have proven successful in addressing educational equity gaps.

McPherson & Jacobson has been conducting searches for boards of education since 1991. Our consultants will ensure your search results in quality leadership for your district.

We welcome the opportunity to meet with your board to present our proposal and discuss our proven search process.

Sincerely,

Dr. Norm Ridder

Owner, McPherson & Jacobson L.L.C.

TABLE OF CONTENTS

<i>Executive Summary</i>	3
<i>About McPherson & Jacobson</i>	4
<i>The McPherson & Jacobson Difference</i>	4
<i>Qualifications and Background of McPherson & Jacobson, L.L.C.</i>	4
<i>McPherson & Jacobson, L.L.C. Non-Discrimination Policy</i>	5
<i>Applicant Diversity</i>	6
<i>Search Process</i>	7
<i>Five Phases of a Superintendent Search</i>	7
<i>Timeline</i>	14
<i>Responsibilities of Corbett School District and McPherson & Jacobson, L.L.C.</i>	15
<i>Stakeholder Involvement</i>	18
<i>Cost Proposal for Corbett School District</i>	20
<i>Investment for the Search</i>	20
<i>Additional Services Available</i>	21
<i>McPherson & Jacobson Guarantees</i>	23
<i>Client Satisfaction</i>	23
<i>Price Match</i>	23
<i>Recruiting the Selected Candidate</i>	23
<i>Additional Information</i>	24
<i>McPherson & Jacobson, L.L.C. Consultants</i>	24
<i>McPherson & Jacobson’s Superintendent/Administrative Searches for Oregon School Districts</i>	25
<i>What Board Members Say About the Services of McPherson & Jacobson, L.L.C.</i>	26

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10/25

Executive Summary

McPherson & Jacobson L.L.C. provides a comprehensive search process. Below are some of the highlights of our process:

- Our process is comprehensive and provides critical support for the most time-consuming aspects of recruiting and screening the candidates, so the board can focus on interviewing and selection.
- Our team of consultants, working in conjunction with the board and diverse stakeholder groups you identify, will implement a systematic, comprehensive process culminating in the hiring of the most qualified candidate for your district.
- We take the entire board through a consensus decision-making process to identify the top criteria for the selection of the new superintendent.
- Transparency is a hallmark of our protocol. Stakeholder participation emphasizes the transparency of our process. We meet with groups to ensure broad-based stakeholder input in the selection process. In addition, we provide an online survey to reach out to anyone who cannot attend a stakeholder meeting. The consultants will present a comprehensive written report to the board, which includes all of the comments recorded during the input sessions.
- McPherson & Jacobson's consultants actively recruit candidates that meet the selection criteria. If desired, we will recruit non-traditional candidates.
- Applicant confidentiality is important to attract top candidates. Names remain confidential until the board selects their finalists.
- The consultants will read all of the completed files submitted by applicants and evaluate them against the selection criteria.
- The consultants will conduct reference checks until they have complete knowledge of the applicant's strengths and weaknesses. The consultants will pre-interview applicants to be submitted on the shortlist. In-depth background checks (criminal, financial, and educational degree verification) are conducted on the candidates selected by the board to be interviewed.
- We will continue to work with your school district until a superintendent is hired and in place.
- Phase V provides a continued commitment to work with your board and new superintendent for one year. We will help you collaboratively establish annual performance objectives for the new superintendent's first year. Evidence from previous searches shows this phase to be very positive as it fosters a good transition.
- We are so confident of our ability to identify the district's criteria, recruit, and screen applicants against those criteria, and assist during the transition period, that we guarantee our service.

Our mission is to ensure your search results in quality leadership for education excellence.

About McPherson & Jacobson

The McPherson & Jacobson Difference

“Your students, staff, and community deserve the best.”

- *WE BELIEVE every student is entitled to a high-quality education. We strongly believe quality education is dependent upon quality leadership.*
- *OUR MISSION is to ensure your search results in quality leadership for education excellence.*

McPherson & Jacobson has developed a protocol that provides for high involvement of stakeholders, while keeping the board in complete control of the process.

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process.

At the core of our firm’s work is the belief that every student is entitled to high quality education and that this is dependent upon quality leadership. We understand that students have diverse needs, thus, we focus on the intentional recruitment of a diverse candidate pool that includes ethnic and cultural identity as well as experience in culturally proficient practices that have proven successful in addressing educational equity gaps. This unique approach is made possible through the diverse and extensive network of our consultants who have various levels of expertise in the school system from superintendents to school board members to educational equity experts. We believe this has contributed to our successful placement of qualified candidates around the state and nation who have met extensive equity focused criteria and continue to make an impact in the districts they serve.

Qualifications and Background of McPherson & Jacobson, L.L.C.

- **Leading National Search Firm**

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 1,000 superintendents** and other officials in public and non-profit organizations across the United

States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

- **Nationwide Network of Experienced Consultants**

McPherson & Jacobson has **over 130 consultants** across the nation. **One-third** of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. **Almost seventy percent** have a doctorate degree. Their diversity and expertise ensure your search results in quality leadership for education excellence.

- **Sustainability in Leadership**

Waters and Marzano review of 3.4 million students' achievement scores found that Superintendents' tenure is positively correlated with student achievement.

Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **almost eighty percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Over forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

McPherson & Jacobson, L.L.C. Non-Discrimination Policy

McPherson & Jacobson, L.L.C. is dedicated to serving school districts by supporting all candidates regardless of cultural and ethnic diversity.

As an organization, we are committed to equitable practices that will ensure equal access for all candidates. This commitment means that success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion.

Every decision McPherson & Jacobson, L.L.C. makes will be committed to the following foundational beliefs:

1. Consultants share the moral imperative and collective ownership to identify and eliminate disparities to ensure all candidates have an equal opportunity regardless of their race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion;
2. Eliminate barriers in recruitment, hiring, retention, and internal processes;

3. Utilize culturally relevant practices that do not discriminate based upon language, marital status, gender, sexual orientation, gender identity, cognitive/physical ability, or religion;
4. Promote catalytic leadership for educational and community partners;
5. Support the continuing development of all personnel with a focus on their mindset, beliefs, knowledge, and skills, including an understanding of implicit bias and racial identity;
6. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to create a sense of belonging for all;
7. Support and comply with State and District policies.

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

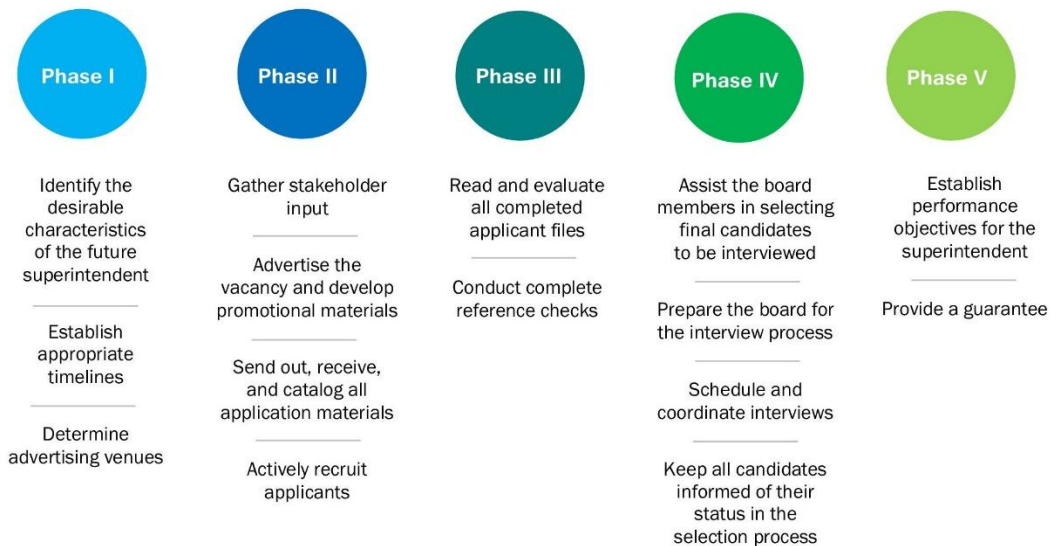
We use our nationwide consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

For the past five years, approximately **one-third** of our applicants have been female and almost **one-fourth** of our applicants have been ethnically diverse.

In the past ten years, **one-third** of the boards we have represented have placed women or ethnically diverse candidates.

Search Process

Five Phases of a Superintendent Search



Phase I—Initiating the Search Process

- **Using a group process with the board, identify the most important characteristics of the future superintendent.**

The consultants will assist the board in identifying the most important characteristics the board would like the new superintendent to possess. These characteristics will be used as a template for recruiting and selecting candidates.

- **Establish appropriate timelines and target dates for the selection process.**

The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new superintendent, and a date for the new superintendent to begin will be determined.

- **Determine, with the board, appropriate advertising venues.**

The consultants will assist the board in determining the scope of the search. Appropriate media venues (professional journals, trade papers, newspapers, and websites) and associated costs will be presented for consideration.

- **Identify appropriate stakeholder groups.**

The board will identify the various stakeholder groups that they want McPherson & Jacobson’s consultants to meet with to solicit input into the process.

- **Assist the board in determining compensation parameters.**

In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what districts in the same geographic region and similar size are paying superintendents. Whenever possible, they will also present compensation information for districts that recently hired a superintendent. This information is provided for the board’s consideration of compensation parameters.

Final compensation decisions will be determined by the board and the selected candidate.

- **Identify the point of contact for the district.**

The board will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure and coordinating details for stakeholder input and other meetings within the district.

Phase II—Stakeholder Input, Advertising the Position, Recruiting Applicants

- **Work with the district to schedule the stakeholder input meetings.**

The consultants will work with the district’s point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

- **Meet with groups identified by the board to provide stakeholder input into the selection process.**

The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess.

The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the district, the survey can be available in multiple languages.

The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the board.

- **Develop promotional literature and brochures announcing the vacancy (optional—there is an additional fee for a full-color brochure).**

In order to attract quality applicants, it is important to promote your school system and community. With on-site assistance from the district, the consultants will assist in preparing an announcement of vacancy that highlights the strengths of your school system and community. Our graphic artist will prepare a professional color brochure that highlights the school district and community, including the board's selection criteria, the board members, and the application procedures and timelines.

- **Prepare and place announcement of vacancy.**

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to the state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply online. The website averages over 225,000 hits per month.

- **Develop an application unique to your vacancy that reflects the selection criteria determined by the board.**

McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the board. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

- **Post application information and notify interested applicants.**

McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your district.

- **Actively recruit applicants who meet the district's needs.**

While McPherson & Jacobson does not represent candidates, we actively maintain a data bank of quality candidates. Once the board has chosen its selection criteria, we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. We will encourage those candidates to apply. Some of the best candidates may not be actively seeking another position and will need to be recruited.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at national and state education conferences. We participate in Job Central at the American Association of School Administrators conference, the National School Boards Association annual conference, and others such as the AASA Women's Leadership Conference.

- **Confidentiality of Applicants**

McPherson & Jacobson proposes an open process for the search. We believe public business should be done in public with transparency. We also understand the need for applicants' confidentiality. Our process keeps the names of all applicants confidential until they are named a finalist for the position, at which time the names of the finalists are made public.

If the board believes that the names of the finalists should be kept confidential until they make their selection, we can do that. This is your search, and we will adapt our process to fit your unique needs.

- **Keep all applicants informed of their status in the selection process.**

During the application process, McPherson & Jacobson's staff monitors applicants and notifies them of what is still needed to complete the process.

- **Communicate with all Board Members in a timely manner.**

The consultants will communicate with all board members keeping them informed of the status of the search throughout the process.

Phase III—Applicant Screening

- **Evaluate each applicant against the selection criteria.**

The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional materials in each applicant file and begin reviewing against the selection criteria.

- **Conduct reference checks.**

We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant's qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the names of other people who can speak of the applicant's qualifications. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

- **Pre-Interview and Video of Shortlist Applicants.**

The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants can share with the board.

- **Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the board. The board members choose interview questions that reflect their criteria and priorities.

If the board chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

Phase IV—Reviewing Candidates with the Board, Interviews

- **Review candidates with the board and assist board members in determining which candidates they will interview.**

The consultants will provide a complete list of applicants who completed the application process to the board for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the district’s criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant.

Upon reviewing the recommendations, the consultants will assist the board members in identifying which applicants they wish to consider as candidates for interviews.

- **Conduct background checks.**

Included in the expenses are a criminal/financial/degree verification background checks for the candidates selected to be interviewed.

- **Assist the board in determining interview procedures.**

After the board selects their final candidates to interview, the names of these candidates will be made public upon confirming the interviews (if the board chooses to release the names). During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

If the board chooses to conduct semi-finalist interviews, the candidates will only meet with the board. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

- **Coordinate interview and visitation procedures.**

If the board chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the board only. After the semi-finalist interviews, the board will select their finalists.

If the board chooses to involve stakeholder groups in the interview process, the consultants will assist in establishing the finalist interview schedule that includes district staff, students, and community groups. A typical interview day will include a tour of the district and community, meeting with stakeholder groups, and a formal interview with the board.

- **Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.**

If the board chooses to involve stakeholder groups in the interview process, representatives will be selected from the stakeholder groups identified by the board. The purpose of these groups is two-fold: 1) to promote the school district and community to the candidate; and 2) to form an impression of each candidate, which they will share with the board. The board will identify chairpersons for each stakeholder group. The consultants will meet with the chairpersons to discuss their roles and responsibilities. The consultants will also provide the chairpersons with a form to record the group's consensus impressions of each candidate's strengths and any concerns or questions the group may have. Each form will be sealed in an envelope and turned in to the district contact person.

- **Coordinate visitation procedures for the candidate's spouse/significant other.**

We encourage boards to invite spouse/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

- **Assist the board in making final arrangements for each candidate's visit.**

It is common practice for the district to pay interview expenses for the candidates and their spouse/significant others. To ensure that expenses stay within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

- **Contact all finalists and schedule their interview dates.**

The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the district.

- **Notify all applicants not selected for an interview.**

Once the board has selected its final candidates, all other applicants will receive, on behalf of the board, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

- **Personally contact each finalist who was not offered the position.**

Once a contract has been offered by the board and accepted, the consultants will call each of the other final candidates and thank them on behalf of the board for interviewing for the position. *These candidates are not notified until an offer has been accepted.* If by chance you lose your top candidate, we want to keep viable candidates available.

Phase V—Transition with Success

- **Establish performance objectives for new superintendent.**

Working with the board and new superintendent, the consultant will assist in establishing two or three performance objectives the board wants the superintendent to focus on during the first year. These objectives are beyond the day-to-day school district operations.

Once the performance objectives have been identified, board members will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives.

- **Provide a guarantee.**

If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, **FOR WHATEVER REASON**, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Timeline

The timeline for the search process is established when we meet with the board, so we can address the unique needs of the district. However, the time from our first meeting with the board until the finalist is selected is typically a minimum of two to three months.

Search sequence:

- At the beginning of the search
 - The qualities for the new superintendent are identified
 - A formal timeline is established
 - Advertising decisions are made
 - Application information is posted
 - Promotional materials are created to advertise the district and the vacancy
- At the time designated by the board
 - Stakeholder group meetings are held, and online stakeholder input is gathered
 - A summary of stakeholder input is presented to the board
- As applications arrive in our office
 - Applications are monitored and applicants are notified of the deadlines to submit their materials
- After the closing date
 - All the completed applicant files are forwarded to the consultants
 - The consultants begin the review and pre-interview process
- Approximately two to four weeks after the closing date
 - Consultants provide information to the board on all applicants who completed the process
 - Consultants present summary profiles and video interviews of qualified candidates to the board
 - The board selects the candidates it wants to interview
 - Criminal/financial/degree verification background checks are conducted on the candidates selected to be interviewed
 - McPherson & Jacobson notifies each applicant not selected for an interview
- Soon after the board selects their candidates
 - Semi-finalist interviews are conducted (if chosen by the board)
 - The board interviews its final candidates
 - The board selects their new superintendent
 - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

Responsibilities of Corbett School District and McPherson & Jacobson, L.L.C.

Event	McPherson & Jacobson's Tasks	School District's Tasks
1 st board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> o Characteristics for the new superintendent o The search calendar o Compensation parameters o Identify the appropriate constituent groups for stakeholder input o Advertising venues <input type="checkbox"/> The consultant works with the Point of Contact to compile: <ul style="list-style-type: none"> o Information to create the brochure announcing the vacancy (optional) o The list of names to be invited to the community input meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides consultant with the necessary information to create the brochure (optional); the name of the Point of Contact; and the Board Contact List <input type="checkbox"/> Reviews and approves the brochure
After 1 st meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Application link is posted online <input type="checkbox"/> Brochure announcing the vacancy is created (add-on item) <input type="checkbox"/> Advertising is started <input type="checkbox"/> Vacancy announcements are sent out <input type="checkbox"/> E-mails are sent to applicants registered with McPherson & Jacobson notifying them about the opening <input type="checkbox"/> E-mails are sent to consultants regarding the opening, requesting they invite candidates to apply for the position <input type="checkbox"/> Opening is posted on social media and additional venues 	<ul style="list-style-type: none"> <input type="checkbox"/> Edit the brochure (if district chooses to have a brochure created)
During application period	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants recruit candidates that fit the position <input type="checkbox"/> Monitors applicants and where they are in the application process <input type="checkbox"/> Notifies applicants of the closing date for submitting their materials <input type="checkbox"/> Lead consultant keeps the board up to date on the search 	<ul style="list-style-type: none"> <input type="checkbox"/> Posts a link to the McPherson & Jacobson website <input type="checkbox"/> Posts the brochure (announcement of vacancy) on their website (if chosen) <input type="checkbox"/> Advertises the opening on the district's social media platforms

Event	McPherson & Jacobson's Tasks	School District's Tasks
Stakeholder meetings are scheduled	<ul style="list-style-type: none"> <input type="checkbox"/> Home Office sends out invitations to the community stakeholder meeting(s) after receiving the information from the consultant and the district 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in organizing stakeholder focus groups and meeting schedule <input type="checkbox"/> Names and addresses are sent to Home Office for community meeting invitations <input type="checkbox"/> Posts meeting dates, times, and locations as open public forum <input type="checkbox"/> Assists in translating stakeholder input survey into the additional language(s) requested by the school district
Stakeholder meetings	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants facilitate the stakeholder meetings, recording the input <input type="checkbox"/> An online stakeholder input survey is created, the link is posted on the McPherson & Jacobson website and also provided to the district to post 	<ul style="list-style-type: none"> <input type="checkbox"/> Link to online stakeholder input form(s) is (are) posted on the school district website
Stakeholder meetings completed	<ul style="list-style-type: none"> <input type="checkbox"/> Consultant summarizes key themes and is sent to Home Office <input type="checkbox"/> The stakeholder input summary report is created 	<ul style="list-style-type: none"> <input type="checkbox"/> "Stakeholder Input Report" is posted on the school district website
2 nd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review stakeholder input summary report and provide copies to the district <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> o Interview questions o Length of contract, moving and interview expenses o Spouse/significant other's involvement in interview process o District Interview Schedule o Candidate Daily Interview Schedule <input type="checkbox"/> Interview questions are sent to Home Office to be formatted 	
Prior to 3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Applicant packets are reviewed by the consultants and reference checks are performed <input type="checkbox"/> Contact candidates on short list and verify their interest in the position <input type="checkbox"/> Meet with stakeholder group chairs to review schedule, procedures, and screen questions 	

Event	McPherson & Jacobson's Tasks	School District's Tasks
3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant facilitates the board's <ul style="list-style-type: none"> <input type="checkbox"/> Review of the list of all applicants <input type="checkbox"/> Overview of candidates on short list <input type="checkbox"/> Selection of finalists <input type="checkbox"/> Finalizing of interview dates & schedule <input type="checkbox"/> Review of interview questions & procedures <input type="checkbox"/> Finalizing candidate & spouse/significant other arrangements <input type="checkbox"/> Contact finalists and schedule interview dates, review schedule, discuss compensation and contractual issues <input type="checkbox"/> Work with Point of Contact to coordinate interviews (transportation, lodging, interview locations, etc.) <input type="checkbox"/> Send Candidate Daily Interview Schedule to each finalist <input type="checkbox"/> Conduct criminal/financial/educational degree verification checks on finalists selected to be interviewed <input type="checkbox"/> Notify the applicants who were not selected to be interviewed 	<ul style="list-style-type: none"> <input type="checkbox"/> Assist with lodging arrangements and welcome gifts <input type="checkbox"/> Arrange for spouse/significant other tour
Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> Call Point of Contact after 1st interview to learn how it went <input type="checkbox"/> Call 1st candidate to learn their perspective and how the interview went <input type="checkbox"/> Suggest any possible improvements <input type="checkbox"/> Be available for questions <input type="checkbox"/> Be present at interviews if request is made by school district (additional fee for this service) 	<ul style="list-style-type: none"> <input type="checkbox"/> One candidate per day <input type="checkbox"/> Board member greets each candidate upon arrival to district <input type="checkbox"/> Informal interview-social setting <input type="checkbox"/> Formal interview <input type="checkbox"/> Spouse/significant other's visitation is coordinated
Finalist selected and accepted	<ul style="list-style-type: none"> <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Verify acceptance <input type="checkbox"/> Call other finalists <input type="checkbox"/> Sends out letter of congratulations to candidate who was chosen 	<ul style="list-style-type: none"> <input type="checkbox"/> Board meets and discusses each candidate individually <input type="checkbox"/> Read input forms submitted by stakeholder input groups <input type="checkbox"/> Have each board member rank order candidates <input type="checkbox"/> Select minimum of #1 and #2 candidate <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Send interview forms and files to the Home Office <input type="checkbox"/> Board evaluates our services
Phase V	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate board and superintendent's identification of 2-3 performance objectives and evidence of progress the board will accept <input type="checkbox"/> Consultant reviews superintendent's plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Superintendent creates plan with target objectives and timelines <input type="checkbox"/> Plan is sent to consultant to be reviewed <input type="checkbox"/> Board adopts plan

Stakeholder Involvement

Obtaining stakeholder input is an integral part of McPherson & Jacobson's search process. Since 1991, McPherson & Jacobson has conducted over 1,000 superintendent searches for school districts ranging from 10 to over 300,000 students. For each search, we have coordinated stakeholder input sessions. Besides meeting with stakeholder groups designated by the board, an online input survey is also available for those who cannot attend the meetings. After the meetings have been completed, the board will receive a written report with the findings of the meetings and online input.

Initial stakeholder input sessions

The consultants will meet with groups identified by the board to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include. An online survey option will be provided to stakeholders who are unable to attend the scheduled meetings.

Meeting the candidates

A representative group of eight to twelve people will be selected to represent each of the groups identified by the board. The consultants will meet with a chairperson for each group to discuss their roles and responsibilities. The purposes of these groups are two-fold: one, to promote the school district and community to the candidate; and two, to form an impression of each candidate, which they will share with the board. The consultants will coach each group on how to conduct the meeting with each candidate and what questions they can or cannot ask. The consultants will also provide the chairpersons with a form in which, using group consensus, they will record their impressions of each candidate. The forms will be sealed in an envelope after meeting with each candidate and turned in to the district contact person. Upon completing the interview process with all candidates, the board will receive and open the forms from each group.

Process for Obtaining Staff Input

The consultants will meet with central office administrators, building administrators, teachers, classified staff, and students, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the

characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the teachers and classified staff in the afternoon, right after school dismissal, to give the maximum opportunity for the staff to participate. Central office and building administrator meetings are scheduled at multiple locations to maximize the opportunities for their input. Student input sessions are not scheduled during class time, they are normally held during lunch breaks.

Process for Obtaining Parent and Community Input

The consultants will meet with parents and community stakeholders, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the parents and community stakeholders in the evenings at multiple locations to allow as many stakeholders as possible to give their input.

Process for Including Ethnically Diverse Communities

McPherson & Jacobson will work with the district to determine the best practices to obtain input from ethnically diverse communities in the district. If in-person meetings are required, McPherson & Jacobson will work with the district to obtain the necessary translators.

At the request of the district, online surveys for multiple languages can be developed and posted.

Process for Obtaining Online Stakeholder Input

McPherson & Jacobson will create an online input survey to allow stakeholders unable to attend scheduled meetings to submit their input. At the request of the district, surveys for multiple languages can be developed and posted.

Cost Proposal for Corbett School District

Investment for the Search

The fee for conducting the superintendent search is **\$8,450** for Phases I-V.

Estimated Expenses **\$3,950**

- **Advertising**
 - Thirty (30) days on AASA (American Association of School Administrators)
 - One posting on OSBA (Oregon School Boards Association)
 - One posting on COSA (Coalition of Oregon School Administrators)
 - *Expenses may increase if additional advertising or alternative advertising venues are chosen.*
- **Stakeholder Meetings**
 - One (1) day of in-person stakeholder meetings
 - Online stakeholder input surveys
 - Final report delivered to the board by email and one hard copy per board member, if requested
 - *If the district requests additional stakeholder input days, there will be an additional fee (negotiated between the district and the consultants) and additional expenses.*
 - *Depending on the languages selected for the surveys, there may be an additional fee charged for translating the results of the survey.*
- **Candidate Reviews/Information**
 - Video interviews of candidates (five (5) video interviews are included in the not to exceed amount)
 - Criminal/financial/degree verification background check for candidates chosen by the board for interviews (four (4) background checks are included in the not to exceed amount)
 - Assist in scheduling an on-site visitation to the finalist's home district (at the district's request).
- **Consultant Travel**
 - Travel expenses for consultants for scheduled trips to the school district (initial meeting with the board, stakeholder meetings, meeting to discuss the stakeholder input, meeting to present candidates to the board).
 - *Consultant travel expenses can be reduced if the district requests online meetings.*
- **Office Expenses**

The total not to exceed amount including expenses is \$12,400.

Interview expenses for the candidates are not included in this amount.

Additional Services Available

- **Attending Candidate Interviews**

If the board requests, McPherson & Jacobson's consultants will attend the candidate interview sessions for an additional fee (negotiated between the district and the consultant) plus expenses.

- **Creating a Brochure for the Vacancy**

If the board requests, McPherson & Jacobson will prepare a full-color two or four-page brochure to advertise the vacancy. The fees are \$500 for a two-page brochure and \$750 for a four-page brochure. The information for the brochure needs to be provided to the firm no later than three weeks prior to the closing date for applications.

- **Personality/Strengths Assessments Option**

If the board requests, personality strength tests can be completed for the candidates.

Birkman International Signature Reports can be obtained for the candidates the district chooses to interview. The estimated fee for this service is \$700 per candidate. The report received will

- Show the traits most expressed by a potential candidate.
- Provide insight into work styles and environmental preferences.
- Help you understand the projects and initiatives a candidate will likely prioritize.

- **Assistance in Hiring the Selected Candidate**

The fee will be based on an hourly negotiated rate.

- Assist the board in revising and updating the superintendent's job description.
- Assist the board in developing an effective contract.
- Provide assistance in negotiating the contract with the finalist.

- **Searches for Other Leadership Positions**

The fee will be based upon services selected.

McPherson & Jacobson can assist the district in filling additional leadership positions in your district (principals, central office, etc.). For these searches, we offer either a full search process, or we can assist the district with selected parts

of the search. Our consultants would be pleased to discuss the options with you. For some districts we have a blanket contract to assist the district with their leadership openings as they occur.

- **Leadership Team Resources**

The fee will be based upon services selected.

In addition to our Phase V, Establishing Superintendent Objectives, we can assist the district leadership team through additional services and workshops.

- Creating Board Operating Principles
- Goal Setting/Long-Range Planning
- Executive Coaching
- Meaningful Superintendent Evaluations

- **Strategic Planning**

The fee will be based upon services selected.

McPherson & Jacobson has partnered with Innovate K12 to offer districts a dynamic, comprehensive, Strategic Planning service.

InnovateK12 will utilize its suite of consultative, engagement, and analytics services to drive the Strategic Planning process in conjunction with District Leadership.

- InnovateK12 serves as the engine for district leadership and their internal and external outreach, offering an array of services—spanning the beginning to completion of the process, including using the new Strategic Plan as a dynamic resource for Continuous Improvement.
 - SWOT Analysis involving both internal and stakeholders.
 - Internal: Staff (classified/certified), students, leadership.
 - External: Parents, Residents, Business Community, Community Partners.
 - Evaluating previous/current Strategic Plan: Pre-Strategic Planning.
 - What worked and what didn't and why?
 - Challenges and barriers to successful implementation.
 - Data Analytics Reporting identifies the priorities as shared by internal and external stakeholders to pair with future strategic planning committee work.
 - Integration of Continuous Improvement processes.
 - Defining strategic priorities/challenges/objectives.
 - Crafting the Strategic Plan

McPherson & Jacobson Guarantees

Client Satisfaction

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses; there is not an additional fee.

If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, for whatever reason, within the guarantee period, we will repeat the process at no charge except actual expenses. *The guarantee is valid only if the board is comprised of a majority of the members who hired the superintendent (exceptions would be considered in situations of a placement's personal or family reasons for leaving).*

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Price Match

McPherson & Jacobson, L.L.C. will match the search fee for a comparable level of services provided by the competitive bid.

Recruiting the Selected Candidate

McPherson & Jacobson consultants do not actively recruit administrators that have been placed in our searches. We would not have the retention rates for our placements if we recruited the administrators from our searches. Over the last five years, **almost eighty-percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

Additional Information

McPherson & Jacobson, L.L.C. Consultants

McPherson & Jacobson, L.L.C. maintains a vast cadre of professionally trained consultants across the United States. All our consultants are actively involved in recruiting quality candidates for all searches.

All our professionally trained consultants are involved with education. Every consultant believes that every child in every district is entitled to the highest quality educational opportunities. They also believe that quality education begins with quality leadership.

Following is a list of our consultants located in Oregon and Washington:

Oregon Consultants

Dr. Gustavo Balderas, Superintendent, Beaverton

Mr. Michael Scott, Retired Superintendent, Hillsboro

Dr. Douglas Nelson, Retired Superintendent, The Dalles

Mrs. Heidi Sipe, Superintendent, Umatilla

Ms. Maureen Wolf, Board Member, Northwest Regional ESU, Tigard

Washington Consultants

Dr. Ivan Duran, Superintendent, Highline School District

Dr. Mary Alice Heuschel, Educational Consultant, Liberty Lake

Dr. Steven Lowder, Retired Superintendent, Vancouver

Dr. Michelle Price, Superintendent, North Central Educational Service District, Wenatchee

McPherson & Jacobson’s Superintendent/Administrative Searches for Oregon School Districts

Note: All searches listed are for school superintendents unless otherwise noted

Year	District/Organization	City	Enrollment
2024/25	McMinnville School District—Interim Superintendent	McMinnville	6,394
2024/25	North Wasco County School District—Chief Financial Officer	The Dalles	2,700
2024/25	Pendleton School District	Pendleton	2,909
2023/24	Canby School District	Canby	4,200
2023/24	Tigard-Tualatin School District	Tigard	12,000
2023/24	Rainier School District #13	Rainier	1,000
2023/24	Columbia Gorge Education Service District	The Dalles	
2023/24	Tigard-Tualatin School District—Chief Financial Officer	Tigard	12,000
2023/24	Nyssa School District 26	Nyssa	1,500
2023/24	Willamina School District	Willamina	895
2022/23	Glide School District	Glide	709
2022/23	Hillsboro School District 1J	Hillsboro	20,000
2021/22	Glendale School District	Glendale	281
2021/22	Grants Pass School District 7	Grants Pass	6,200
2021/22	Oregon City School District	Oregon City	8,058
2021/22	Greater Albany Public Schools	Albany	9,300
2020/21	Winston-Dillard School District No. 116	Winston	1,400
2021/22	Newberg Public Schools—Assistant Superintendent	Newberg	4,970
2021/22	Newberg Public Schools—Principal (Antonio Crater Elementary School)	Newberg	350
2021/22	Newberg Public Schools—Principal (Catalyst Program-High School Alternative Education)	Newberg	400
2021/22	Newberg Public Schools—Principal (Chehalem Valley Middle School)	Newberg	460
2021/22	Newberg Public Schools—Principal (Dundee Elementary School)	Newberg	303
2020/21	North Wasco County School District 21	The Dalles	3,000
2018/19	North Bend School District	North Bend	2,300
2018/19	Springfield Public Schools	Springfield	10,700
2017/18	Reynolds School District	Fairview	11,200
2014/15	Bend-La Pine Schools	Bend	17,300
2011/12	Reynolds School District	Fairview	14,000

What Board Members Say About the Services of McPherson & Jacobson, L.L.C.

June 2024

From: Paul Zastrow

Re: Recommendation

I have been on the Columbia Gorge Education Service District Board of Directors for over twenty five years. During that time I have served in several capacities – more often than not as the Board Chairperson. Over the time in office the District has had several opportunities to hire Superintendents. There are a number of search groups that offer services to seek administrative personnel that we have used in the past.

This year, upon the announcement that our superintendent was going to retire, we faced the usual dilemma – which one to choose. In the end, we chose the McPherson and Jacobson Recruitment and Development Firm, as one of our Board members, Doug Nelson, is an employee. He acted more as an agent with little active input once we got going in the process.

I am more than satisfied with process we did in searching for a good fit between applicants and the job posted. There was little need to eliminate any number of potential applicants as the firm did an outstanding job of choosing a number to look at. Narrowing the field to a reasonable number gave us the ability to address our wants and needs quickly. I am sure the whole Board would concur the smooth operation and efficient methods used allowed us to choose the best available candidate for Superintendent.

I salute McPherson and Jacobson for their work and would wholeheartedly recommend them to anyone searching for administrative personnel.

July 15, 2024

To Whom It May Concern,

I am writing to extend my highest recommendation for McPherson and Jacobson following their exceptional work in recruiting a new superintendent for the Tigard-Tualatin School District in Tigard, Oregon during the 2023-2024 school year. Our district, the ninth largest in the state, serves roughly 11,500 students. We were in search of a leader who not only had a deep understanding of education but also possessed the strategic vision and leadership skills necessary to guide our schools through a period of transformation. McPherson and Jacobson exceeded our expectations in every regard.

From the outset, McPherson and Jacobson demonstrated a comprehensive understanding of our district's unique needs and challenges. When the sitting superintendent decided to retire a few months before the end of the school year, the board assumed that we would need to hire an interim leader given the short timeframe. The McPherson and Jacobson team immediately encouraged us, based on their deep knowledge of our district, to conduct a search for a permanent hire. They took the time to assess our situation thoroughly, engage with key constituents, and develop a clear profile of the ideal candidate. Their methodical approach ensured that only the most qualified individuals were considered, and they presented us with a pool of highly capable candidates, each of whom was well-suited for the role.

I worked closely with the McPherson and Jacobson team throughout the recruitment process and was continually impressed by their exceptional level of professionalism, communication, and dedication to our vision and mission. Our board is deeply committed to community engagement and while our timeframe was short, they were able to provide multiple opportunities for community members to have their voices heard which gave us valuable feedback that we used in making our decision. Their team was always available to answer questions, provide updates, and offer valuable insights. Their dedication to transparency and collaboration made the entire process seamless and efficient.

Ultimately, McPherson and Jacobson helped us find a superintendent who not only meets but exceeds our expectations. The candidate they identified has already begun making a significant positive impact on our district, bringing fresh ideas and a renewed sense of purpose to our schools. This success is a direct result of the thorough and thoughtful approach taken by McPherson and Jacobson.

I would highly recommend McPherson and Jacobson to any organization seeking to fill a critical leadership position. Their expertise, commitment, and results-oriented approach make them an invaluable partner in the recruitment process. We are grateful for their assistance and look forward to future collaborations. Please do not hesitate to contact me if you have any additional questions.

Sincerely,



Tristan Irvin
Board Chair, Tigard-Tualatin School District
boardmember.irvin@ttsd.k12.or.us
541.915.5266

WILLAMINA SCHOOL DISTRICT 30-44-63J

1100 NE Oaken Hills Dr./P.O. Box 1000, Willamina, Oregon 97396

Phone: (503) 876-4525 / Fax: (503) 876-3610

Carrie Zimbrick, Superintendent

Email: carrie.zimbrick@willamina.k12.or.us

June 28, 2024

As a member of the Willamina School District School Board, I can confidently say that partnering with McPherson & Jacobson was one of the best decisions we've made. We were facing the daunting task of finding a new superintendent, someone who could not only lead our district but also inspire and connect with our entire community.

McPherson & Jacobson's team was outstanding. They took the time to understand our district's unique needs, vision, and challenges. Their expertise in executive search shown through in the way they developed a clear search process. We were impressed by their five-phase protocol, which kept us on track and ensured a smooth search.

Throughout the process, McPherson & Jacobson kept us informed and involved. They facilitated productive meetings with stakeholders and presented us with a diverse pool of highly qualified candidates. Their in-depth reference checks gave us the confidence that we were making the best possible choice.

In the end, McPherson & Jacobson helped us find the perfect superintendent – a leader who is not only a visionary but also a great communicator who truly connects with our students, staff, and families. We're seeing a renewed sense of energy and optimism in our district, and we have McPherson & Jacobson to thank for that.

If your school board is looking for an executive search firm that prioritizes quality, efficiency, and results, look no further than McPherson & Jacobson. They are true partners in education, and we highly recommend their services.

Respectfully,



Caryn Stockwell
Board Chair, Willamina School District

January 16, 2024

To Whom It May Concern:

I am writing to provide my recommendation for McPherson and Jacobson, who completed the Superintendent Search for the Hillsboro School District in Hillsboro, Oregon. The district serves about 19,000 students and is the fourth largest district in the state. The consultants' knowledge, professionalism, and willingness to listen to our school board created an atmosphere that helped our community choose an exceptional new superintendent.

As the chair of the Hillsboro School District Board of Directors, I worked closely with the McPherson & Jacobson consultants facilitating the search process. Our long-time superintendent was outstanding and, upon his retirement, the board wanted to ensure the momentum that our existing team had built would continue. Completing an executive search process was new for this board and we wanted to hire an experienced team that understood the importance of this critical decision for our community.

The McPherson & Jacobson team took great pains to inform and guide us through the most important job a school board will ever have. The Mac&Jake team worked with the board, asking thought-provoking questions, and helped us to form a unified view of what we as a board were looking for in a superintendent. This was accomplished without inserting themselves into the decision itself. They heard what we wanted and assisted us in achieving our goals.

Our board prioritized stakeholder input. The team at McPherson & Jacobson provided multiple avenues to ensure multiple voices were heard. Various groups participated through customized focus groups, online surveys as well as listening sessions available to those who speak English as a second language. The data was collected, and a detailed report provided to the board, so we fully understood the general themes as well as unique feedback provided by our community.

In the end, the board was presented with a slate of highly qualified candidates all of which would have been excellent leaders for our district. The consulting team understood the qualities and characteristics we expected from our next superintendent and delivered the candidates that made this a competitive process.

Once again, I highly recommend working with the team from McPherson and Jacobson. Please do not hesitate to contact me if you have any additional questions.

Sincerely,



Mark Watson
Chair, Hillsboro School District Board of Directors
watsonm@hsd.k12.or.us/503.939.5335

To whom it may concern,

The Grants Pass district 7 school board had the opportunity to work with Doug Nelson in our search for a new superintendent. Doug was professional and thoughtful in working with us, the community, school administrators and staff and the candidates to help us find the correct fit for our needs. A stressful process was made manageable with his insights and guidance. Most importantly, we found the right person for our needs.

Scott Nelson
Board Chair District 7 Grants Pass Oregon

On Tue, Jun 21, 2022 at 10:45 AM Kathie Carey <careyk@newberg.k12.or.us> wrote:

We are currently using McPherson & Jacobson for a BUNCH of admin positions we are hiring this year. The communication has been excellent and we have been very happy with the information they are providing in this difficult hiring climate.

Kathie Carey
Newberg Public Schools
Newberg, Oregon

From: **Cassie Wilkins** <cwilkins@grantspass.k12.or.us>

Date: Sun, Nov 12, 2023 at 4:54 PM

Subject: Re: Letter of Reference

To: Douglas Nelson <dlnelson48@gmail.com>

I am delighted to endorse McPherson and Jacobson for their exemplary superintendent search services. Having collaborated with them on our search for our district, I am confident in their ability to deliver outstanding results.

Doug Nelson brought a wealth of experience and professionalism to the table. Their approach was tailored to our specific needs, ensuring a comprehensive and strategic superintendent search process. They exhibited a keen understanding of the educational landscape and a commitment to identifying candidates who not only met the criteria but also aligned with our organizational vision and values.

Throughout the engagement, their communication was transparent and efficient, providing us with regular updates and valuable insights. Their dedication to excellence and the caliber of candidates presented reflect the high standards McPherson and Jacobson uphold in their work.

I wholeheartedly recommend McPherson and Jacobson for any superintendent search. Their expertise, integrity, and commitment to client satisfaction make them an invaluable partner in securing top leadership for educational institutions.

Sincerely,

Cassie Wilkins
Board Chair
Grants Pass School District 7

Nori Juba

2976 NW Underhill Pl

Bend, OR 97703

(541) 788-7872

Dear School Board Members and School Districts:

Please regard this letter as my highest recommendation for the work that McPherson and Jacobson completed in a Superintendent Search for the Bend La Pine School District in Bend, Oregon. The district serves over 18,000 students and is the fifth largest in the state. I served on the board for nearly twelve years and headed the search process as a Co-chair of the Board of Directors. I had also previously led another superintendent search for the district with a competitor national search firm that did a fraction of the work that M&J performed at the same cost.

The board's goal was to hire a firm that not only understood our aspirational goals but the culture and the challenges of our community. We expected the firm to deliver highly qualified candidates from around the country. We worked with Dr. Jacobson to provide us with a lead consultant that understood both our community and the educational practices of our district. We demanded a disciplined process that moved the heavy lifting from the board and the district to the firm. They delivered on all.

Our lead consultant actually developed relationships with our top candidates and was able to provide many valuable insights. He not only brought forth strong candidates but was able to steer us to the right decision through a structured process and a true understanding of our needs and goals.

I would be pleased to provide more details by phone or email (nori.juba@gmail.com).

Sincerely,



Nori Juba

AVID, Board of Directors

Bend La Pine Schools, Board of Directors (2005-2017)



Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
503.661.7200 • FAX 503.667.6932

April 26, 2012

To Whom It May Concern:

I am the Chair of the Reynolds School District, serve on the Board of a non-profit Women's Shelter, am a Consumer Arbitrator, a very active community advocate, and have extensive Executive and Human Resource Management experience. I am compelled to write on behalf of the firm McPherson & Jacobson's Executive Search Consultant Services.

This year our district contracted with the McPherson & Jacobson to conduct a national search to replace our retiring Superintendent. As promised, they delivered excellent, comprehensive services from start to finish. The fact that we were assigned a senior partner and two regional consultants created synergy and success in the process. Their multi-pronged protocols ensured that all stakeholders both internal and external experienced high levels of confidence in both the process and the outcome.

The range and quality of the service delivery was superior. From facilitating widespread community input for design and delivery of a professional search brochure, to national advertising, screening committee management, a survey, stakeholder forums and press releases our board, staff and community strongly supported the process and are very satisfied.

The individuals assigned to us were Dr. Tom Jacobson, Dr. Bill Dean and Mr. Rich Parker. Their varied skills and years of educational experience is an excellent match for any district. They spent tireless hours of support to address staff, citizen and community involvement concerns. They innovatively united diverse processes and combined their energies to accomplish our goals on an extremely tight timeline during a difficult time for our district. Through it all they remained highly organized, exhibited excellent verbal, written and interpersonal skills, while remaining versatile and reliable. Their services were not only strategic but enthusiastic, effective and solution oriented. They delivered results.

In conclusion, their professional services combined with a caring style made our search robust and effective. Your organization would be fortunate to have them provide the same service.

Please share this information with any parties that are interested or may affect decisions regarding this matter. If you require elaboration, please feel free to contact me. I would be happy to share more information.

Respectfully,

Theresa Delaney Davis

Theresa Delaney Davis
Chair

A great place for learning.

www.reynolds.k12.or.us/schools/



HUMAN CAPITAL ENTERPRISES
REDEFINING HUMAN RESOURCES LEADERSHIP

A Superintendent Search Proposal

for the



Kinder to College

CORBETT SCHOOL DISTRICT

Human Capital Enterprises believes it uniquely has the expertise to support the Corbett School District with the highest caliber leadership and support through its upcoming executive transition. As a leading Pacific Northwest superintendent search firm, we pride ourselves on searches conducted with exceptional service to our Boards and widely respected attention to detail - with the highest level of integrity in the process. Our strong local ties combined with our connection to the national educational leadership community allows us to bring the best candidates from across Oregon, the rest of the Pacific Northwest, and throughout the country.

Respectfully Submitted for Consideration,
October, 2025

I. Executive Summary

We are not like other Superintendent Search firms.

Human Capital Enterprises, a national firm which considers Oregon our home, is unmatched in our ability to represent Corbett on the regional and national scene and to attract top talent to this search. Although the bulk of our work is in the Pacific Northwest, we are widely known by educators in all fifty states – and as such we truly are a national firm. Our listserv of 40,000+ is widely read, with an unprecedented 30%+ open rate on almost all our announcements. In the recent past, we have had the honor to serve as the Search Consultants in the most recent superintendent searches in Forest Grove, South Lane, Portland Public, Riverdale, Evergreen, and Salem-Keizer.

How do we do this? We are a known and trusted name with years-long relationships with educational stakeholders across the nation who take our phone calls and help point us to leaders of outstanding talent and character. Our growth is deliberate and intentional, but even in states where we do not typically conduct searches, many educators know Oregon because they know us. It is not uncommon for us to be at national conferences and be approached by a superintendent or educational leader who says – *oh, you're that group from Oregon. I read all your job announcements!* We get calls from other search firms who want to know "how we do it." We are meticulous about our work, absolutely committed to our school boards, incredibly dedicated, and respectful to our candidates who are willing to "put themselves out there".

Our valued school board partners will routinely tell you that we have far and away exceeded their expectations in all aspects of their Superintendent Search. Our candidates, whether they are selected for a superintendency or not, routinely tell us that we bring a level of professionalism and savvy that is unmatched by other firms. We are a small, humble, and nimble firm and we are a significant player in Pacific Northwest superintendent searches. To serve school boards in this way is immensely rewarding, and we are honored by the accolades we receive. We do this work because we love this work.

We are the only superintendent search firm in the Pacific Northwest that is led by Human Resources professionals, which means we have spent a good portion of our careers dedicated to providing the highest level of thoroughness, integrity, fairness, and communication to the recruitment and selection process.

Why does that matter? No superintendent search is boilerplate. Every search has its unique characteristics, and occasional unexpected dynamics. When complexities arise, you are best served by a team of experienced K-12 leaders who are also experienced K-12 search consultants with deep human resources expertise and who have collectively engaged in over 100 K-12 executive-level searches.

We see ourselves as true partners to the Board, with high investment in the outcome – ever mindful that the hiring decision rests squarely on the shoulders of the elected school board. Our commitment is paralleled by our comprehensive understanding of Oregon and a vast national network. We do our work with exceptional quality, and that is why we are the most highly recommended Superintendent Search firm operating in Oregon. It is also why districts as small as Tillamook, Riverdale and Forest Grove, and as large as Beaverton, Portland Public, and Salem-Keizer, look to us as their trusted partner in leadership searches. And we aim to bring that caliber of service to the Corbett School District.

For our Corbett team, we'd like to introduce you to:

Robyn Bean is a highly respected educational leader and human resources executive with over 30 years of service to Oregon schools. Most recently, she served as Chief Human Resources Officer for Northwest Regional ESD, where she previously served as a Special Education Director. Her diverse leadership background has provided her with a deep understanding of both personnel systems and student-centered programming, making her a trusted advisor to districts far and wide. In her HR role, she supported dozens of school systems with critical services including compensation studies, investigations, labor relations, and leadership mentoring. Robyn has also been active for many years in the American Association of School Personnel Administrators (AASPA) serving as a Regional Director from 2015-2019.

Since joining HCE in 2020, Robyn has continued to serve school boards as a consultant where she brings her extensive HR expertise to superintendent searches. She is known for her fairness, clarity, and ability to build trust throughout the hiring process. Robyn has successfully guided multiple searches, where her thoughtful approach ensures that every candidate is evaluated with integrity and every board has confidence in the process. Her work reflects a lifelong dedication to public education and to helping districts secure leaders who will foster inclusive, supportive, and high-performing school communities.

Hank Harris will support Ms. Bean on this search. Hank is the founder and president of Human Capital Enterprises and one of the most respected superintendent search consultants in the nation. With close to twenty years of service in public education followed by almost fifteen years leading HCE, Harris has built a strong national reputation for professionalism, integrity, and expertise in executive leadership searches. He began his career as a high school teacher in Vancouver, Washington, before moving into administrative leadership roles in Oregon and California, including principalships and district leadership positions. Harris served as Executive Director of Human Resources in Portland Public Schools and held the same role in Washington's Bellingham Public Schools, where he honed the HR expertise that continues to distinguish his work today.

Since founding Human Capital Enterprises in 2011, Hank has personally led or co-led more than 100 superintendent and executive-level searches nationwide. His work has supported

districts of all sizes, from small rural systems to large urban districts. Known for his meticulous attention to process, fairness, and stakeholder engagement, Hank has become a trusted partner to school boards across the Pacific Northwest and beyond. His leadership has contributed to HCE's unparalleled record of superintendent longevity, with 96% of placed superintendents since 2020 still in their seat or having served at least four years. Today, Hank continues to guide searches combining his deep HR knowledge, superintendent partnerships, and national networks to help districts identify and secure transformational leaders.

II. Work Plan

HCE envisions certain milestones for this work with the school board, on a clear timeline that will have been pre-approved by the members of the Board. The work of the search can be delineated as follows.

PLANNING

HCE will engage with the Board in an open-session *Planning Meeting* which will establish the parameters and a framework for the search. We develop a strong communication plan with the Board that meets the needs of the Board collectively and individually. There are various paths a Board can take in a search, and we will walk you through them to arrive at a process that is best for the Board and community. We will also outline protocols that ensure a commitment to fairness and integrity in the hiring process.

As your partners in this search, we shoulder the responsibility for managing the search – which means your central office staff can rest assured that, but for a small number of events in the process, they will not be required to add to their already full plates.

Our philosophy can be distilled to three truisms:

1. that Board Members are well-served by strongly considering the various voices of the community in the development of the *Next Superintendent Criteria*.
2. that Board Members should have high-value feedback in the selection process from a sample of community members.
3. and that the Board, and only the Board, has the statutory responsibility to select and hire the next Superintendent.

ENGAGING

Community engagement is a hallmark of our work – as is learning about the dreams and aspirations of the Board Members we serve. We will meet individually with each Board member, and our team will also get to know the community by engaging with key stakeholders and conducting focus groups in English or Spanish. There is high value in engaging as much of the community as possible, and to do this, an online survey is created

so that all stakeholders can offer input. The survey can also be adapted for other languages as well.

Most community members will provide their input through the survey, and while this is typically received and submitted back to us electronically, it need not be exclusively digital. We have come to understand that there are important voices in any school community that will not be captured by an electronic survey sent out via email, and so we will work with Corbett's community outreach team to identify processes by which to capture more of those voices than we would if we limited our outreach to digital media exclusively. We also have a bilingual/bicultural sitting superintendent consultant who can engage deeply with Spanish-speaking communities if that is desirable to the Board.

Focus groups allow us to understand the Corbett story at both the micro- and macro- level. Most of our focus group participants spend a significant amount of their time in Corbett: namely the students, staff, and parent leaders in your District. Sometimes we also meet with key leaders such as elected officials; and sometimes we meet with individual parents selected by lottery who have individual stories to tell us which help build our understanding of both the macro- and the micro- elements of the Corbett context. The Board, or a subcommittee of the Board which could include key staff, will delineate the breakdown of the focus groups.

Following this high-level engagement, HCE will return to meet with the Board in Open Session to present a document we call *Corbett School District's Next Superintendent Criteria* for the Board to consider. From that draft, the Board will establish criteria for what this next superintendent should bring to the table. There are literally hundreds of desirable qualities and experiences that a leader could bring. Deeply engaging in a variety of ways with the Corbett education community – the people who know the district best – during the engagement period will help identify the *specific qualities and experiences* that your next extraordinary leader should embody. This *Next Superintendent Criteria* will guide our next phase: recruiting.

RECRUITING

In hiring a search firm, school boards not only want a trusted partner who can run a process, but who can also find exceptional talent – and in Corbett's case, to entice great leaders who match your criteria to consider this opportunity. The ability to attract candidates who may not be actively searching for a leadership role is a key hallmark of the HCE approach. Our direct email announcements are widely known by virtually every school leader in Oregon, as well as leaders across all fifty states – in fact they reach an audience of over 40,000 educational stakeholders across the country.

In addition to that, HCE reaches out to talented individuals who reflect the district's profile of the ideal superintendent candidate, and in so doing we share it with individuals who might not otherwise know about the vacancy. Similarly, there are candidates who might know of the vacancy but who may not recognize that it is an ideal opportunity for them to consider. By

enlisting not only our own network but our “network of networks,” we are able to reach a very wide array of educational leaders from across the region and across the country. And because they typically know our name and reputation, they will be receptive to hearing about Corbett.

SELECTION

The team will engage in multiple conversations with top prospects including a preliminary interview and preliminary reference check. In order to reduce the risk of unintended bias, all of our top-tier candidates will interact with at least two members of our team. At the conclusion of the recruitment window, Board Members will receive a confidential link in which they can view all applications and all candidate materials. HCE will then engage with the Board in a *Slate Meeting* in executive session where we will offer recommendations, including articulating a rationale regarding each recommended and non-recommended candidate. As the decision-making entity, the Board will collectively engage to determine whom to interview from any of the candidates who have applied.

Unlike most other search firms, our searches typically include five levels of interview in order to fully vet candidates:

- Preliminary Interview with Consultants
- First-Round Interview with School Board
- Confidential Community Stakeholder Panel Interview
- Reverse Interview
- Final Interview with School Board

Each of these interviews represent a set of data points on a candidate. We also coordinate a thorough system of telephone reference checks, internet searches, and a full investigative background check on finalists. By the time the Board meets with the finalists for a second time, the Board will have a significant number of data points on each of the finalists. We believe that no other search firm provides the amount of information, per finalist, that we do at Human Capital Enterprises.

No other firm that we know of includes, in their base fee, the **Confidential Community Stakeholder Panel interview**. We are excited to share with you about the how and why – and how community members can be part of a process that provides truly rich feedback to the board without compromising the integrity of a confidential search.

TRANSITION

We will guide the Board through the finalization process, which includes various components such as the public announcement and contract development. This begins with contract negotiations, followed by an open session Board Meeting where a motion is made to appoint the new superintendent. We remain in close contact with the Board Chair and the superintendent over the ensuing weeks to ensure an appropriate transition, and we are happy to serve as a thought partner during this process at no extra cost.

III. Communication

Although each search is different, it is fair to say that in general, we develop strong partnerships with each member of the Board – and we partner frequently with the identified Board *Lead*, who is often though not obligatorily the Board Chair. There are many logistics involved in a successful superintendent search, and it is vital we have a partner at the Board level.

We are a highly communicative team. The collective board can expect to hear frequently from us. Most often, information to the Board is disseminated through the Board Lead or through the Executive Assistant. Key to all of this is a value that all Board members are in the loop and have a right to all of the information that is provided. Thus, specifically with respect to candidate information, we are careful that all candidate information is provided simultaneously to all Board members. We do not have one-off conversations with board members about candidates – and we do that specifically to ensure fairness to the process and to clarify that each Board member is an equal decision-maker.

IV. A Search of Integrity

We center our recruitment practices on principles of integrity and fairness. In a superintendent search, this manifests in various ways. For the sake of brevity, we'll highlight two.

1. At the initial Planning Meeting with the Board, we will ask Board Directors to individually commit to not meeting with, engaging with, have coffee with, or hold conversations with prospects or candidates. We do this to ensure that there are no inadvertent advantages given to candidates who might already have more access to powerful voices.

It is not unusual for a well-intentioned candidate to reach out to a Board member to request a conversation. But out of fairness for all candidates, we ask that no candidate gets unfairly advantaged by having access to a Board Member where other candidates would not. Historically, those kinds of connections – especially where a certain candidate might know someone who is closely connected with a Board member and therefore can advocate on his/her behalf – advantage some candidates, typically those who already bring a higher level of privilege to the equation. In ensuring equity for all candidates, we take pains to make sure that there are no such “legs up” afforded a certain candidate or group of candidates.

2. A second approach we take is to do our utmost to ensure that top candidates have an opportunity to engage with our team *prior* to an initial interview. Many candidates are not aware that it is acceptable (and in fact wise) to reach out to a recruiter to learn more about the organization – and those who are already aware of this are often the very candidates who already bring privilege into the system. Knowing this, we preemptively invite top candidates to engage in a videocall with us in order for them to have the

opportunity to ask us questions about the role *prior* to their initial interview. We are typically thanked by such candidates who say they've never had a recruiter attend to them before in this way.

V. What Else?

We think you will see practices that we employ that are unlike others you have seen before. One place you will see this is in our interview and debriefing structures. Another way you'll experience this is in our commitment to providing all timeline information before we begin the recruitment phase so that candidates have ample time to schedule and prepare for a future interview date. You'll also see it in the amount of quality information you receive on finalists, and you'll see it in practices such as the ones we illuminated above that seek to truly establish a search grounded in equity, access, and fairness.

It is well known that in the current era there are fewer candidates of great talent seeking educational leadership roles. Notwithstanding that, we intend to bring to Corbett a pool of very strong candidates, and therefore it is incumbent upon all of us to think about the impediments to that goal. The good news – Corbett is a wonderful community. Situated where it is at the entrance to the magnificent Columbia River Gorge and in close proximity to all that is offered in a major American city, Corbett offers the advantage of smaller city living, small enough that people still know each other, yet with the convenience of city life and a major international airport just minutes away.

Whether or not finalists' names are made public is a consideration upon which the Board will need to ponder. Our greatest successes for attracting a top-drawer pool of candidates has occurred in searches in which candidates' names are not announced publicly but where there are nonetheless opportunities for citizen involvement in the selection process. Should Corbett opt for a more public finalist process, we are highly experienced in organizing a seamless process that involves public vetting.

VI. Draft Timeline

We propose the draft timeline below which would conclude with a new superintendent announced in March 2026. Exact dates will be determined in conjunction with the full Board in order to ensure full participation of all Directors.

Activity	Proposed Date(s)
Board Planning Meeting <i>in Open Session</i>	October/November
1:1 Board Conversations	October/November
Focus Group Meetings and Online Survey Window	November

Presentation of Corbett’s Next Superintendent Criteria <i>in Open Session</i>	December
Recruitment Window including additional e-Blast and other Advertising	December/January
Preliminary Interviews virtual <i>with consultants</i>	January
Presentation of Slate <i>in Closed Session</i>	February
Board initial interviews (first round) <i>in Closed Session</i>	February
Finalist (second round) interviews <i>in Closed Session</i>	February
Board meets to identify preferred candidates <i>in Closed Session</i>	Late February or early March
Selection and Announcement	Late February or early March
Superintendent assumes responsibilities	July 1, 2026

VII. Our commitment to staff

District employees will have opportunities to offer input into the *Next Superintendent Criteria* and may also have an opportunity to be involved at the selection phase of the search. All such opportunities are voluntary.

- A. A senior staff person/executive assistant will serve as liaison and will:
 - a. be involved in the scheduling and organization of focus groups.
 - b. provide on-site support to the consultant and Board during in-person interviews.
 - c. serve as a point-person throughout the search for information flow.
- B. A communications point-person will
 - a. routinely update the district’s website to provide information to community and staff.
 - b. inform the public and employees about opportunities to participate.
 - c. prepare a press release about a hire or pending hire and may be asked to work in conjunction with counterpart in other school districts. *We are also able to provide support in this area as delineated on p. 18.*
- C. During the engagement phase, a community engagement leader(s) will oversee the outreach to communities, particularly those communities who have historically been farthest away from educational justice.

VIII. Board Member Responsibilities

Collectively, the Board is the “Hiring Manager” for the new superintendent. The Board’s work involves setting the framework for the search and engaging in a highly focused way in the selection processes. During our initial *Planning Meeting*, an official timeline will be finalized in alignment with individual Board members’ schedules such that all Board members are able to commit to all individual and collective responsibilities, specifically:

- A. 1:1 interview by each Board member with HCE consultants. *Scheduled at the convenience of each Board member.*
- B. 1-2 appointed members will convene with the senior staff person (see VII A.a above) and HCE to identify the Focus Groups.
- C. Corbett’s Next Superintendent Criteria meeting. *Held in Open Session.*
- D. Document Review. *In preparation for item (E) below, Board members should individually set aside approximately 6-9 hours to review application materials in the days leading up to the Slate Meeting.*
- E. Slate meeting, during which semifinalists are selected. *Held in Executive Session.*
- F. First Round Interviews. *One full extended day of interviews, typically starting around breakfast time and ending after dinner.*
- G. Second Round Interviews. *Typically held on multiple consecutive afternoons, approximately 3-5 hours in duration.*
- H. Telephone Reference Checks on finalists. *We find it to be of high value for Board Members to be involved in the telephone reference checks on finalists. Any Board Member may opt out of this if they choose.*

IX. Fee for Service

Base Fee for Comprehensive Superintendent Search (Regional) Package: \$16,900

- A. Included in the Base Fee
 - a. Board Planning Meeting in Open Session.
 - b. 1:1 engagement interviews with all Board Members.
 - c. Ten 40-minute focus group engagements with small groups of constituents, held in either English or Spanish.
 - d. Coordination of community surveys in both Spanish and English.
 - e. Authoring draft of *Corbett School District’s Next Superintendent Criteria*.
 - f. *Next Superintendent Criteria* Meeting with Board in Open Session.
 - g. Coordinating the advertising of the vacancy.
 - h. Engaging with staff on communications and logistics.
 - i. High-level recruitment involving multiple points of contact with prospects:
 - i. Researching;
 - ii. Sourcing;
 - iii. Attracting;
 - iv. Pre-Screening.

- j. Preliminary interviews with approximately 6-9 top contenders.
- k. Single preliminary phone reference checks on 6-9 top contenders.
- l. Preparation of materials for Board review in advance of Slate meeting.
- m. Slate Meeting in Executive Session.
- n. Preparation of First Round Interviews.
- o. Coordination of First-Round Interviews including debrief and facilitation.
- p. Preparation of Feedback from Board after First-Round Interviews.
- q. Facilitation of Board decision-making after each round of interviews.
- r. Preparation of Confidential Community Interviews.
- s. Engagement with Board and Staff around logistics of Confidential Community Interviews
- t. Coordination, Facilitation, and Garnering Feedback of Confidential Community Interviews.
- u. Preparation of Second-Round Interviews.
- v. Engagement with Board and Staff around logistics of Second-Round Interviews.
- w. Coordination of Second Round (Finalist) Interviews.
- x. Coordination of Board-approved background-checks.
- y. Coordination of multi-point phone reference checks on all finalists.
- z. Engagement with district counsel on final processes.
- aa. High-level communication with candidates throughout the process
- bb. Engagement with press if desired.
- cc. Counsel to Board Lead throughout the process including evenings and weekends.

B. Travel Expenses

a. Consultant Travel

At our Board Planning meeting we will determine which meetings are to be in-person and which are to be virtual. Consultant travel expenses will be billed as supplemental invoices within thirty days of completed travel.

b. Candidate Travel

If there are travel expenses incurred by semi-finalists and finalist candidates, they will be reimbursed by HCE and invoiced to the District at the conclusion of each set of interviews. (Note that HCE recommends that semi-finalist interviews are held virtually, which would therefore eliminate the need to reimburse for candidate travel at the semi-finalist stage).

C. Optional Other Expenses

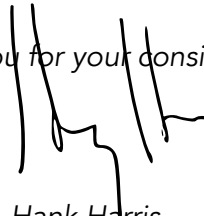
- a. Advertising agreed upon by the Board will be invoiced at cost by HCE. There is no charge for the Listserv Announcement that reaches over 40,000 subscribers.
- b. Background Check with a third-party entity in the amount of \$1175 per finalist.
- c. Additional Focus Group Engagements available at \$195/session.
- d. Immersive outreach to Spanish-speaking communities: TBD.
- e. Implicit Bias Training: TBD.

- f. Other activities not covered by this contract are billed at the hourly rate of \$195/consultant and might include the following such activities: additional board meetings not listed above; planning for public finalist events; managing public finalist events.
- g. Although many school boards choose to handle the superintendent search communications in-house, an add-on package is available. This includes managing the publicity and community engagement regarding the search and can include both one-way and two-way communication packages. Packages are based on district needs and are billed hourly at \$165/hr.

Guarantees

- A. The superintendent appointed with HCE’s assistance will not be actively recruited by HCE for another role if it would result in the Superintendent leaving the District within four years of employment, unless the Board provides written authorization to HCE that it may do so.
- B. This search process continues under the parameters articulated in this service agreement up until the time a contract is signed between the District and a new superintendent, or through June 30, 2026, whichever is earlier. If by June 30, 2026, no suitable superintendent has been identified by the Board, HCE will continue to provide services toward the hiring of a superintendent, permanent or otherwise, at no additional Base Fee to the district through January 1, 2027.
- C. If the newly hired Superintendent departs from the position within eighteen months of signing an employment agreement, and if a majority of the Board by vote is still in place, HCE will recruit new candidates and coordinate the selection process at no additional Base Fee.

On behalf of Human Capital Enterprises, I thank you for your consideration.



*Hank Harris
President, Human Capital Enterprises*



Corbett School District

Executive Search Calendar

PROPOSED

Prepared by: Jenn Nelson | jnelson@osba.org | 971-707-1549

DATE	BOARD	CONSULTANT
Preparation Phase		
Oct. 15 (TBD)	<ul style="list-style-type: none"> ● Declare vacancy ● Approve executive search process calendar ● Regular public meeting 	<ul style="list-style-type: none"> ● Facilitate board approval of search calendar
Qualification Phase		
Oct. 28 – Nov. 12	Online survey available	<ul style="list-style-type: none"> ● Facilitate staff and community input for new executive qualifications
Nov. 19 (TBD)	<ul style="list-style-type: none"> ● Take public comment on the qualities and qualifications of the executive ● Discuss and adopt desired qualities and qualifications ● Set dates, times, and location of screening committee training ● Identify potential screening committee members ● Create a salary range <i>Regular public meeting</i>	<ul style="list-style-type: none"> ● Present public input report to the board ● Facilitate conversation on screening committee and salary range
Nov. 20-26		<ul style="list-style-type: none"> ● Develop professional recruiting electronic flyer ● Develop notice of vacancy ● Advertise position
Dec. 1		<ul style="list-style-type: none"> ● Begin accepting applications
Dec. 17 (TBD)	<ul style="list-style-type: none"> ● Select screening committee members <i>Regular public meeting</i>	
Dec. 1 – Jan. 26	Eight Weeks	<ul style="list-style-type: none"> ● Receive applications ● Recruit candidates respond to inquiries

DATE	BOARD	CONSULTANT
Screening Phase		
Jan. 21	<ul style="list-style-type: none"> ● Attend screening committee training ● Review list of candidates ● Establish contract parameters <i>Special public meeting/executive session</i>	<ul style="list-style-type: none"> ● Train screening committee on screening process, tools and timeline
Jan. 27 – Feb. 2	<ul style="list-style-type: none"> ● Screen applications and submit rankings 	<ul style="list-style-type: none"> ● Assist with ranking process as needed
Feb 4 * (T.B.D.)	<ul style="list-style-type: none"> ● Select candidates to interview ● Develop interview schedule ● Develop interview questions ● Establish contract parameters <i>Special public meeting/executive session</i>	<ul style="list-style-type: none"> ● Present screening committee/board ranking results; facilitate board’s selection of candidates to interview ● Train board on interview procedures ● Train board on proper internet & social media check protocols ● Provide interview questions for review and facilitate consensus on interview questions
Interviews		
Feb. 5-18	<ul style="list-style-type: none"> ● Conduct internet & social media checks on upcoming interviewees 	<ul style="list-style-type: none"> ● Schedule initial interviews with candidates ● Assist with internet & social media checks, as needed.
Feb. 18-20* (T.B.D.)	<ul style="list-style-type: none"> ● Debrief results from internet & social media checks ● Conduct interviews ● Select finalists <i>Special public meeting/executive session</i>	<ul style="list-style-type: none"> ● Attend last interview and facilitate selection of finalists ● Train board on conducting in-depth reference checks and site visits
Finalist Process		
Feb. 20 – Mar. 5	<ul style="list-style-type: none"> ● Conduct in-depth reference checks and site visits 	<ul style="list-style-type: none"> ● Schedule finalists’ interviews ● Assist with reference checking and site visits as needed
Mar 5-6* (T.B.D.)	<ul style="list-style-type: none"> ● Hold finalists forum/“Day in the Community” ● Debrief reference checks and site visit information ● Conduct final interviews <i>Special public meeting/Executive session</i>	<ul style="list-style-type: none"> ● Develop finalist forum schedule, if needed ● Moderate community Q&A as needed ● Attend final interview and facilitate consensus on “first choice” candidate

DATE	BOARD	CONSULTANT
Mar. 9-17	<ul style="list-style-type: none"> ● Negotiate contract with “first choice” candidate 	
Mar. 18	<ul style="list-style-type: none"> ● Vote to hire candidate/approve contract in open public meeting ● Announce selection <i>Special/ (Regular) public meeting</i>	<ul style="list-style-type: none"> ● Develop press release, if needed
Transition		
Before July 1	<ul style="list-style-type: none"> ● Create transition plan for new executive and board 	<ul style="list-style-type: none"> ● Meets with the new executive & board to create transition plan
July 1	<ul style="list-style-type: none"> ● COSA mentoring program provided to the new executive 	<ul style="list-style-type: none"> ● Acts as a liaison between school district/executive and COSA as needed. OSBA provides part of the content for this mentoring program.

Corbett School District
Superintendent Search 2025-26
October 2, 2025

Proposal

OREGON SCHOOL BOARDS ASSOCIATION



October 2, 2025

Leah Fredricks
Superintendent Search Committee
Corbett School District
35800 E Historic Columbia River Highway
Corbett, OR 97019

Re: Executive Search – 2025-26

Dear Ms. Fredricks and the Board of Directors,

We are excited to submit this proposal to support your Executive Search, with the new leader set to begin by July 1, 2026. Our team at OSBA is dedicated to crafting a process that meets the unique needs of the Sutherlin School District, ensuring an efficient and personalized approach that puts your students and community first. We're here for you every step of the way. **Jenn Nelson** will be lead consultant for your search, but the full OSBA team will be engaged from start to finish. Our collaborative approach ensures the benefit of each team member's expertise in finding the right leader for your district and students. At OSBA, we believe in three core principles when it comes to executive searches:

Relationships

We understand that strong relationships are the foundation of a successful search. Through thoughtful engagement with the Board, staff, and community, we collaborate to identify what qualities your district needs most in its next leader. Our priority is to build trust, ensure open communication, and uphold candidate confidentiality throughout the process. OSBA doesn't just consult; we partner with you to find the right executive for your district and help the team transition to new leadership.

Recruiting

Unlike traditional search firms, we do not maintain a list of preferred candidates. Instead, we carefully craft the position announcement and marketing materials to attract a broad, diverse applicant pool from across the nation. Our communication channels—direct emails, social media, and job boards—are designed to reach top talent, with a focus on Western U.S. recruitment while maintaining national outreach. We actively seek candidates that align with your district's needs, ensuring you receive a deep pool of highly qualified applicants.

Results

In the last few years, we've seen applicant pools ranging from 10 to 20 candidates for each search. We present all qualified applications to the Board for review, providing full transparency throughout the process. Should we need to expand the search, we continue working diligently until the right candidate is found. Our goal is to find the best leader possible for your students and community.

Based on the scope of work anticipated for this search, the **Base Fee** price for a full-service Consultant supervised search, as described in the Search Overview later in this Proposal, is \$12,690, which includes a standard package of advertising and up to 6 hours of professional development for the Board and new Executive. Reimbursable expenses incurred by the Consultants are additional, typically including travel, lodging, and meals.

We want to help find a difference-maker for your District. We can answer questions about an executive search and this Proposal specifically. For additional information, please do not hesitate to ask.

Best Regards,



Vincent Adams
Board Development Specialist | Executive Search Coordinator
Oregon School Boards Association
471-446-0904

Search Process Overview

All searches conducted by the Oregon School Boards Association are customizable to meet the needs of the District, and a specific calendar is developed in the Planning Phase to fit the District's schedule. For illustration purposes, a “sample” search might include the following components and a projected general timetable that positions the District in the candidate market at the time needed for optimal exposure to prospective candidates.

1. **Planning & Community Engagement** (October/November, 2025)
 - Meet with the board and key stakeholders to develop a timeline for the search.
 - Gather input from staff, students, and community members via surveys and meetings.
 - Establish candidate qualifications and salary range in consultation with the board.
 - Present candidate criteria to the board for final approval and adopt the search calendar.
2. **Organization & Profile Development** (December, 2025)
 - Identify advertising/posting strategies and finalize application requirements.
 - Analyze feedback to build a candidate profile that reflects district priorities and goals.
3. **Recruitment & Marketing** (December, 2025/January, 2026)
 - Post the vacancy on regional and national platforms, including direct emails and social media.
 - Focus marketing efforts on the Western U.S. while ensuring a national reach.
 - Provide ongoing updates to the board regarding the applicant pool and search progress.
4. **Screening & Interviews** (February/March, 2026)
 - Facilitate board training on conducting interviews and evaluating candidates.
 - Guide the board and screening committee through reviewing applications and selecting interview candidates.
 - Maintain confidentiality throughout the review process to protect candidates.
 - Organizing and facilitate board in conducting initial interviews.
5. **Final Selection & Transition** (April | July – September, 2026)
 - Assist board and district staff in planning finalist process and reference checks.
 - In-person coordination of the finalist process in the community.
 - Coach the board through contract negotiations.
 - Assist with the announcement of the new superintendent.
 - Provide follow-up support, training, and coaching to help the new superintendent integrate effectively with the board and community.

Frequently Asked Questions

1. What are the key elements in your process?

Answer:

Key elements of our search process include:

- **Flexibility:** Each search is tailored to meet the specific needs of your district, allowing adjustments to maximize resources.
- **Stakeholder Involvement:** We ensure meaningful engagement with community members, staff, and students to inform the search criteria.
- **Board Involvement:** The Board is kept informed and engaged at every step, ensuring transparency and collaboration.
- **Candidate Confidentiality:** Maintaining strict confidentiality during the search is a priority, particularly for sitting executives.
- **Customized Search Strategy:** We do not maintain a list of pre-selected candidates. Instead, we carefully craft the position announcement to attract a diverse and qualified applicant pool.
- **Commitment:** We stay with the search until we find the right fit for your district, ensuring a thorough and successful outcome.

2. How is your process different than other executive search firms?

Answer:

While many search processes may seem similar at a high level, OSBA offers a personalized and hands-on approach:

- **Local Focus, National Reach:** We prioritize the needs of Oregon school districts while utilizing national marketing channels to attract a broad and diverse pool of candidates.
- **Collaboration Over Volume:** We are not a high-volume firm; instead, we focus on delivering personalized service to find the best candidate for your district's unique needs.
- **Tailored Approach:** Our goal is not just to place a new superintendent but to help you find a leader who fits your district and its values. We customize each search to ensure alignment with your goals and community.

3. Do you prepare and mail a print brochure advertising the vacancy?

Answer:

In today's digital landscape, printed brochures are no longer a common practice. Instead, we create professional, visually appealing electronic brochures that highlight the district, community, and position. These brochures are distributed via email and shared on online platforms, ensuring they reach a broad audience. If requested, we can provide a printed version, but in recent years, no candidates have requested mailed brochures.

4. Describe the role of the School Board in the screening/selection process.

Answer:

The Board plays a central role in the selection process. While we guide and support the process, the Board ultimately decides who to interview and hire. We encourage the Board to involve a screening committee, typically consisting of administrators, staff, and community representatives. This ensures diverse perspectives during the screening phase. The Board is trained in application review and interviewing to ensure informed decision-making. While screening committee members may observe interviews, the final decision rests with the Board.

5. How do you recruit quality candidates for the position?

Answer:

Recruitment is an integral part of the planning process for every search. We advertise vacancies regionally and nationally through:

- Job postings on regional and national websites, including platforms that target diverse candidate pools.
- Direct email notifications to over 40,000 educators, including superintendents, administrators, and education faculty across the Western U.S. and beyond.
- Targeted social media marketing with a national reach, which has helped us attract deep and diverse applicant pools.
- We do not maintain a pre-selected list of candidates. Instead, we rely on a carefully crafted position announcement and marketing strategy to draw a wide range of qualified candidates who align with your district's needs.

6. What involvement will District staff have in the search process? How much time will this take away from their other duties?

Answer:

The search process requires minimal time from district staff. Most of the work is handled by the board, OSBA consultants, and the board secretary. However, staff may be involved in certain key areas:

- Coordinating communication and marketing strategies for the position.
- Participating in focus groups or interviews to provide input on desired qualities and qualifications.
- Serving on the screening committee or observing candidate interviews.
- Accompanying finalists during a "day in the district."
- Overall, the majority of the process remains off-site and confidential, ensuring minimal disruption to staff while maintaining a smooth and efficient search process.

7. What items are usually included in "costs and expenses" related to the search?

Answer:

Costs and expenses for a search depend on factors such as the scope of advertising and the geographic location of candidates. Typically, districts can expect to spend no more than half of the search fee on additional costs, ranging between \$3,000 and \$4,500. However, since the pandemic, we've shifted much of the search process to virtual engagement, which has significantly reduced many traditional costs. The only in-person expenses typically occur during the finalist phase, when candidates are invited to the district. Common expenses include:

- Advertising and posting fees for the vacancy.
- Travel expenses (mileage, meals, lodging) for the consultant during the finalist phase.
- Transportation and lodging costs for interview candidates during the finalist stage.

8. How will our community and staff be involved in the search?

Answer:

Community and staff involvement is critical to a successful superintendent search. We ensure broad participation through:

- Surveys: Our primary method of gathering input is through online surveys, allowing staff, students, and community members to provide feedback on the desired qualities of the next superintendent at their convenience.
- Meetings and Focus Groups: If further input is needed or requested, we can organize meetings or focus groups to provide an additional opportunity for more in-depth discussions.
- Reporting: Feedback from surveys and any meetings is compiled into a report that is shared with the board to inform the search process.
- Observation and Interaction: Community members and staff may be involved in the screening process by observing interviews or serving on the screening committee. During the finalist phase, stakeholders will have the opportunity to interact with candidates during a “day in the district.”

9. How do you use technology and social media to aid in the search?

Answer:

We fully leverage technology and social media to maximize the reach and effectiveness of the search process:

- Online Job Postings: We advertise vacancies on major job boards and websites, ensuring regional and national visibility.
- E-Marketing: We use direct email campaigns to notify over 40,000 education professionals, including superintendents, administrators, and education faculty.
- Social Media: Our targeted social media marketing extends the reach of the position announcement, allowing us to engage a broader and more diverse audience.
- Surveys and Online Tools: We use online surveys to gather input from staff, students, and the community, making the search process more inclusive and accessible.
- Virtual Engagement: Since the pandemic, we’ve streamlined the process to conduct much of the search work virtually, reducing costs and providing convenience for both candidates and the district.
- While we embrace technology to increase efficiency, we also remain flexible, offering traditional methods for candidates and boards as needed.



Vince Adams

Executive Search Consultant

Vincent Adams brings a wealth of leadership experience to OSBA, having joined the organization in April 2020 after serving on the Corvallis School Board since 2013. His diverse career includes distinguished service in the U.S. Navy, emergency medical services, and business management. Before joining OSBA, Vince was the director of the Rural Communities Explorer at Oregon State University, a program that equips Oregon’s communities with vital demographic, economic, and social data to drive informed decisions.

In his roles, Vince has worked extensively with local government officials, nonprofit leaders, and community members, guiding them through data-informed decision-making processes. As a faculty search advocate at OSU, he played a pivotal role in fostering inclusive, effective hiring practices. Vince’s combination of strategic insight, a collaborative approach, and hands-on hiring expertise ensures that he brings a proven track record of success to OSBA's executive search services. His approachable demeanor and years of experience provide clients with confidence that their leadership needs will be met with professionalism and care.

Education

Oregon State University — Honors Bachelor of Environmental Science, 2007

Oregon State University — Master of Public Policy, 2010

Education Employment

2020-present	Board Development Specialist – OSBA
2010-2020	Program Director – Oregon State University

Community Service

2023-present	Board Secretary – Centers Against Rape and Domestic Violence
2022-present	Board Chair – Oregon Coast School of Art
2018-present	Tripartite Board Chair – Community Service Consortium
2013-2023	School Board Member – Corvallis School District
2018-2019	Board Member – Corvallis Housing First
2013-2016	Board Member – Central Willamette Credit Union

Awards & Honors

Extension Directors Coin for Excellence and Innovation
Navy Achievement Medal



Jennifer Nelson

Executive Search Consultant

Jenn Nelson joined OSBA in April 2022 as the senior board development administrative assistant, bringing a deep well of experience in board governance, local government operations, and policy development. She was promoted to board development specialist and executive search consultant in July 2024. Her career began as an executive assistant and municipal clerk for the cities of Newberg and Carlton, where she honed her expertise in government procedures before transitioning to the educational sector. Jenn’s roles as a substitute teacher and special education assistant provided her with valuable insights into school operations, which she carried into her next position as secretary to the board of directors at Newberg Public Schools.

As a key member of OSBA's executive search team, Jenn has been instrumental in analyzing community input, coordinating search marketing, and consulting with districts. Her attention to detail and innovative approach to superintendent searches ensures a comprehensive and effective process for school boards. With two decades of experience working with boards to hire chief executive officers and supporting those relationships as board clerks, she is a skilled hiring manager and facilitator.

With a strong belief in the critical role that board secretaries and assistants play in supporting effective governance, Jenn is dedicated to empowering administrative professionals in their work with Oregon’s school boards. She is passionate about enhancing their contributions through professional development, shared best practices, and creating statewide networking opportunities.

Education

Northwest Clerks Institute/International Institute of Municipal Clerks – Certified Municipal Clerk (CMC), 2014
Arizona State University – Bachelor of Arts, English Literature, 2002
Gettysburg College – Undergraduate coursework, Theater and Visual Arts, 1997-1999

Education Employment

2022 – Present	Board Development Specialist/Senior Administrative Assistant, OSBA
2021 - 2022	Administrative Asst. & Board of Directors Secretary, Newberg Public Schools 29J
2019 - 2021	Educational Assistant IV SPED, Newberg Public Schools 29J

Local Government Employment

2014 - 2019	City Recorder/Elections Officer/HR Manager/City Manager Asst., City of Carlton
2006 - 2014	Deputy City Recorder/Assistant to the City Manager & Mayor, City of Newberg
2004 - 2006	Ops & Incident Manager/Certified Investigator, Susquehanna Developmental Services

Community Service

2024 – present	Member – Chehalem Valley Middle School Parent Group
2019 – 2021	Board Member/Secretary – Antonia Crater Elementary Parent Teacher Group
2010 – present	Volunteer – Newberg Public Schools
2013 – 2017	Volunteer – Girl Scouts of America



Kevin Noreen

Executive Search Consultant

Kevin Noreen is a distinguished executive search consultant with a focused mission to guide organizations in identifying and securing top-tier talent. His extensive experience, highlighted by over a decade of HR leadership in various school districts and a notable tenure on the Sherwood School District Board of Directors, positions him as a trusted advisor in the executive search domain. Holding a Juris Doctor from Seattle University School of Law and certified as a Gallup Strengths Coach, Kevin’s approach is deeply informed by a comprehensive understanding of organizational dynamics and the critical importance of strategic talent placement.

At the heart of Kevin's practice is a commitment to excellence and a nuanced strategy for executive search. He recognizes untapped potential and aligns exceptional individuals with roles that demand their specific skill sets and leadership capabilities. While his background significantly emphasizes leadership development, his primary focus is executing meticulous search processes that ensure organizations benefit from skilled and effective leaders who embody professionalism and respect. Through his targeted and principled approach, Kevin endeavors to transform the leadership landscape of organizations, making a lasting impact on their success and culture.

Education

Lewis & Clark College — Bachelor of Communications, 1990

Seattle University School of Law — Juris Doctor, 1995

Education Employment

2023-present	Owner, Kevin Noreen Consulting
2015-2023	Director of Human Resources, Forest Grove School District
2012-2015	Director of Human Resources, Hood River County School District

Community Service

2022-present	Sherwood Rotary Club
2023 - present	Treasurer, International Skiing Fellowship of Rotarians
2017-2022	Forest Grove Daybreak Rotary Club
2003-2012	School Board Member – Sherwood School District



References

Butte Falls SD – 2025

Katie Misfeldt, Board Chair – katie.misfeldt@buttefalls.k12.or.us; 541-890-3189

Dufur SD – 2025

Tim Fain, Board Chair – tim4dsd2@gmail.com; 503-310-2601

Mount Angel SD – 2025

Andrea Pfau, Board Chair – andrea.pfau@masd91.org; 503-871-7740

Coos Bay SD – 2024

Kim Brick, Former Board Chair – kimbr@coos-bay.k12.or.us; 541-297-4428

Alsea SD – 2023

Risteen Follett, Board Chair – risteen.follett@alsea.k12.or.us; 541-740-6037

Neah-Kah-Nie SD – 2023

Sandy Tyerer, Former Board Chair – sandrat@nknsd.org; 847-302-2699



Search History

2025

- Butte Falls SD
- City View Charter
- Dufur SD
- Mount Angel SD
- Paisley SD (interim)
- Southern Oregon ESD

2024

- Alliance Charter Academy
- Cannon Beach Academy
- Coos Bay SD
- Hood River SD
- South Umpqua SD
- Sherwood SD
- St. Paul SD
- Wallowa SD

2023

- Arco Iris Spanish Immersion School
- Banks SD
- Condon SD
- Coos Bay SD
- Coquille SD
- Corbett SD
- Dayville SD
- Imbler SD
- Morrow County SD
- North Santiam SD
- Oakland SD
- Vernonia SD
- Woodburn SD

2022

- Bandon SD
- Central Curry SD
- Crow-Applegate-Lorane SD
- Dayville SD
- Lone SD
- Junction City SD
- Mt. Angel SD
- Sweet Home SD
- Yamhill-Carlton SD
- Colton SD (interim)
- Enterprise SD (interim)
- Falls City SD (interim)
- South Coast ESD (interim)
- Spray SD (interim)
- Woodburn SD (interim)

2021

All jointly with NextUp Leadership

- Arlington SD
- Blachly SD
- Brookings-Harbor SD
- Dayton SD
- Eagle Point SD
- Knappa SD
- Lake County SD
- Marcola SD
- Pilot Rock SD
- Sheridan SD
- Silver Falls SD
- South Lane SD
- Corbett SD (interim)
- Philomath SD (interim)
- Rainier SD (interim)
- Yamhill-Carlton SD (interim)



Sample Search Contract for Services

PARTIES: **Oregon School Boards Association (OSBA) (“Contractor”)**
An Oregon Non-Profit Corporation
1201 Court St., NE, Suite 400
Salem, Oregon 97301

Example School District (“District”)
Example School District
1234 Anywhere Ave
Sometown, Oregon 97123

1. **Services.** Contractor agrees to provide Executive Search professional services to the District.
2. **Scope of Work.** The scope of the services provided by Contractor will include search consulting, facilitating, recruiting and transition services associated with an executive search with the position beginning work on <insert date>, including:
 - Attending meetings with the Board, staff, students, and community groups as necessary to carry out the search plan.
 - Working with the District leadership to establish a search calendar, facilitate meetings with Board, staff, students and community members to establish candidate qualities and qualifications, and establish a process to be used by any in-district candidates.
 - Preparing and distributing search forms and promotional material needed for collecting applications and advertising the vacancy both within the State of Oregon as well as regionally and nationally as agreed with the District.
 - Advertising services include promotion fees and clerical support services to prepare, market and monitor one initial marketing campaign to open the search and one follow-up reminder campaign before the application closing date. Additional marketing campaigns for deadline extensions, preliminary vacancy notices, or other reasons will be considered additional advertising costs.
 - Managing candidate applications and information; assist with screening applications; assist with organizing interviews; provide Board members with guidelines for interviews and reference checks; conduct reference checks at the Board’s request; organizing site visits when requested; and keeping applicants informed of their status during the search process.
 - Conducting a series of board/ executive workshops (up to 6 hours of professional development conducted by OSBA) to create and execute a Transition Plan for establishing a solid foundation for the new leadership team over the first six (6) months of the new executive’s contract.
3. **Term.** The term of this Agreement shall begin on _____, and continue until:

completion of Scope of Work outlined above ending date of _____
4. **Base Fee for Services.** District will pay a base fee for Contractor services as follows:

X \$example

hourly rate of \$200/hr. for professional time

hourly rate of \$57/hr. clerical support services
5. **Expenses.** District will reimburse Contractor for Contractor’s expenses incurred while providing services on the basis of actual expenses incurred including:

<input type="checkbox"/> mileage (at the fed. rate)	<input type="checkbox"/> meals
<input type="checkbox"/> lodging	<input type="checkbox"/> photocopying, supplies, printing,

- postage and shipping costs
- advertising/posting fees beyond base package agreed by District.
- travel time (\$100 per hour)
- ground transportation (rental car)

6. **Terms for Payment.** OSBA will provide fiscal services for the performance of this Agreement. District agrees to pay billings within 30 days after invoice on the following schedule:
 - One-half of the Base Fee (\$<amount>) upon execution of this agreement.
 - All applicable expenses incurred in Section 5 above will be invoiced monthly as accrued.
 - The remaining one-half of the Base Fee (\$<amount>) plus all applicable expenses incurred in Section 5 above will be invoiced upon board approval of the new executive’s contract.

7. **Independent Contractor Status.**
 - A. Contractor is an independent contractor. This Agreement shall not be construed to establish an employer-employee relationship between the District and the Contractor, including subcontractors or employees thereof. Contractor is free to contract with other parties on other matters. Contractor will not receive any benefits normally accruing to District employees unless required by applicable law.
 - B. The manner of providing these services are under sole control of Contractor, including providing all tools and equipment necessary for the performance of these services. The services provided must, however, meet the general approval of the District and shall be subject to the District’s general right of inspection and supervision in order to secure satisfactory performance.
 - C. Contractor, in carrying out the services provided under this Agreement, is not an employee of District, and as such accept full responsibility for any taxes or other obligations associated with payment for services under this Agreement.
 - D. None of the services covered by this Agreement shall be subcontracted without prior written consent of the District. Contractor shall be fully responsible to the District for all acts and omissions of any subcontractor, employee, agent or servant, whether employed directly or indirectly by Contractor. Steve Kelley and Sarah Herb may provide primary consulting services to District for this search.

8. **Worker’s Compensation.** Contractor shall comply with state worker’s compensation law for all employees who work under the terms of this Agreement. If Contractor hires employees, they shall provide District with certification of Workers’ Compensation Insurance, with employee’s liability in the minimum of \$100,000 upon request by District.

9. **Termination of Agreement.** This Agreement may be terminated under the following conditions:
 - A. By written mutual agreement of all parties and may be immediate.
 - B. Upon ten (10) calendar days written notice by any party to the other.
 - C. Immediately on material breach of contract.
 - D. Upon expiration of the term specified above.

If this Agreement is terminated prior to the expiration date, District shall pay Contractor for services provided prior to the termination.

Force Majeure. Neither Example School District nor Contractor shall be responsible for delay, default, or termination of contract caused by any contingency beyond their control, including, but not limited to war or insurrection (whether declared or not); plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including, but not limited to quarantine or other restrictions as directed by state or federal government; compliance with any law or governmental order, rule, regulation or direction; strikes or lockouts by the Parties’ own employees; walkouts by the Parties’ own employees; fires; natural calamities; riots; or requirements of governmental agencies.

Defense, Indemnity, and Insurance Provision. Subject to any and all limitations, exclusions, and notice requirements of the Oregon Tort claims Act (ORS 30.260 through 30.300) and the constitution of the State of Oregon, each party shall be responsible for their own acts and those of its officers, employees, or agents. The parties agree that they will hold harmless, waive, release, indemnify, defend, and discharge each other from all liability and claims arising from each party’s own acts and omissions. The parties agree to this defense and indemnification to the fullest extent allowed by law, which

includes liability and claims arising from negligent acts or omissions. Each party agrees to have adequate general liability coverage to cover any tort claim that could arise from this agreement including coverage for sexual molestation and injuries to the head and brain.

Choice of Law Provision. This Agreement shall be construed and enforced in accordance with the laws of the State of Oregon.

- 10. **Standard of Services.** Contractor agrees to perform services with a standard of care, skill and diligence normally provided by a professional individual in the performance of similar services. It is understood that Contractor must perform the services based in part on information furnished by District and that Contractor shall be entitled to rely on such information. Contractor agrees that the recommendations, guidance and performance of any person assigned under this Agreement shall be in accordance with professional standards and the requirements of this Agreement. District agrees not to take any action which will adversely interfere with Contractor’s ability to perform to this standard.

- 11. **Guarantee.** Provided the District follows the steps outlined in the search process proposed by Contractor and engages in good faith attempts to recruit and retain a new chief executive officer, but one is not hired, or if the new chief executive officer leaves for any reason prior to completing one (1) year of service from the date of contract signing and the District has followed the transition plan proposed by Contractor within six (6) months of executive’s start date or December 31 of the calendar year of hire, whichever comes first, Contractor will waive the base fee for one new search process. Additional travel, marketing fees, and clerical support cost, and incidental expenses may apply. The original search must also be conducted during the typical peak period and begin before February 28 of the hiring year without an expedited calendar for search services process. OSBA must be notified if Guarantee search services will be needed by October 30 and the search application window must begin by January of the immediate school year following the end of contract of executive.

- 12. **Written Notice.** Any notice of termination or other communication having a material effect on the performance of this Agreement shall be served by U.S. Mail or by confirmed e-mail delivery on the signatories listed below at the addresses listed above.

It is agreed. Date: _____

OREGON SCHOOL BOARDS ASSOCIATION (Contractor)

Kristen Miles, Director of Board Development and Executive Searches

It is agreed. Date: _____

EXAMPLE SCHOOL DISTRICT (District)

Corbett School District 39

100 General Fund | Financial Projection by Object

For the Period Ending September 30, 2025

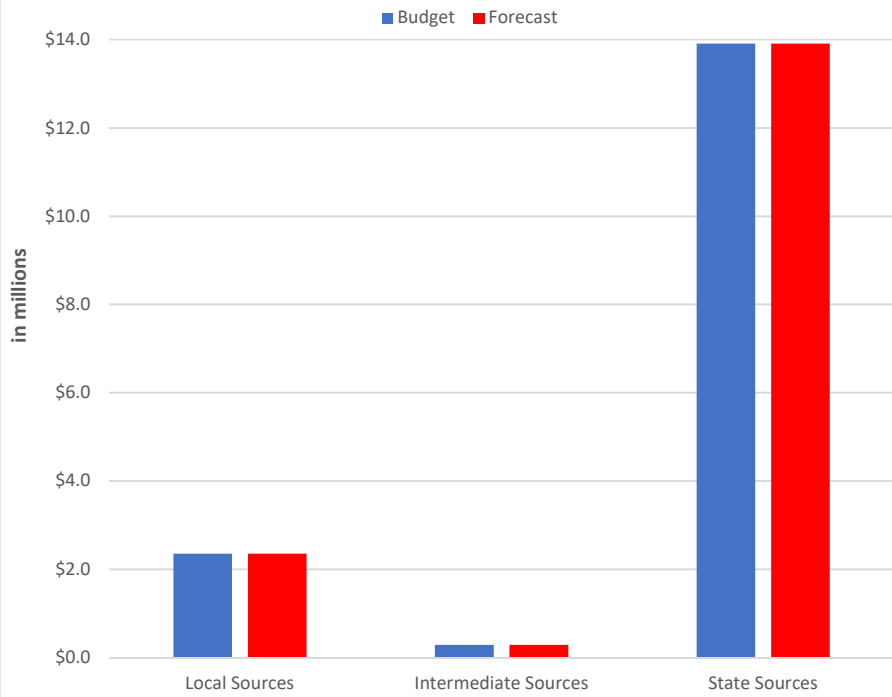
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast	2024-25 Deferred Spending
RESOURCES							
Operating Revenues							
Local Sources	\$ 2,563,146	\$ 2,358,798	\$ 11,705	0.50%	\$ 2,347,093	\$ 2,358,798	\$ -
Intermediate Sources	201,200	290,000	-	0.00%	290,000	290,000	-
State Sources	12,762,126	13,911,158	4,625,768	33.25%	9,285,390	13,911,158	-
Federal Sources	92,541	-	-	0.00%	75,000	-	-
Other Sources	2,000,000	-	-	0.00%	-	-	-
Total Operating Revenues	\$ 17,619,013	\$ 16,559,956	\$ 4,637,473	28.00%	\$ 11,997,484	\$ 16,559,956	\$ -
Beginning Fund Balance	-	-	-	0.00%	-	-	-
TOTAL RESOURCES	\$ 17,619,013	\$ 16,559,956	\$ 4,637,473	28.00%	\$ 11,997,484	\$ 16,559,956	\$ -
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 7,380,501	\$ 7,187,018	\$ 1,328,792	18.49%	\$ 5,509,476	\$ 6,838,269	\$ -
Associated Payroll Costs	5,444,292	4,960,592	818,800	16.51%	3,953,757	4,772,557	-
Purchased Services	1,923,156	1,662,670	306,203	18.42%	1,559,936	1,866,140	383,717
Supplies and Materials	633,668	904,761	59,452	6.57%	894,337	953,789	10,755
Capital Outlay	665,400	422,610	-	0.00%	422,610	422,610	-
Other Objects	1,569,496	541,296	73,892	13.65%	444,034	517,926	-
Transfers	2,500	668,345	-	0.00%	668,345	668,345	-
Total Operating Expenditures	\$ 17,619,013	\$ 16,347,292	\$ 2,587,139	15.83%	\$ 13,452,496	\$ 16,039,635	\$ 394,472
Contingencies	-	250,000	-	0.00%	-	250,000	-
Unappropriated Ending Fund Balance	-	33,763	-	0.00%	-	33,763	-
TOTAL REQUIREMENTS	\$ 17,619,013	\$ 16,631,055	\$ 2,587,139	15.56%	\$ 13,452,496	\$ 16,323,398	\$ 394,472
OPERATING SURPLUS / (DEFICIT)					\$ (1,455,012)	\$ 236,558	

Corbett School District 39

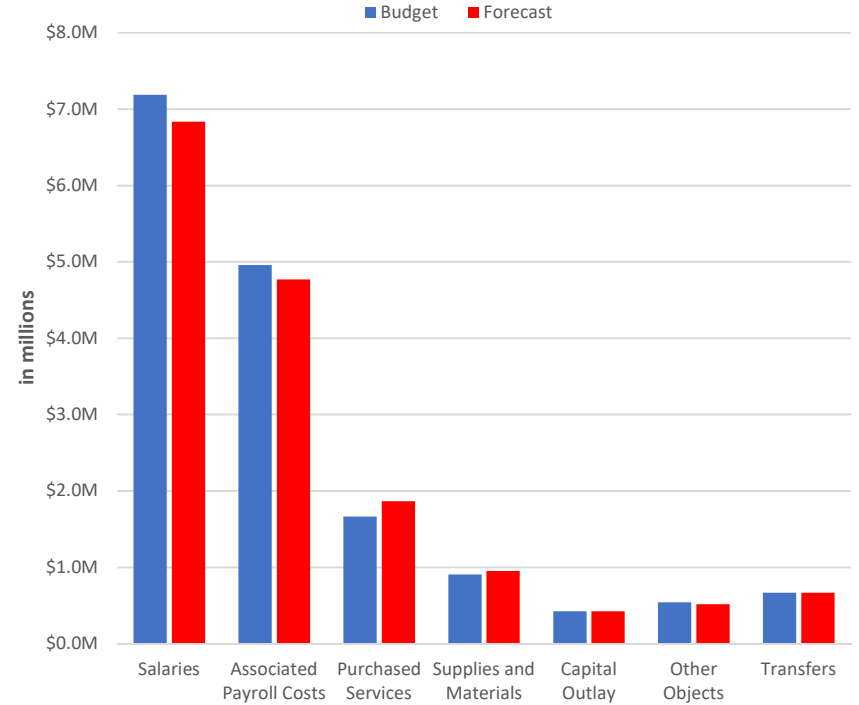
100 General Fund | Financial Projection by Object

For the Period Ending September 30, 2025

Revenues by Source | Budget v. Forecast



Expenditures by Object | Budget v. Forecast



Corbett School District 39

201 Federal Funds | Financial Projection by Object

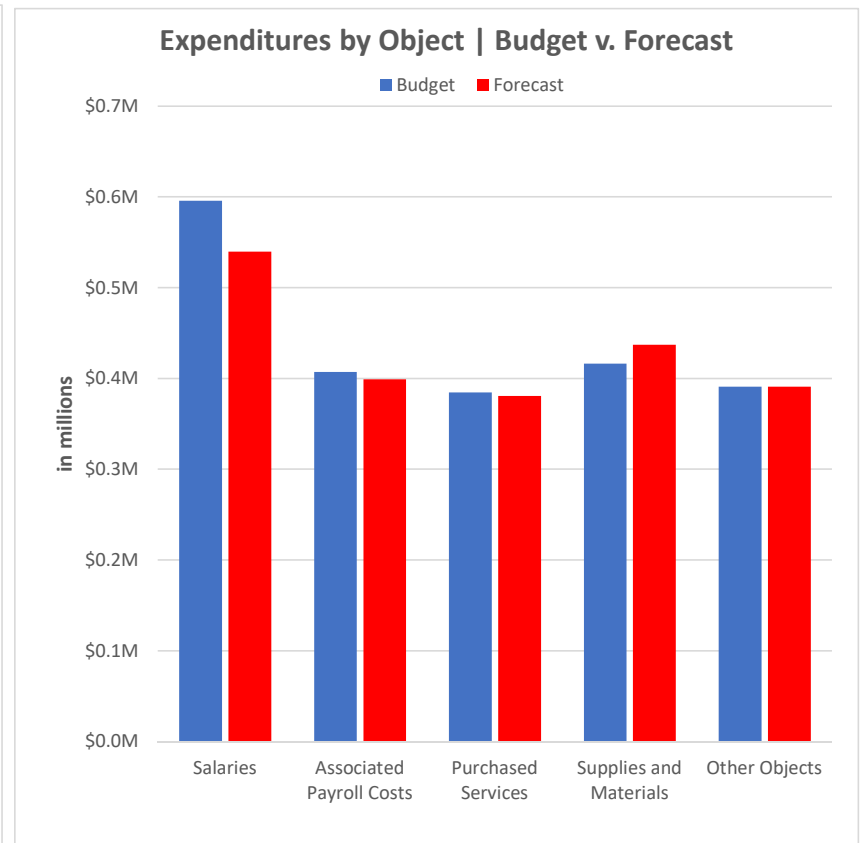
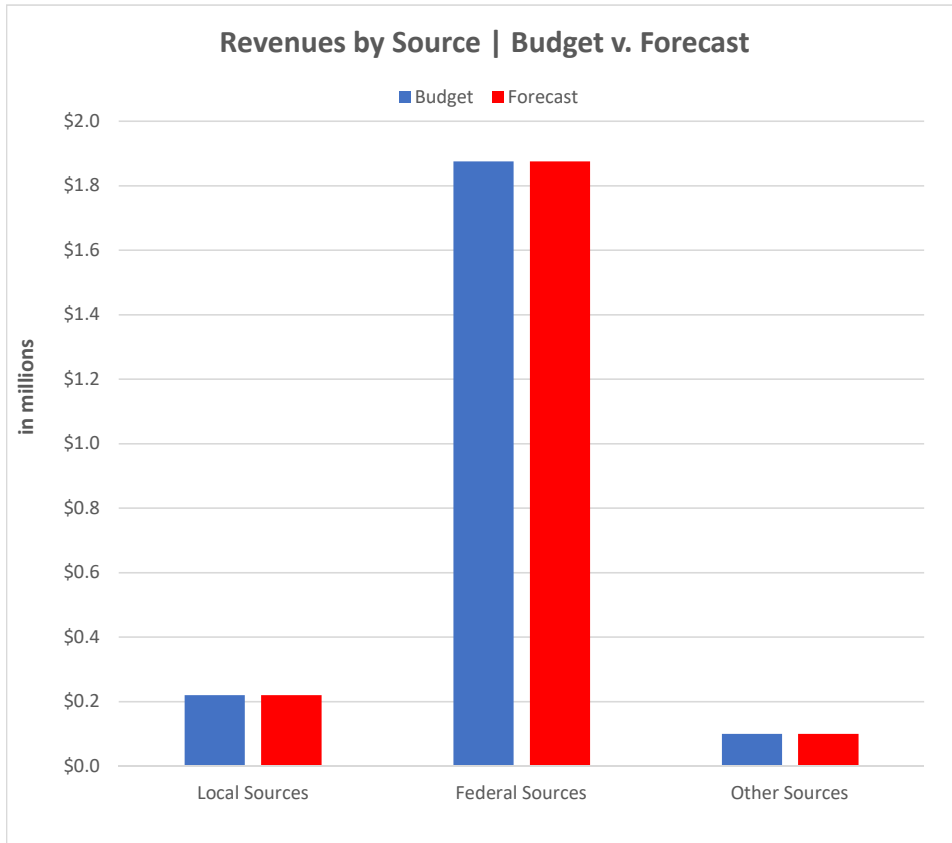
For the Period Ending September 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ 220,000	\$ -	0.00%	\$ 220,000	\$ 220,000
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	1,284,483	1,875,633	-	0.00%	1,875,633	1,875,633
Other Sources	-	100,000	-	0.00%	100,000	100,000
Total Operating Revenues	\$ 1,284,483	\$ 2,195,633	\$ -	0.00%	\$ 2,195,633	\$ 2,195,633
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 1,284,483	\$ 2,195,633	\$ -	0.00%	\$ 2,195,633	\$ 2,195,633
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 642,084	\$ 595,942	\$ 92,999	15.61%	\$ 446,957	\$ 539,955
Associated Payroll Costs	268,997	407,375	53,934	13.24%	\$ 353,441	399,285
Purchased Services	49,732	384,604	30,924	8.04%	\$ 353,680	380,758
Supplies and Materials	211,583	416,426	26,910	6.46%	\$ 389,516	437,247
Capital Outlay	-	-	-	0.00%	\$ -	-
Other Objects	112,087	391,286	-	0.00%	\$ 391,286	391,286
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 1,284,483	\$ 2,195,633	\$ 204,768	9.33%	\$ 1,934,879	\$ 2,148,531
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 1,284,483	\$ 2,195,633	\$ 204,768	9.33%	\$ 1,934,879	\$ 2,148,531
OPERATING SURPLUS / (DEFICIT)					\$ 260,754	\$ 47,102

Corbett School District 39

201 Federal Funds | Financial Projection by Object

For the Period Ending September 30, 2025



Corbett School District 39

251 Student Investment Account | Financial Projection by Object

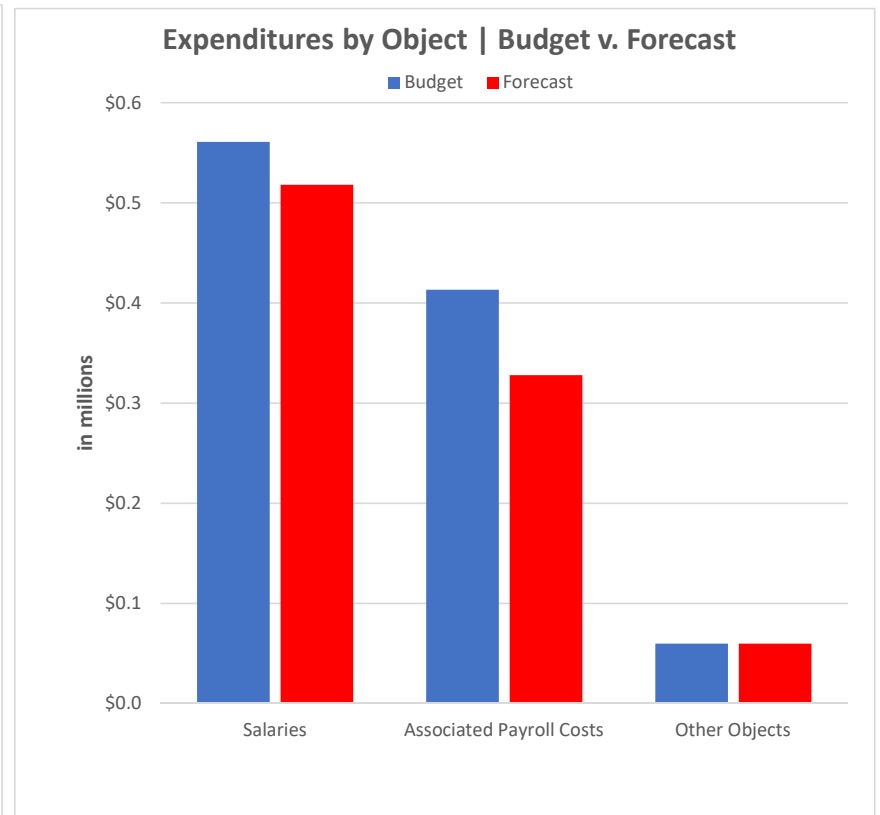
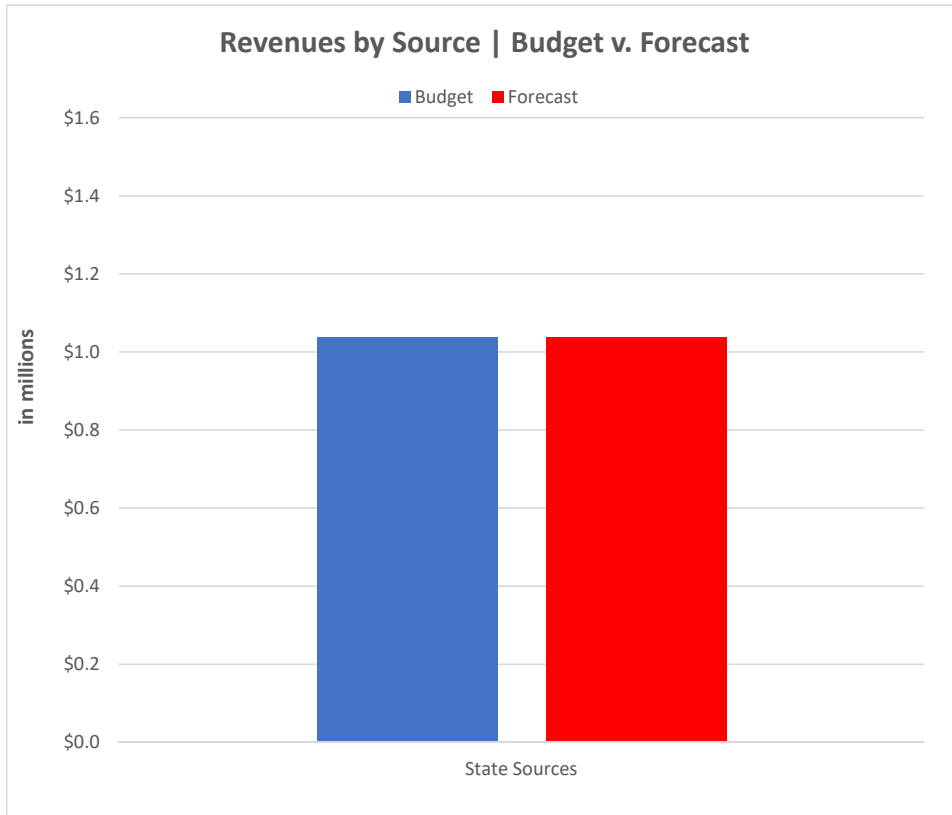
For the Period Ending September 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	988,000	1,036,659		0.00%	1,036,659	1,036,659
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 988,000	\$ 1,036,659	\$ -	0.00%	\$ 1,036,659	\$ 1,036,659
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 988,000	\$ 1,036,659	\$ -	0.00%	\$ 1,036,659	\$ 1,036,659
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 658,603	\$ 561,046	\$ 92,161	16.43%	\$ 425,903	\$ 518,063
Associated Payroll Costs	273,557	413,439	57,298	13.86%	270,804	328,102
Purchased Services	-	-	-	0.00%	\$ -	-
Supplies and Materials	55,840	2,355	-	0.00%	2,355	2,355
Capital Outlay	-	-	-	0.00%	\$ -	-
Other Objects	-	59,819	-	0.00%	\$ 59,849	59,849
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 988,000	\$ 1,036,659	\$ 149,459	14.42%	\$ 758,910	\$ 908,370
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 988,000	\$ 1,036,659	\$ 149,459	14.42%	\$ 758,910	\$ 908,370
OPERATING SURPLUS / (DEFICIT)					\$ 277,749	\$ 128,289

Corbett School District 39

251 Student Investment Account | Financial Projection by Object

For the Period Ending September 30, 2025



Corbett School District 39

252 High School Success | Financial Projection by Object

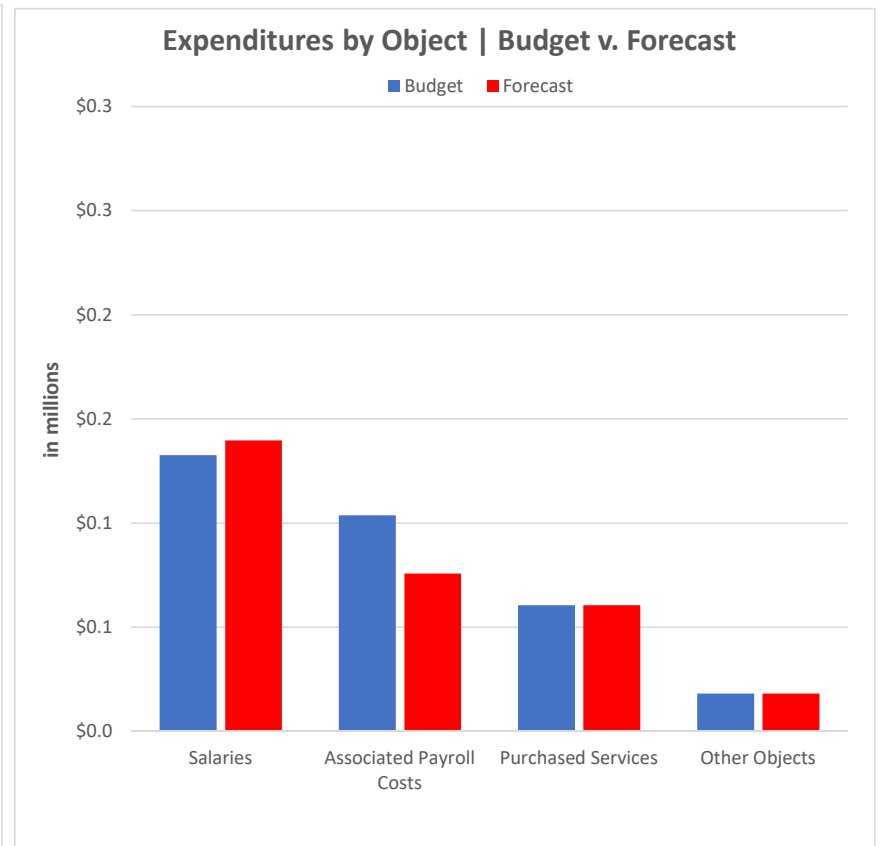
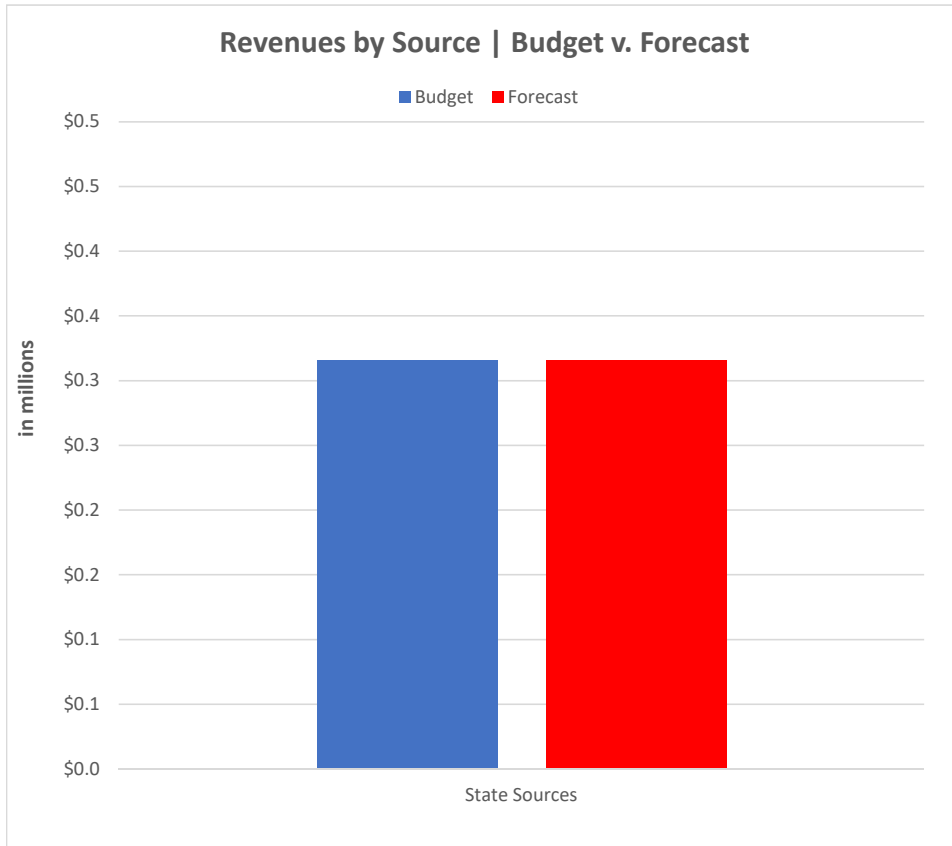
For the Period Ending September 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	189,897	315,359	-	0.00%	315,359	315,359
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 189,897	\$ 315,359	\$ -	0.00%	\$ 315,359	\$ 315,359
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 189,897	\$ 315,359	\$ -	0.00%	\$ 315,359	\$ 315,359
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 95,295	\$ 132,660	\$ 24,043	18.12%	\$ 115,744	\$ 139,787
Associated Payroll Costs	34,602	103,769	12,913	12.44%	63,023	75,936
Purchased Services	60,000	60,702	-	0.00%	60,702	60,702
Supplies and Materials	-	-	-	0.00%	-	-
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	-	18,228	-	0.00%	18,228	18,228
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 189,897	\$ 315,359	\$ 36,956	11.72%	\$ 257,698	\$ 294,653
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 189,897	\$ 315,359	\$ 36,956	11.72%	\$ 257,698	\$ 294,653
OPERATING SURPLUS / (DEFICIT)					\$ 57,661	\$ 20,706

Corbett School District 39

252 High School Success | Financial Projection by Object

For the Period Ending September 30, 2025



Corbett School District 39

255 PGE Electric Bus Fund | Financial Projection by Object

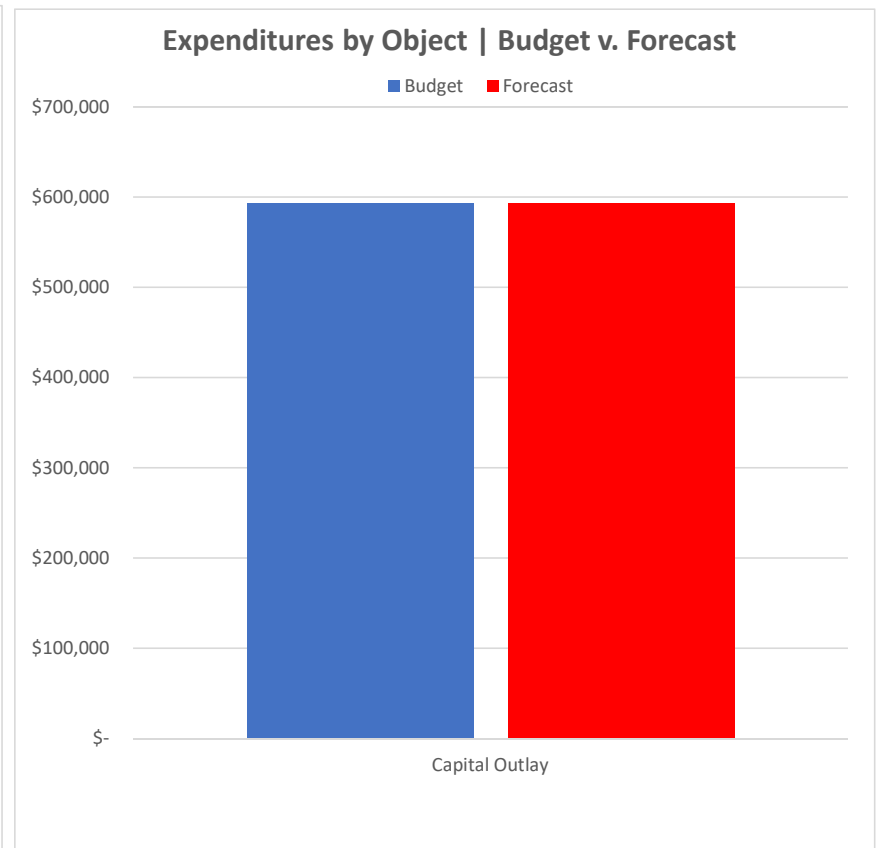
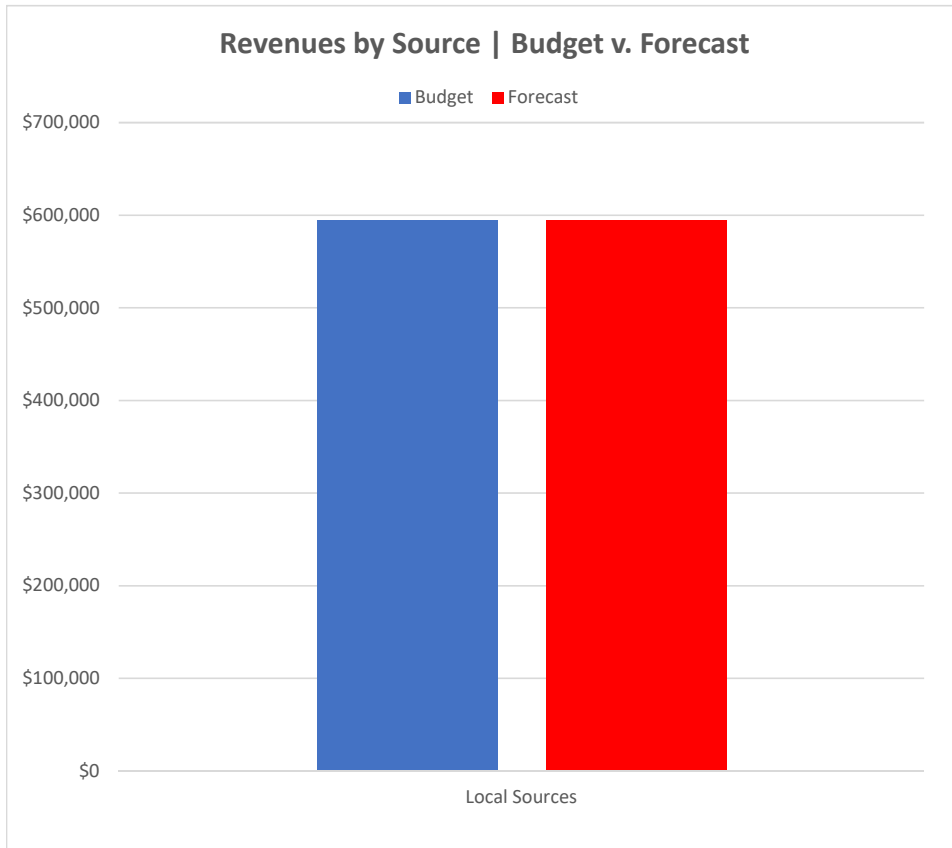
For the Period Ending September 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 954,786	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 954,786	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 954,786	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Associated Payroll Costs	-	-	-	0.00%	-	-
Purchased Services	-	-	-	0.00%	-	-
Supplies and Materials	-	-	-	0.00%	-	-
Capital Outlay	384,928	594,088	-	0.00%	594,088	594,088
Other Objects	-	-	-	0.00%	-	-
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 384,928	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 384,928	\$ 594,088	\$ -	0.00%	\$ 594,088	\$ 594,088
OPERATING SURPLUS / (DEFICIT)					\$ -	\$ -

Corbett School District 39

255 PGE Electric Bus Fund | Financial Projection by Object

For the Period Ending September 30, 2025



Corbett School District 39

255 Local/State Grant Funds | Financial Projection by Object

For the Period Ending September 30, 2025

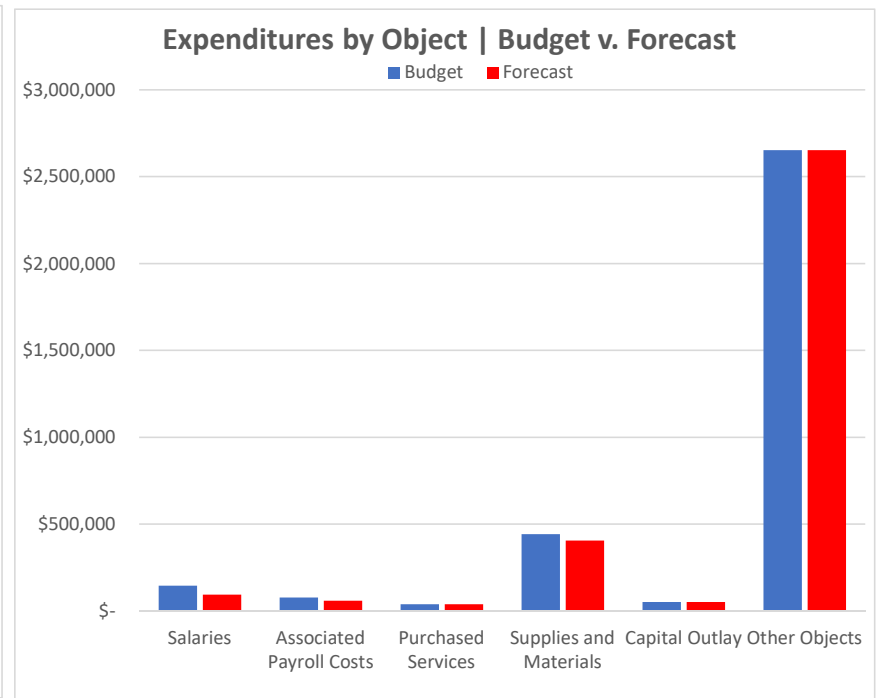
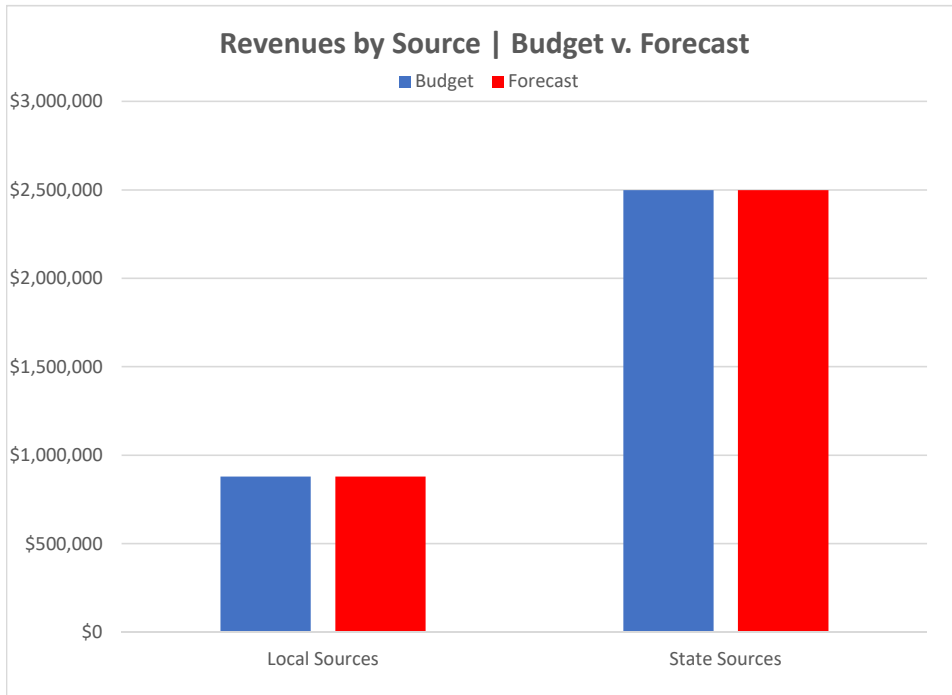
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ 881,009	\$ -	0.00%	\$ 881,009	\$ 881,009
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	2,500,000	-	0.00%	2,500,000	2,500,000
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ -	\$ 3,381,009	\$ -	0.00%	\$ 3,381,009	\$ 3,381,009
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ -	\$ 3,381,009	\$ -	0.00%	\$ 3,381,009	\$ 3,381,009
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ 148,123	\$ 23,733	16.02%	\$ 71,937	\$ 95,671
Associated Payroll Costs	-	78,751	14,881	18.90%	45,880	60,761
Purchased Services	-	40,898	-	0.00%	40,898	40,898
Supplies and Materials	-	443,467	12,651	2.85%	394,816	407,467
Capital Outlay	-	54,113	-	0.00%	54,113	54,113
Other Objects	-	2,654,113	77,291	2.91%	2,576,822	2,654,113
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ -	\$ 3,419,465	\$ 128,556	3.76%	\$ 3,184,467	\$ 3,313,023
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 3,419,465	\$ 128,556	3.76%	\$ 3,184,467	\$ 3,313,023
OPERATING SURPLUS / (DEFICIT)					\$ 196,542	\$ 67,986

Includes Youth Transition Program, Menstrual Dignity, Outdoor School, SB1149 (Energy), Seismic Rehabilitation Grant, and Driving Change Grants

Corbett School District 39

255 Local/State Grant Funds | Financial Projection by Object

For the Period Ending September 30, 2025



Includes Youth Transition Program, Menstrual Dignity, Outdoor School, SB1149 (Energy), Seismic Rehabilitation Grant, and Driving Change Grants

Corbett School District 39

299 Food Service | Financial Projection by Object

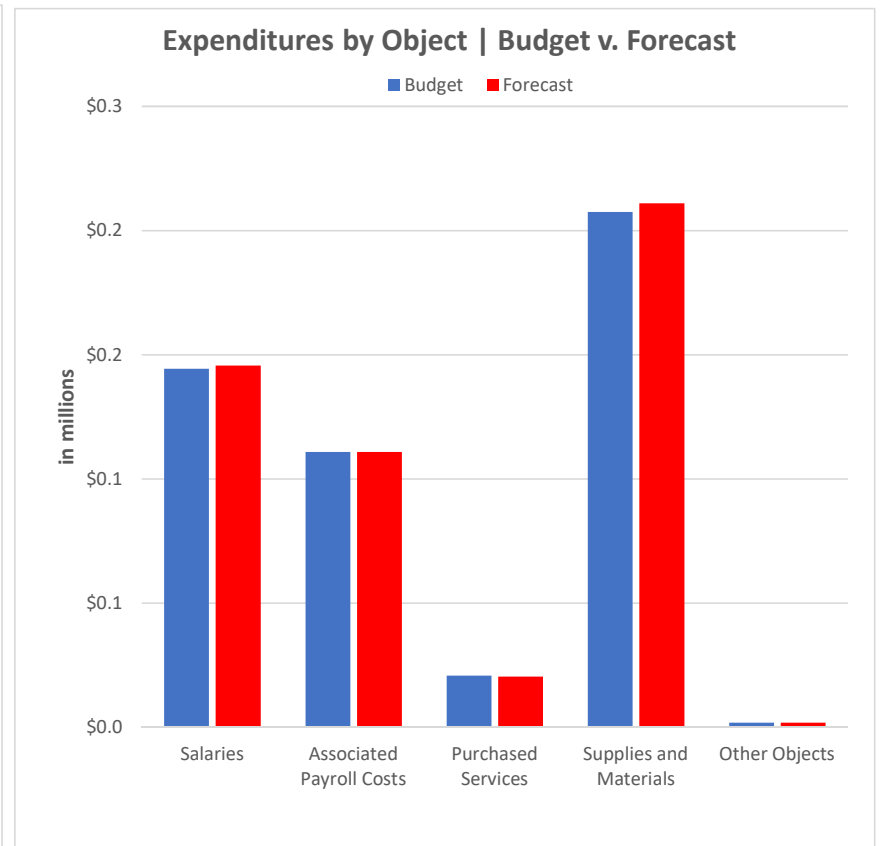
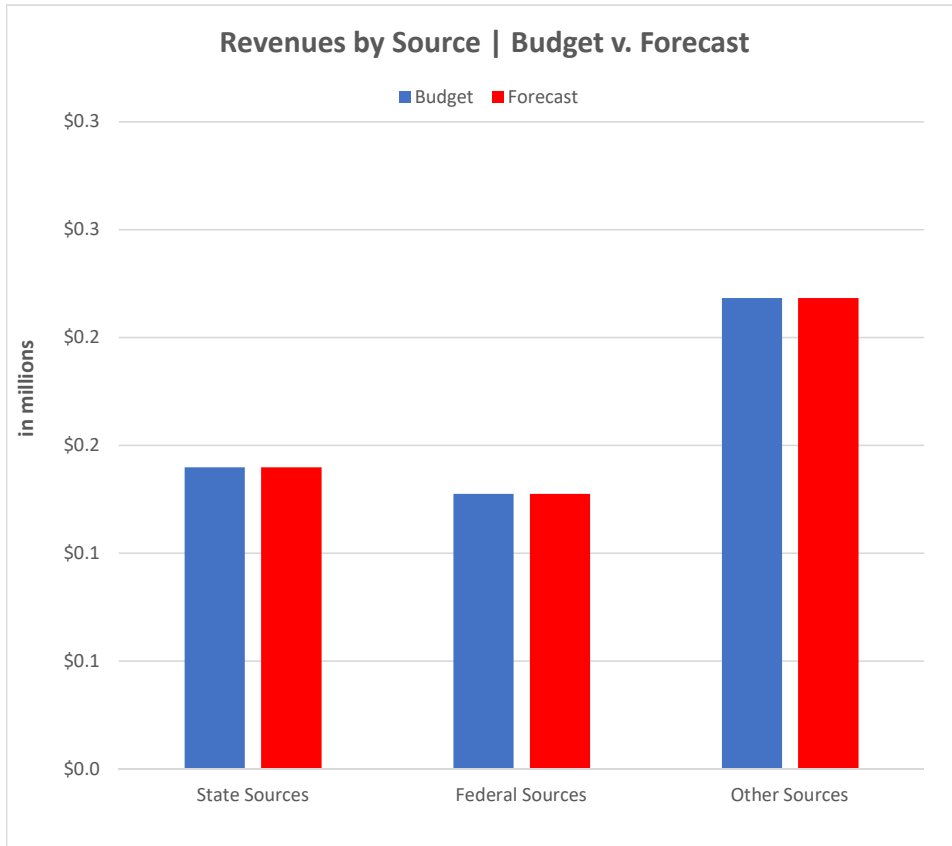
For the Period Ending September 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 100,000	\$ -	\$ -	0.00%	\$ 1,000	\$ 1,000
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	6,000	139,896	-	0.00%	139,896	139,896
Federal Sources	160,000	127,525	-	0.00%	127,525	127,525
Other Sources	121,268	218,345	-	0.00%	218,345	218,345
Total Operating Revenues	\$ 387,268	\$ 485,766	\$ -	0.00%	\$ 486,766	\$ 486,766
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 387,268	\$ 485,766	\$ -	0.00%	\$ 486,766	\$ 486,766
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 108,509	\$ 144,384	\$ 33,421	23.15%	\$ 112,284	\$ 145,705
Associated Payroll Costs	71,397	110,888	24,670	22.25%	\$ 86,264	110,934
Purchased Services	6,000	20,984	-	0.00%	\$ 20,564	20,564
Supplies and Materials	197,862	207,510	20,128	9.70%	\$ 190,909	211,038
Capital Outlay	-	-	-	0.00%	\$ -	-
Other Objects	3,500	2,000	-	0.00%	\$ 2,000	2,000
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 387,268	\$ 485,766	\$ 78,220	16.10%	\$ 412,021	\$ 490,241
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 387,268	\$ 485,766	\$ 78,220	16.10%	\$ 412,021	\$ 490,241
OPERATING SURPLUS / (DEFICIT)					\$ 74,745	\$ (3,475)

Corbett School District 39

299 Food Service | Financial Projection by Object

For the Period Ending September 30, 2025



Corbett School District 39

300 GO Bond Debt Service | Financial Projection by Object

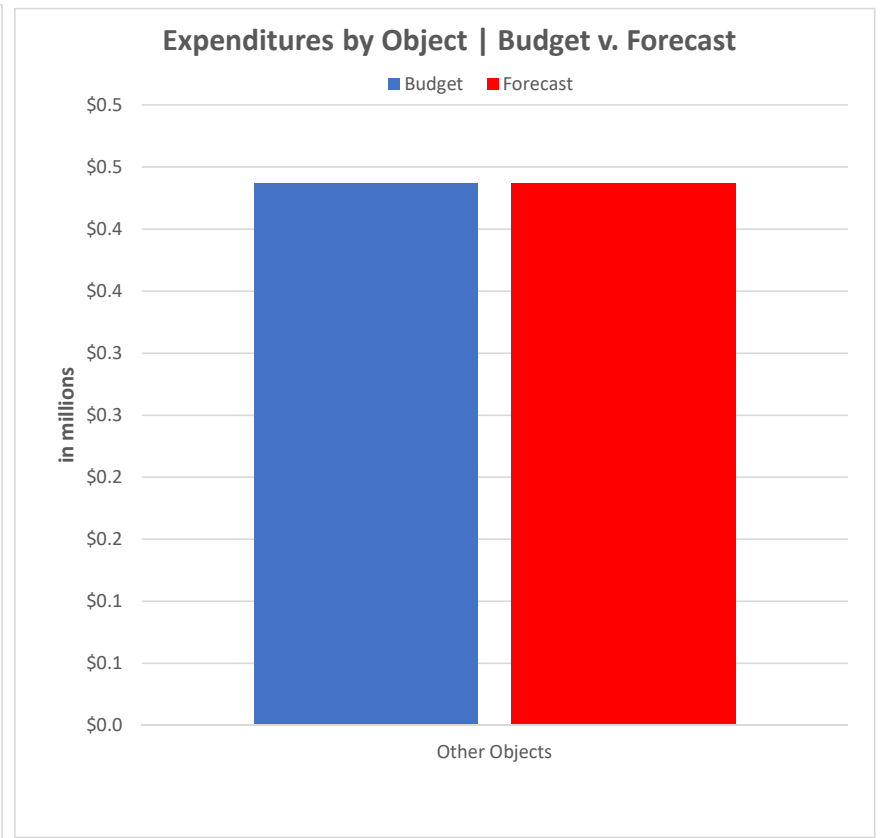
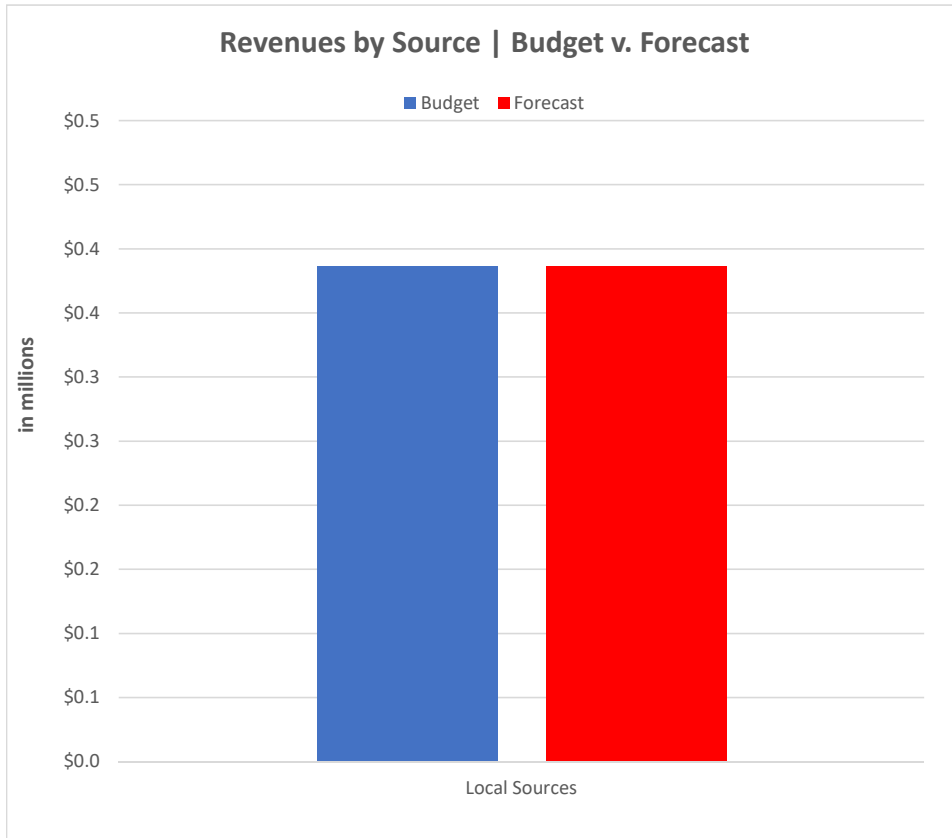
For the Period Ending September 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 479,945	\$ 387,072	\$ -	0.00%	\$ 387,072	\$ 387,072
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 479,945	\$ 387,072	\$ -	0.00%	\$ 387,072	\$ 387,072
Beginning Fund Balance	-	50,000	-	0.00%	50,000	50,000
TOTAL RESOURCES	\$ 479,945	\$ 437,072	\$ -	0.00%	\$ 437,072	\$ 437,072
REQUIREMENTS						
Operating Expenditures						
Salaries		\$ -		0.00%		\$ -
Associated Payroll Costs		-		0.00%	\$ -	-
Purchased Services		-		0.00%	\$ -	-
Supplies and Materials		-		0.00%	\$ -	-
Capital Outlay		-		0.00%	\$ -	-
Other Objects		437,072		0.00%	\$ 437,072	437,072
Transfers		-		0.00%	-	-
Total Operating Expenditures	\$ -	\$ 437,072	\$ -	0.00%	\$ 437,072	\$ 437,072
Contingencies	-	-		0.00%	-	-
Unappropriated Ending Fund Balance	-	-		0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 437,072	\$ -	0.00%	\$ 437,072	\$ 437,072
OPERATING SURPLUS / (DEFICIT)					\$ -	\$ -

Corbett School District 39

300 GO Bond Debt Service | Financial Projection by Object

For the Period Ending September 30, 2025



Corbett School District 39

400 Capital Projects | Financial Projection by Object

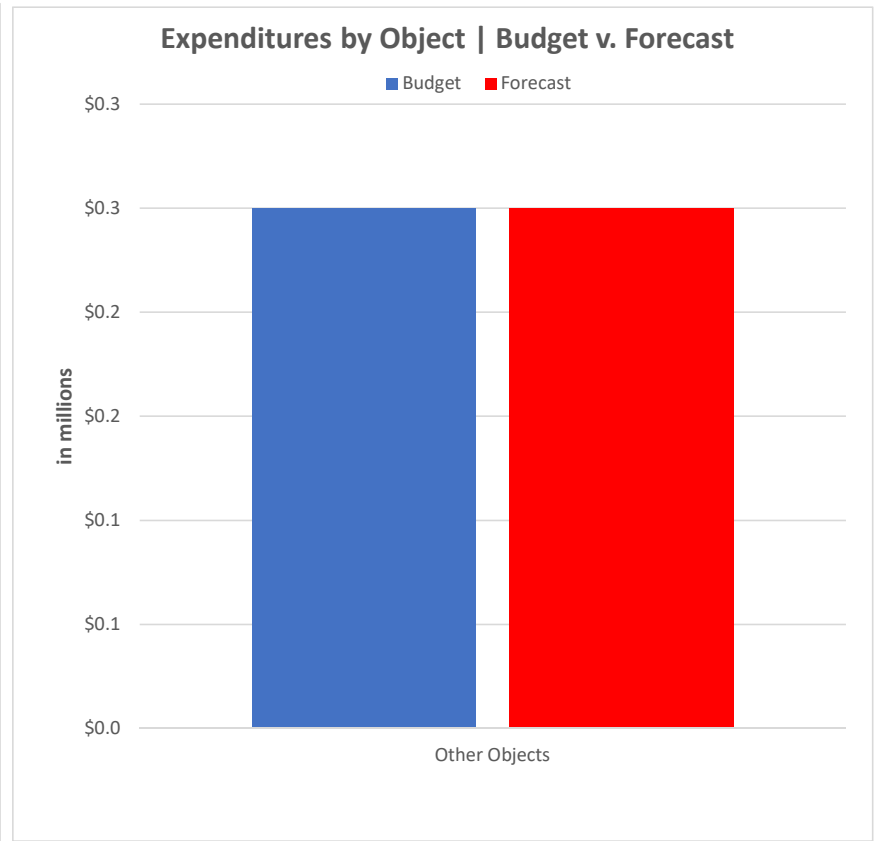
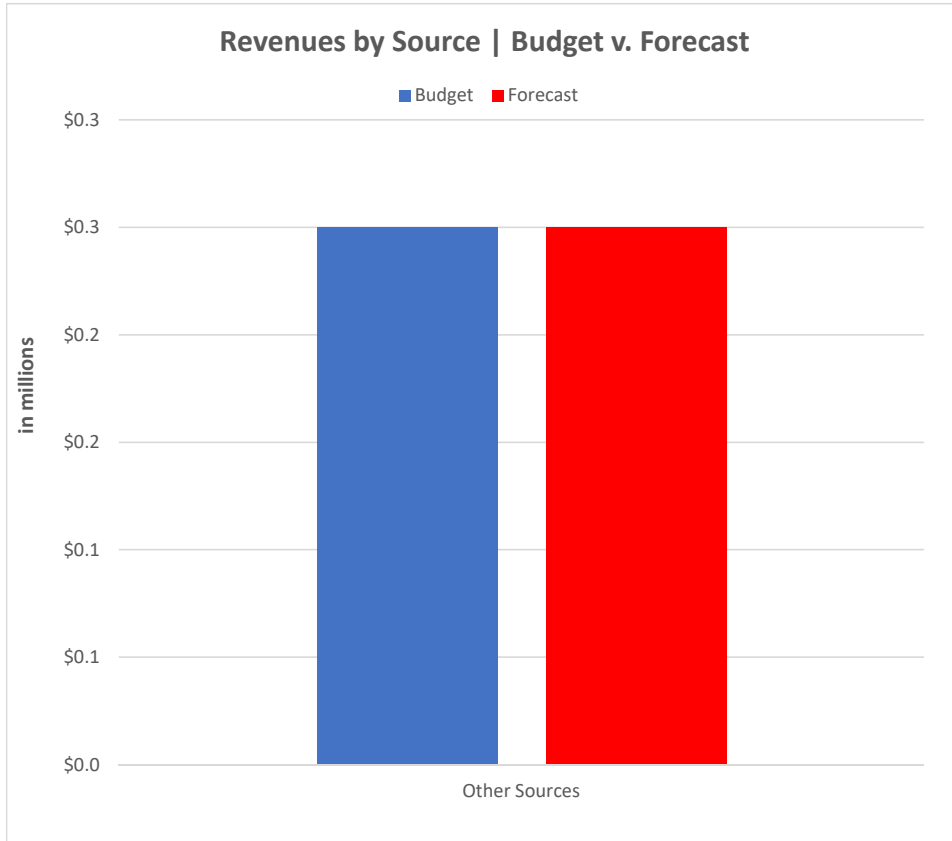
For the Period Ending September 30, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	250,000	-	0.00%	250,000	250,000
Total Operating Revenues	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
REQUIREMENTS						
Operating Expenditures						
Salaries		\$ -		0.00%		\$ -
Associated Payroll Costs		-		0.00%	\$ -	-
Purchased Services		-		0.00%	\$ -	-
Supplies and Materials		-		0.00%	\$ -	-
Capital Outlay		-		0.00%	\$ -	-
Other Objects		250,000		0.00%	\$ 250,000	250,000
Transfers		-		0.00%	-	-
Total Operating Expenditures	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
Contingencies	-	-		0.00%	-	-
Unappropriated Ending Fund Balance	-	-		0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 250,000	\$ -	0.00%	\$ 250,000	\$ 250,000
OPERATING SURPLUS / (DEFICIT)					\$ -	\$ -

Corbett School District 39

400 Capital Projects | Financial Projection by Object

For the Period Ending September 30, 2025



Corbett SD 39 25-27 Integrated Programs Application Updated

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

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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.

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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.

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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. All students in grades 11 and 12 can participate our Work-based Learning program, which provides students with the opportunity to gain HS credit by working in the community. About 25-30 students participate each year. Each student presents what they learned through the experience to the School Board and community. High School students have access to Culinary, Machinery, and Woodworking classes. Via the University of Oregon's CIS systems, students can decide on a career

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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."

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.

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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 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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Corbett SD #39

2025-2027

Integrated Programs Application



Needs Assessment Summary

Data Used

- ODE's At-A-Glance District Profile
- OSAS scores in ELA, Math, & Science
- Grade 9 On-Track
- 4-year Cohort Graduation Data
- Attendance & Behavior Data
- English Language Proficiency Assessment (ELPA) Results



Needs Assessment Summary

Trends from the Data

- Chronic absenteeism, particularly in MS, are impacting achievement and overall wellness
- Achievement gaps exist for students with disabilities and economically disadvantaged backgrounds
- Increased demand for mental health supports and social-emotional learning



Needs Assessment Summary

Key Investments

- Investing in attendance supports, especially in MS
- Targeted interventions with a focus on students with IEPs and experiencing poverty
- Enhancing mental health services
- Providing professional development on trauma-informed, inclusive, and culturally responsive practices



Community Engagement

Families

- Targeted Listening Sessions and Surveys
- Student Voice Forums and Advisory Groups
- Personal Outreach to Families

Staff

- Staff Surveys and Focus Groups
- Shared Leadership and Decision-Making Structures



Plan Summary

- Achievement gaps exist for students with disabilities and economically disadvantaged backgrounds
 - Strengthening Tier 1 literacy instruction with evidence-based practices aligned to the Science of Reading
- Career and Technical Education (CTE)
 - Maintain strong, accessible programs that serve a wide range of learners
- Longitudinal Performance Growth Targets (LPGTs)
 - Targeted K-3 literacy support, including aligned curriculum and intervention models

Corbett School District #39

Report on Compliance with Public School Standards

2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Corbett School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, Corbett School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year. 144

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

145

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential	In compliance	The district has met all of the requirements for this rule.	Not applicable

146

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Skills: Local Performance Assessment Requirement			
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	In compliance	The district has met all of the requirements for this rule.	Not applicable

147

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

148

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

149

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

150

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable

151



UNITED STATES DEPARTMENT OF EDUCATION

September 12, 2025

Jeanne Swift
Corbett School District

RE: Response to Reconsideration Request of the Non-Continuation of Grant PR/Award Number S184H220100

Dear Jeanne Swift,

We have reviewed your timely request for reconsideration submitted on May 23, 2025 regarding the non-continuation of grant PR/Award Number S184H220100 in the School-Based Mental Health Grant Program. Upon the review and recommendation by the Office of Elementary and Secondary Education, I have concluded the review of your reconsideration request and your request is denied.

The U.S. Department of Education (Department) has provided this administrative reconsideration process, consistent with law (34 C.F.R. § 75.253(g)), to permit a grantee to challenge this decision to not continue a grant. As part of this process, the Department informed applicants in their non-continuation letter that they could submit a reconsideration request, and the Department would review the submitted materials to determine if the request is accepted or denied.

Upon review of your submitted reconsideration materials and documentation from your grant, I have determined that your grant provides funding for programs that reflect the prior Administration's priorities and policy preferences and conflicts with those of the current Administration, in that the program: violates the letter or purpose of Federal civil rights law; conflicts with the Department's policy of prioritizing merit, fairness, and excellence in education; undermines the well-being of the students these programs are intended to help; or constitutes an inappropriate use of federal funds.

Specifically, in support of my conclusion, you state in your approved grant application on page e31 the need to hire "diverse" staff and that you need to "...recruit and hire culturally specific" employees (page e37). In addition, the information in your request for reconsideration was not sufficient to refute these findings.

As stated in your non-continuation letter, you are encouraged to carefully review and discharge your closeout responsibilities set forth in 2 C.F.R. § 200.344-346 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

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“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* 2 C.F.R. § 200.344(i). Please note that costs incurred for prosecuting claims against the Federal Government, including costs incurred related to this reconsideration request, are unallowable. *See* 2 C.F.R. § 200.435(g).

Additionally, under 2 C.F.R. 200.344(b), you are required to submit a final report by April 30, 2026. Your program officer will provide specific instructions on additional closeout activities prior to the end of your project period. Please note that the Department is electing, consistent with 34 C.F.R. § 75.253(h), to not authorize further no-cost extensions for grant awards identified for non-continuation.

We remind you of your responsibility to retain all Federal awards records for three years from the date of submission of your final financial report. *See* 2 C.F.R. § 200.334. Please note that this determination represents the final decision of the Department.

Should you have additional questions, we encourage you to refer to the Frequently Asked Questions on our website at: <https://www.ed.gov/grants-and-programs/grants-birth-grade-12/safe-and-supportive-schools/school-based-mental-health-services-grant-program#notice-of-non-continuation-frequently-asked-questions-faqs>.

Respectfully,

A handwritten signature in black ink that reads "Lindsey M. Burke". The signature is written in a cursive, flowing style.

Lindsey M. Burke, Ph.D.
Deputy Chief of Staff for Policy and Programs
U.S. Department of Education



September 18, 2025

PROPOSAL FOR OSBA SERVICES

Dear Corbett School District Board of Directors:

I am pleased to present a proposal for strategic planning/prioritization services for the Corbett School District.

SCOPE OF WORK

Generally, the following work is facilitated in the strategic planning process:

- Review of the district’s mission, vision, and progress on current strategic plan
- Modeling a “portrait of a graduate”
- Drafting strategic priorities
- Community engagement to solicit feedback on draft strategic priorities (administered through a survey)
- Presentation of community survey feedback, revision of draft strategic priorities, focused direction to the superintendent to write the action plan accompanying the strategic priorities
- Adoption of final strategic plan (after presentation of the plan by the superintendent)
- Development of monitoring plan to track progress on goals

TIMELINE

The following minimum number of meetings are needed for the strategic planning project:

- Meeting one: Review the district’s current strategic plan and develop “portrait of a graduate”
- Meeting two: draft strategic priorities and determine audience for community engagement
- Meeting three: Presentation of community survey feedback, revise strategic priorities, present to the superintendent to write the plan
- Meeting four: Adopt strategic plan, develop monitoring plan

If all steps in the process are desired, the process could take 5-7 months. The longest part of the process is writing the plan itself, which is done by the administration and staff, not the board.

If fewer steps are desired (i.e. a review of the current plan and developing a “portrait of a graduate” and drafting strategic priorities (two total meetings)) this could take as little as two months.

COST IS CALCULATED IN THE FOLLOWING WAY:

- Professional staff: \$200/hr
- Travel costs: (*Mileage, travel time*)

TOTAL COST FOR PROFESSIONAL SERVICES IS ESTIMATED:

Estimate for full process as described above: \$5,000 (*25 hours professional staff time—travel costs not included*).

Estimate for partial process as described above: \$1,600 (*8 hours professional staff time—travel costs not included*).

Costs not to exceed \$5,500 (professional staff time—not including travel costs) without prior approval of the Corbett School Board.

Additional deliverables, meetings, and/or a scope of work different than this proposal will be billed at \$200/hr.



September 18, 2025

PROPOSAL FOR OSBA SERVICES

Sincerely,

Kristen Miles

Kristen Miles, Ed.D
Director of Board Development

OSBA Model Sample Policy

Code: JFCEB
Adopted:

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student ~~[possession or]~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [ten] school days.⁵

Personal electronic devices ~~[must be placed in district provided pouches or storage]~~ [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing]~~[may be stored on the student’s person, but may not be used]~~ during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [detention, Saturday school, a change to storage requirements, etc. {⁶}]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ [Steps may include:

1. First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: If non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. {⁸}

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge. *{MOVED FROM EARLIER IN POLICY.}*

⁶ {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

⁷ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁸ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent][in accordance with KL-AR(1) – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

Drive Change Fund Award Agreement

This Drive Change Fund Award Agreement (“**Agreement**”) is entered into between Portland General Electric Company (“**PGE**”) and Corbett School District (“**Recipient**”) on 8/18/25 (“**Effective Date**”) to support a transportation electrification project at 35800 E Historic Columbia River Hwy, Corbett OR 97019. PGE will provide up to \$208,367.50 (“**DCF Award Amount**”) to Recipient, with seventy-five percent (75%) of budgeted project costs being awarded prior to commencement of the project, and the remaining amount, up to the full DCF Award Amount, being awarded upon completion of all installation associated with the project and delivery of all components associated with the project.

The DCF Award Amount is based on the information provided by Recipient to PGE in its application for the DCF Award Amount and during the interview process. Any material changes to project design, plan, or scope by Recipient that is not pre-approved by PGE, may result in forfeiture of funding or an adjustment to the DCF Award Amount. All modifications to the project design, plan, or scope including those attributes listed below in Section I must be submitted for approval by PGE using the change request form provided by PGE.

This Agreement shall commence on the Effective Date and continue through the date that is ten (10) years after the Completion Date (the “**Term**”).

Recipient agrees to meet all program requirements and deadlines set forth in this Agreement.

I. PROJECT ATTRIBUTES

A. Recipient shall procure, install and/or complete the following transportation electrification project components and attributes described in the table below (the “**Project**”):

Award Recipient	Corbett School District
Project Categories	EV Acquisition
Number of Electric Vehicles (“EVs”) (e-bikes, e-tractors, etc)	(1) - Ford E-Transit Cargo Van (2) - Hyundai Ioniq 5 XRT
Number of Charging Stations and Ports	None
Other Project Components	Host a community launch event, form student-led education campaigns, and engage the community through newsletters, social media updates, and ongoing community presentations.
Community Benefit	The primary beneficiaries of this project are the students and families of Corbett SD, particularly those attending the Corbett Arts Program with Spanish (CAPS) and Corbett Middle School, as well as students involved in athletics and those receiving special education services. By transitioning to utilizing EVs for nutrition service deliveries and athletic trips, the district hopes to be a positive

	example of environmental justice for the community by addressing transportation and service inequities that disproportionately affect their students.
Project Address	35800 E Historic Columbia River Hwy, Corbett OR 97019
Completion Date	No later than March 31, 2027
DCF Award	“Up to” \$208,367.50
Total Project Cost	\$208,367.50
Approved Project Scope	Acquisition of three electric vehicles: the cargo van will be used by student nutrition services to deliver meals from the central kitchen to two nearby campuses, while the two electric SUVs will support athletic programs by providing transportation for athletic trainers and small teams.

B. **Completion Date.** Recipient shall procure and/or install the Project by the Completion Date set forth in Section I (A). If the Project is not completed by the Completion Date and a change order has not been submitted and approved by PGE extending the Completion Date, PGE may terminate this Agreement and rescind the DCF Award Amount.

C. **Insured Loss of Project.** In the event the Project experiences an insured loss to the equipment included in this Project, Recipient shall (a) reimburse PGE a proportionate amount of the DCF Award Amount that represents the portion of the Project that experienced the insured loss within sixty (60) days after receiving such insured amount, or (b) procure and/or install new equipment comparable to the original Project scope.

D. **Use of Qualified Construction Contractor.** If the Project requires installation of electric vehicle charging equipment or other construction services related to the Project, Recipient shall utilize a construction contractor licensed in Oregon. Recipient shall comply with all applicable building and electrical codes, utility interconnection requirements, and permitting requirements.

E. **Use of Qualified Electric Vehicle Charging Equipment.** Recipient shall only install new qualified EV chargers for use with the EVs in the Project, even if EV charging equipment is not funded by DCF. Qualified EV chargers are listed at portlandgeneral.com/qualified-chargers. Recipient shall provide PGE written documentation to substantiate that only qualified EV chargers were installed.

F. **Compliance with Law; Insurance.** Recipient, including its contractors, shall at all times comply with all applicable federal, state and local laws, statutes, rules, regulations and ordinances and shall bear all costs associated with such compliance. Recipient shall maintain insurance as necessary to cover any claims or losses for which the Recipient may be responsible for.

G. **Operations and Data.** Recipient shall keep EV chargers operational and online (connected to the internet) throughout the Term. Recipient shall submit to PGE the Commercial Charging Station Data Release form and online Commercial Charging Registration Form (upon Project close) that allows PGE to access the Recipient’s EV charging data. The data collected by

this may be used by PGE for educational purposes, performance analysis, reporting compliance with the Oregon Clean Fuels Program, or any other reason PGE deems necessary in its discretion.

H. **Oregon Clean Fuels Credits.** If the Project includes the installation of electric vehicle charging equipment, Recipient shall assign all Oregon Clean Fuels Program credits generated from the electric vehicle charging equipment associated with the Project to PGE, commencing on the Completion Date and continuing through December 31, 2035, unless PGE provides written notice otherwise. Recipient will provide an executed Oregon Clean Fuels Program Aggregator Designation Form to PGE, designating PGE as the aggregator for any infrastructure funded by the DCF.

I. **PGE Nondiscrimination Policy.** Recipient agrees that the agency they represent does not discriminate based on a person's race, sex, religion, national or ethnic origin, age, disability, marital status, veteran status, sexual orientation, or gender identity in its programs or hiring practices.

II. USE OF DRIVE CHANGE FUNDS

Recipient may only use the DCF Award Amount to pay for costs associated with the purchase and installation of the Project components set forth in Section I(A). The DCF Award Amount is intended to directly and indirectly benefit PGE's residential customers. Recipient is expected to maintain the Project, both physical and experiential, during the Term. In the event Recipient fails to maintain the Project through the Term, Recipient must reimburse PGE a prorated amount of the DCF Award Amount for the years remaining in the Term. The DCF Award Amount may not exceed the total Project costs.

III. RECIPIENT DELIVERABLES

A. **Recipient Webinar:** Recipient, including all relevant Recipient Project staff, must attend the DCF award recipient webinar that is hosted by PGE. The webinar will cover funding award requirements and expectations, along with guidance to expedite the documentation and funding process. Webinar details will be provided upon execution of this Agreement.

B. **Meeting with Staff:** Recipient, including all relevant Project staff, must meet one-on-one with PGE staff at least once at Project kick off.

C. **Quarterly Progress Report:** Recipient must provide a quarterly progress report to PGE on the 15th day of the month following each calendar quarter after the Effective Date. For example, April 15th for Q1, July 15th for Q2 and so on. Recipient shall utilize the quarterly progress report form provided and submitted on CyberGrants.

D. **Change Requests:** PGE will only permit limited changes to the Project which result from unexpected circumstances. Extensions for time to complete the Project will generally not be permitted. PGE will decide, in its sole discretion, whether a change to the Project will be allowed. In the event Recipient desires to make changes to the Project scope or Project attributes listed in

Section I (A), Recipient must complete and submit a change request form provided by PGE. The following parameters apply to change requests:

- Recipient should contact PGE to notify and discuss change request prior to submittal.
- Recipient is allowed to submit one (1) change request for their Project.
- Recipient must submit change requests at least sixty (60) days prior to the Project Completion Date set forth in section I (A).

E. **Project Completion and Reimbursement:** Upon completion of Project installation and all other funding requirements, Recipient must submit a final report in the form provided by PGE along with any supplemental documentation reasonably requested by PGE on CyberGrants within thirty (30) days of the Completion Date.

F. **Ongoing Reporting:** For a period of three (3) years after the Completion Date, the Recipient will submit an annual report. For a period of ten (10) years after the Completion Date, PGE will collect charging session data on the funded chargers.

G. **Communication:** Recipient must respond to all communications within ten (10) business days, unless otherwise communicated.

IV. EDUCATION AND OUTREACH REQUIREMENTS

A. **PGE Drive Change Fund Recognition Statement:** Recipient shall include the following statement on all signage, materials, and communications, both print and non-print, produced as part of the Project or otherwise associated with the Project: "This project has been made possible by DEQ's Oregon Clean Fuels Program via the PGE Drive Change Fund."

B. **Celebrations and Publicity:** Recipient shall celebrate Project completion through one or all of the following in accordance with the Education Plan described in the table above in Section I(A): media event, tour, media advisory, press announcement, social media, or stakeholder communications. Until PGE announces the award, Recipient shall not publicly share the award until the 2025 National Drive Electric Week. Recipient shall notify PGE of such event(s) and PGE may participate in such event(s).

C. **Approvals:** Recipient shall seek three (3) weeks prior written approval from PGE for each and all instances of promotional materials and advertising that identify PGE customers or use the PGE or Drive Change Fund logos. PGE encourages the use of such logos and customer lists, but review and approval is required for any and all public facing materials.

D. **Permanent Recognition:** Recipient shall develop, install and maintain during the entire Term, at least one piece of permanent, onsite signage that publicly recognizes the contributions of DEQ's Oregon Clean Fuels Program via the PGE Drive Change Fund in accordance with Section IV(A). Upon request by Recipient, PGE will provide samples of signage design and reasonable support for the development of the content and messaging for such signage.

E. **Vehicle Wrapping:** If the Recipient will be customizing an EV funded by the PGE Drive Change Fund, Recipient shall include the following statement on all signage, produced as part of

the Project or otherwise associated with the Project: “Powered by the PGE Drive Change Fund and DEQ’s Oregon Clean Fuels Program.” Recipient shall seek prior written approval at least three (3) weeks in advance from PGE for any EV wrap designs.

F. **Portland General Electric Company Website:** PGE may include information regarding the Project in its customer communication materials, including use of photographs of the Project in brochures and internet pages for purposes of supporting the DCF program.

G. **Site Tours:** Upon thirty (30) days advance notice by PGE, Recipient shall provide PGE, its customers, and guests with access to the Project for tours of the Project.

V. FUND DISBURSEMENT

PGE will disperse seventy-five percent (75%) of the DCF Award Amount within thirty (30) business days after either the Effective Date, or the date in which PGE receives the requested banking information from the Recipient, whichever is later. PGE will disperse up-to the remainder of the DCF Award Amount within thirty (30) business days after confirmation that all funding requirements set forth in this Agreement, including reporting and documentation, have been met. **In the event Recipient does not utilize the entire Award Amount of the Project, PGE may adjust the final payment amount or require Recipient to refund such funds not spent on the Project by providing written notice to Recipient. Recipient shall refund such amounts within thirty (30) business days after receiving such written notice from PGE.**

PGE shall verify Project completion through the following steps:

- A. City/county permitting finalized, including electrical inspection.
- B. If requested, Recipient has provided the executed Oregon Clean Fuels Program Aggregator Designation Form designating PGE as the aggregator for any EV charging infrastructure funded by the Drive Change Fund.
- C. Recipient has registered their chargers online via the Commercial Charger Registration Form [Commercial Charger Registration Form](#) and signed the Commercial Charging Station Data Release allowing PGE access to charging session data.
- D. Final report is submitted by Recipient and approved by PGE, along with:
 - Itemization of each eligible Project expense – i.e., labor, permits, vehicles, equipment and materials.
 - Copies of detailed invoices documenting total and eligible Project costs and supporting itemization of expenses.
 - Documentation of each outside funding source.
 - Photos of the installation (.jpg) of the Project.
 - Photos of signage and other educational collateral.
 - Photos of vehicles, charging equipment, and any public events.
 - Documentation of public relations and outreach efforts (e.g., press coverage, celebrations, etc.) and/or schedule of future events if efforts have not yet occurred.

Recipient agrees to provide all documentation reasonably requested by PGE to verify completion of Project installation.

VI. AUDIT

PGE may perform a technical and financial audit of Recipient's use of the DCF Award Amount. Recipient agrees to provide support and cooperation for such audits. Recipient shall cure any deficiencies identified in an audit of Recipient's use of the DCF Award Amount within thirty (30) days after receiving written notice from PGE or refund the full amount of the DCF Award Amount to PGE.

VII. MISCELLANEOUS

A. **Termination.** In the event Recipient materially breaches its obligations under this Agreement and fails to cure such breach within thirty (30) days after receiving written notice from PGE, PGE may terminate this Agreement. In the event of such termination, Recipient shall reimburse PGE a straight-line prorated amount of the DCF Award Amount for the remaining years of the Term.

B. **Indemnification.** Recipient shall indemnify, defend and hold harmless PGE from any and all claims, liabilities, governmental fines and penalties and damages of every kind, including attorneys' fees, made against or incurred by PGE arising out of or resulting from (i) the procurement, installation and use of any component of the Project, and (ii) any willful misconduct or negligence of the Recipient and any third parties retained by Recipient in connection with the Agreement. Recipient's indemnity obligation shall not extend to any liability to the extent caused by the negligence of PGE.

C. **Limitation of Liability.** IN NO EVENT SHALL PGE BE LIABLE UNDER THIS AGREEMENT TO RECIPIENT OR ANY THIRD PARTY FOR CONSEQUENTIAL, INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, PUNITIVE OR ENHANCED DAMAGES, LOST PROFITS OR REVENUES OR DIMINUTION IN VALUE, ARISING OUT OF, OR RELATING TO, AND/OR IN CONNECTION WITH THIS AGREEMENT REGARDLESS OF (A) WHETHER SUCH DAMAGES WERE FORESEEABLE, (B) WHETHER OR NOT IT WAS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND (C) THE LEGAL OR EQUITABLE THEORY (CONTRACT, TORT OR OTHERWISE) UPON WHICH THE CLAIM IS BASED. PGE'S TOTAL AGGREGATE LIABILITY UNDER THIS AGREEMENT SHALL NOT EXCEED THE TOTAL DCF AWARD AMOUNT RECEIVED BY RECIPIENT UNDER THIS AGREEMENT.

D. **Severability.** If any provisions of this Agreement are for any reason held by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision hereof, and this Agreement should be construed to give effect as nearly as possible to the intent of the parties. The parties agree to work together to replace such invalid, illegal or unenforceable provision as promptly as possible with a provision that is valid, legal and enforceable.

E. **Controlling Law and Venue.** THIS AGREEMENT SHALL BE INTERPRETED IN ACCORDANCE WITH AND GOVERNED BY THE SUBSTANTIVE AND PROCEDURAL LAWS OF THE STATE OF OREGON WITHOUT REGARD TO CHOICE-OF-LAW PRINCIPLES. RECIPIENT IRREVOCABLY CONSENTS TO THE JURISDICTION OF THE


COURTS OF THE STATE OF OREGON OR OF THE U.S. DISTRICT COURT FOR THE DISTRICT OF OREGON FOR ANY ACTION, SUIT, OR PROCEEDING IN CONNECTION WITH THIS AGREEMENT AND WAIVES ANY OBJECTION THAT RECIPIENT MAY NOW OR HEREAFTER HAVE REGARDING CHOICE OF FORUM.

F. **No Third-Party Beneficiaries.** This Agreement is intended solely for the benefit of the parties hereto. Nothing in this Agreement shall be construed to create any liability to or any benefit for any person not a party to this Agreement.


G. **Successors and Assigns.** This Agreement shall be binding on the parties' successors, and insofar as assignment is permitted, on the parties' assignees.

The parties, through their duly authorized representatives, have executed this Agreement as of the dates indicated below.

RECIPIENT

Signature: 
Date: 9/9/2025
Printed Name: Derek Fialkiewicz
Title: Superintendent
Company: Corbett School District

PORTLAND GENERAL ELECTRIC COMPANY

Signature: 
Kristen Sheeran (Sep 24, 2025 13:13:37 PDT)
Date: 09/24/2025
Printed Name: Kristen Sheeran
Title: Vice President Policy and Resource Planning

Memorandum of Agreement (MOA) Between Corbett School District (CSD) and East County Bargaining Council (ECBC) / Corbett Education Association (CEA)

Corbett School District (the “District”) and East County Bargaining Council / Corbett Education Association (the “Association”) approve the following Memorandum of Agreement (the “Agreement”).

For the 2025-26 school year, the District and Association agree that the unique nature of Christopher Shaw’s class obliges him to work four hours each Sunday to prepare.

The District and Association also agree that Shaw’s work schedule will include the right to leave campus two hours early two days each week. Shaw has flexibility as to which days, but at the time of signing estimates that early departures will mostly be on Mondays and Wednesdays.

This Agreement is non-precedent setting and will expire June 30, 2026.

Christopher Shaw

Date

For Corbett SD

Date

For Corbett EA

Date

For ECBC

Date

CONTRACT AGREEMENT

between

Corbett School District No. 39

and

The East County Bargaining Council
Corbett Education Association
OEA/NEA

July 1, 2025 - June 30, 2026

TABLE OF CONTENTS

		Page
	Agreement	
Article 1	Recognition and Status of Agreement	
Article 2	Negotiation of a Successor Agreement	
Article 3	Grievance Procedure	
Article 4	Rights of Professional Unit Member	
Article 5	Work Year	
Article 6	Hours	
Article 7	Evaluation	
Article 8	Due Process	
Article 9	Teaching Conditions	
Article 10	Non-Teaching Duties	
Article 11	Transfers and Vacancies	
Article 12	Personnel Files	
Article 13	Complaint Procedure	
Article 14	Paid Leaves	
Article 15	Unpaid Leaves of Absence	
Article 16	Tuition Reimbursement	
Article 17	Miscellaneous Unit Member Benefits	
Article 18	Sabbatical Leave	
Article 19	Personal and Academic Freedom	
Article 20	Selection and Adoption of Textbooks, Library Books Other Instructional Materials and Supplies	
Article 21	Payrolls Deductions	
Article 22	Dues Deductions	
Article 23	Fringe Benefits	
Article 24	Association Rights, Privileges and Responsibilities	
Article 25	Curriculum/Staff Development Committee	
Article 26	Funding	
Article 27	Unit Member Assignment	

Article 28	Management Rights
Article 29	Strikes and Lockouts
Article 30	Student Discipline
Article 31	Reduction in Force
Article 32	Miscellaneous Provisions
Article 33	Waiver
Article 34	Salary and Extra Duty
Article 35	Early Retirement Incentive
Article 36	Site Council
Article 37	Job Sharing
Article 38	Duration
Appendix A1	Salary Schedule 2025-2026
Appendix A2	[purposely left blank]
Appendix A3	Index
Appendix B	ORS.339.375- Report of Child Abuse and Disclosure of Records
Appendix C	Level One Grievance Form
Appendix D	Level Two Grievance Form
Appendix E	SB 454 Sick Leave
MOU	Extra Duty Stipends

AGREEMENT BETWEEN
EAST COUNTY BARGAINING COUNCIL
AND
CORBETT SCHOOL DISTRICT NO. 39

This agreement is entered into by and between the East County Bargaining Council hereinafter named the "ECBC" and the Corbett School District No. 39, Multnomah County, Oregon, hereinafter called the "District."

WITNESSETH:

WHEREAS the District and the ECBC recognize that providing a quality education for the children of Corbett is their mutual aim,

WHEREAS the parties have reached certain understandings which they desire to confirm it is hereby agreed as follows:

Article 1

RECOGNITION AND STATUS OF AGREEMENT

- A. The Board recognizes the East County Bargaining Council as the sole and exclusive collective bargaining representative for licensed unit members contracted as unit members, specialists, TOSAs or counselors by the District. Licensed unit members shall include those who possess a license, degree or the equivalent issued by the State of Oregon, an institution of higher education, or a recognized professional organization.

All TSPC licensed professional personnel of the bargaining unit are herein referred to as “unit members.”

- B. District personnel not subject to the terms of this agreement and not members of the bargaining unit include substitutes, supervisors, part-time employees (0.4FTE), per diem employees, nurse, and a temporary employee working under the conditions set forth by the Temporary Personnel Authorization form (contracts between 10 and 60 days). Leave provisions and other benefits of employment (insurance, etc.) are not applicable to this classification of employee.
- C. There shall be two (2) signed copies of the final agreement for the purpose of records. One shall be retained by the District and one by the ECBC. Within ten (10) weeks of ratification of this agreement by both parties, the Board agrees to print sufficient copies of this agreement for all employed bargaining unit members and agrees to distribute copies to all the unit members at District expense. A searchable, electronic copy will also be provided to unit members.

D. Reemployed Retirees

This provision applies to retirees who accept the District’s invitation to continued employment after their retirement date.

Reemployed retirees who had previously worked for the District are full members of the bargaining unit; however, they are excluded from the following articles:

1. Article 31 Reduction in Force, if a reduction in force should occur,
2. Article 7 Evaluation.

Additionally, a mutually agreed upon assignment shall be guaranteed in writing by the District, concurrent with acceptance by the Board of the individual’s retirement. The District may not transfer the reemployed retiree during the duration of agreed upon

employment without the individual's consent. In the event that a retiree is rehired for an additional school year, the district and the unit member will revisit and mutually agree upon the assignment for the next school year. Retirees may be hired back for as long as the district extends the invitation. The District will extend the invitation to rehire for the next school year on or before May 1.

The reemployed retiree will be expected to fulfill all duties and responsibilities as required of a regularly employed unit member. This includes attendance/participation at all faculty meetings, conference nights, back to school functions and other activities required of unit members in the building.

The reemployed retiree will be paid their daily hourly rate for each working day during the school year at their salary level on the salary schedule.

The reemployed retiree will be granted one sick leave day per month during the period of re-employment.

The reemployed retiree will continue to receive health care benefits.

All provisions of the collective bargaining agreement not specifically identified in this section remain in full force and effect.

- E. There shall be no subcontracting or outsourcing of current bargaining unit work or positions without 90 calendar days' advance notice and bargaining upon demand under ORS 243.698. In the case of an unexpected or emergency unavailability of a teacher or specialist assigned to teach a class(es) or perform services requiring specific licensure or skills or knowledge, the District will notify the Association and will bargain upon demand for up to 90 days under the expedited process, but may implement the subcontracting or outsourcing on a temporary (until the end of contract year) basis during the period of bargaining.

Article 2

NEGOTIATION OF A SUCCESSOR AGREEMENT

- A. Any agreement so negotiated shall be reduced in writing after ratification by the parties.
- B. This agreement shall not be modified in whole or in part by the parties except by an instrument, in writing, duly executed by both parties.

Article 3

GRIEVANCE PROCEDURE

A. Definitions

1. "Grievance" means either:

- a. a complaint by a member or group of members in the bargaining unit, that there has been a violation or inequitable application of any provisions of the contract, or that the unit member has (have) been treated inequitably by reason of any act or condition which is contrary to the interpretation of the terms of the contract; or
- b. a complaint by the Local Association (CEA) that there has been a violation of the rights of the Local Association (CEA) as explicitly set forth in this contract.

2. Exclusions

A grievance shall not include, and this grievance procedure shall not apply to the following:

- a. Any matter as to which the District is without authority to act.
- b. Any claim of violation of District policies or procedures shall be grievable to the Board level.

3. "Grievant" means the person, persons or Local Association (CEA) who has the grievance and is presenting the complaint.

4. "Day" means any work day. Weekends or holidays are excluded, except that when a grievance is filed on or after May 1, the time limits shall consist of all calendar days.

B. General Procedures

1. These procedures should be processed as rapidly as possible; the number of days indicated for settlement or appeal at each level should be considered a maximum. The time limits can be extended by written mutual consent of the parties involved at any level of the procedures.
2. All parties should attempt to complete the procedures by the end of the school year. The parties shall make good faith effort to shorten the number of days provided at the various steps in order to finish by the end of the school year and avoid, if possible, carrying the process into the summer vacation period or the following school year.

3. The grievant may be represented by a representative of the Local Association (CEA) through Level 2. At Level 3 the grievant may add one additional counsel.
4. No unit member participating in the resolution of a grievance shall suffer any discrimination or reprisal for doing so.
5. Failure at any level of this procedure by the aggrieved to appeal a grievance to the next level within the specified time limits shall be deemed to be acceptance of the decision rendered at that level. Failure at any level of this procedure to communicate the decision in writing on a grievance within the specified time limits shall permit the aggrieved to proceed to the next level.
6. In the course of investigating any grievance, representatives of either party of interest who need to contact a member or student in school, will contact the building supervisor of the building being visited and will state the purpose of the visit immediately upon arrival.
7. Every effort will be made by all parties to avoid interruption of classroom and/or any other school-sponsored activities.
8. Every effort will be made by all parties to avoid the unnecessary involvement of students in the grievance procedure.
9. Each grievance shall have to be initiated within ten (10) days after the occurrence of the cause for the complaint; however, if the aggrieved did not become aware of the occurrence until a later date, then the unit member must initiate action within the ten (10) days following their first knowledge of the cause; in failing to thus initiate action the unit member may be considered to have no reasonable grievance.
10. Financial responsibility: Each party shall pay any and all costs incurred by said party. Arbitration costs shall be borne equally by both parties.
11. The processing of all grievances shall be on forms provided by the District. Such forms are attached to this contract as Appendices D and E.
12. The specified time limits applicable to the steps of this procedure may be waived or modified only by written mutual consent of the grievant, the Local Association (CEA) and the District.
13. A grievant shall exhaust this grievance procedure before resorting to any other legal or state or federal administrative remedies for their grievance, and failure to exhaust this procedure shall preclude the member from using this grievance procedure.
14. All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and shall not be kept in the personnel file of any of the participants.

C. Levels

Level I – Informal

1. Within ten days of the alleged violation of this agreement, the grievant shall first initially discuss the grievance with their immediate supervisor in an attempt to resolve the matter informally.
2. In the event the matter is not resolved to the satisfaction of the grievant, they shall within five days of the discussion with their supervisor, set forth the grievance in writing and deliver it to their supervisor. The written grievance must contain the following:
 - a. an explanation of the grievance and the relevant circumstances surrounding it;
 - b. the specific provisions of the agreement which were allegedly violated by the District;
 - c. and the remedy being sought by the grievant and which will resolve the grievance.

Level II – Formal – Immediate Supervisor.

1. Within five (5) days of receipt of the written grievance, the grievant's supervisor shall meet with the grievant and attempt to resolve the grievance.
2. Within five (5) days of the supervisor grievant meeting, the supervisor shall communicate to the grievant their written decision.
3. If the grievant remains unsatisfied, they may, within five (5) days of receipt of the supervisor's response, appeal that decision to the Superintendent.

Level III – Superintendent

1. Within ten (10) days after receiving the grievant's written appeal, the Superintendent shall meet with the grievant in an attempt to resolve the grievance.
2. The Superintendent shall give a written decision on the grievance within five (5) days after their meeting.
3. If the grievance remains unresolved in the judgment of the grievant, the grievant has five (5) days within which to make a written request to the Superintendent to submit the grievance to binding arbitration; provided, however, the written consent of the Local Association (CEA) shall be required to process a grievance through to arbitration.

Level IV – Arbitration

1. Within fifteen (15) days after such written notice of submission to arbitration, the District and the Local Association (CEA) shall attempt to agree upon a mutually acceptable arbitrator and shall obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain a commitment of an arbitrator to serve within the specified period, the Local Association (CEA) may request a list of arbitrators be furnished from the American Arbitration Association. The parties shall then select an arbitrator from that list by such method as they may mutually determine. If they are unable to agree upon a method, then the Local Association (CEA) and the District shall draw lots to determine the order of striking names from the list.
2. The conduct of the arbitration hearing shall be held pursuant to the Voluntary Labor Arbitration Rules of the American Arbitration Association. The arbitrator shall hold a hearing promptly and shall issue their decision no later than thirty (30) calendar days from the date of the close of the hearing or, if oral hearings have been mutually waived, then from the date that final settlements and proofs on the grievance issues are submitted in writing to the unit member. The arbitrator's decision shall be in writing and shall set forth their findings of fact, reasoning and conclusions on the issues submitted. The arbitrator may not add to, subtract from, or amend the terms of this agreement and shall be without power or authority to make any decision which requires the commission of an act prohibited by law or which is violative of the terms of this agreement. The decision of the arbitrator shall be final and binding.
3. The District will provide all information of probable or potential relevance to the grievance, upon request of the Association.
4. The names of any witnesses who will be used in arbitration must be made known to the other party seventy-two (72) hours prior to the first arbitration session.
5. No meetings or hearing under this grievance procedure shall be conducted in public in order to assure confidentiality to the grievant.

Article 4

RIGHTS OF PROFESSIONAL UNIT MEMBER

A. Just Cause

No member in the bargaining unit shall be disciplined, reprimanded or reduced in rank or basic salary, without just cause. Contract licensed unit members shall not be dismissed without just cause. All information forming the basis for disciplinary action will be made available to the member and the Local Association (CEA). Any violation of this provision may be used as a basis for grievance.

B. A unit member shall be entitled to have a representative of the Association during any meeting, which might reasonably be expected to lead to disciplinary action. Prior to such a meeting, the unit members shall be advised of the meeting, will be given 24 hours notice of the meeting, and the right to representation.

C. The Council and its representative, including member benefit providers, shall have the right of access to school buildings for the purpose of holding meetings or workshops, provided that such meetings shall not interfere with normal school operations or members students contract time. Scheduling shall be consistent with District and/or site procedures governing building use.

D. The member shall be responsible for determining grades and evaluations of students. No grade or evaluation of a student shall be changed by the Board without an administrative conference with the member involved first taking place unless unusual circumstances prevail, such as the death of the member, the unavailability of a member, or the incapacity to perform because of physical or mental illness of the member.

E. Whenever any member is required to appear before the Superintendent, Board or supervisor, for the specific purpose of demotion, suspension, dismissal or continuation of the member in their position or employment or the salary or any increments pertaining thereto, then the member shall be given prior written notice of the reasons for such meeting a minimum of forty-eight (48) hours in advance. The member shall have the right to a representative of their choice to assist the unit member during such a meeting. The District will follow the stipulations of ORS 342.875 regarding the suspension for both probationary and permanent members.

F. Any question or criticism by a supervisor, certified unit members, administrator or Board member of a unit member and their instructional methodology shall be made in confidence with the member.

G. Organizing

Unit members shall have the right to organize, join and assist the ECBC in professional negotiation and engage in other ECBC activities not in conflict with the substance of this contract.

H. The ECBC and the District affirm their adherence to the principles of free choice and agree that they shall not discriminate against any unit member, board member or administrator because of age, race, religion, gender, gender identity/gender presentation, national origin, disability, sexual orientation, ethnic background, union activity, membership or non-membership in the ECBC. However, this provision shall not be construed to prevent the following:

1. District participation in programs conducted in an effort to increase economic opportunities for minority groups.
2. Distinctions resulting from a bona fide occupational requirement reasonably necessary to the normal operation of the District.
3. Retirement requirements authorized by law.
4. Insurance or similar benefits based on membership in the Local Association (CEA).

I. Video Surveillance

Acknowledging the primary purpose of video, audio, and photo surveillance is to ensure the health, welfare and safety of all members students and visitors to district property and to safeguard district facilities and equipment, the District and Association agree as follows:

1. The District shall notify unit members that video surveillance may occur on district property before such surveillance is initiated.
2. Video surveillance shall not be used by the administrator in the evaluation of unit members except at the unit member's request.

Article 5

WORK YEAR

- A. For all years when the Board has approved a 4-day student week, the school work year shall not exceed one hundred sixty-four (164) days, inclusive of the following:
1. Five paid holidays (Memorial Day, Labor Day, Thanksgiving, Veterans' Day, and President's Day).
 2. Five (5) inservice days (includes administrator-director meetings) in full day increments unless agreed upon by the parties.
 3. Twenty-four (24) hours student and departmental assessment hours for all unit members that may be completed off-campus.
 4. Two (2) parent conference days (sixteen (16) hours).
 5. Three (3) unit member classroom preparation days- including unit member directed meetings such as department and grade level), two (2) days at the beginning and one (1) day at the end of the year for closure on a day scheduled with their supervisor. Exceptions to this date arrangement may be changed by mutual agreement between the District and the Local Association (CEA).
 6. One hundred forty (146) student contact days (1314 hours).
 7. The Statewide Professional Day will be a non-contract day. The District will pay for registration in approved activities.
 8. One additional paid day, at contract rate, will be provided for all new unit members for district orientation. Itinerary for the new unit member day will be developed in collaboration with the CEA executive council.
 9. Six (6) additional paid days, at contract rate, will be provided for all School-based Mental Health (SBMH) certified employees. The schedule for these additional days will be coordinated with the SBMH certified employees and their supervisor.
- B. Within the one hundred sixty-four (164) day work year, the District may change the days provided in section A (2), (3), (4), (5) and (6) in order to meet the needs of the District in an emergency (threatened and/or actual school closure, budget failure, or loss of student contact days below the state minimum requirement). The District shall inform the Local Association (CEA) in advance of such changes and will negotiate with the Local Association (CEA) prior to making such change.
- C. During the contract period, the District shall provide a two-week winter break (8

work days). The Local Association (CEA) shall have the right to make recommendations to the Board concerning the setting of the dates for winter break.

- D. The pay period for unit members' work year shall be August 1 to July 31. The annual salary shall be paid in 12 equal installments with 1/12th to be paid on the last week day of each month.
- E. In the event that a unit member does not complete the work year assignment, the compensation will be paid on the basis of the annual contract days and multiplied by the days worked minus the prior payments on the contract.
- F. If the Board decides to return to a five (5)-day week, then Articles 5 and 6 exclusively shall be reopened for bargaining under the applicable portions of the Public Employee Collective Bargaining Act (PECBA).
- G. All mandatory training, including online training and new responsibilities, required will be within unit members' work hours outside of class and prep period during student contact day or in-service days. In the event that a training cannot be scheduled outside of class and prep period during student contact day or on an in-service day, then a substitute or paid time will be provided. Training scheduled during a unit member's preparation time shall receive their hourly rate.
- H. The District will consult with the Association or its duly authorized representative prior to drafting a proposed calendar. The proposed school calendar shall then be submitted to the Association for review prior to the first reading by the Board. Changes to the school calendar after initial adoption shall be submitted to the Council for review prior to adoption by the School Board.

Article 6

HOURS & WORKLOAD

- A. For all years when the Board has approved a 4-day student week, normal work days for unit members shall be 9 (nine) hours on student contact days and 8 (eight) hours on non-student days. Each unit member shall file with the building principal at the start of the school year a schedule. Choice of schedule may be changed at semester time with notice to the principal. Exceptions to the building hours will be by mutual agreement and approved by the building administrator.

Unit members who attend District required meetings that extend more than 15 minutes beyond their scheduled workday, will have the choice of compensatory time or hourly pay in half hour increments.

Any change in student contact time needs to be negotiated with the association.

B. Preparation Time

1. Each unit member shall have one hundred eighty (180) minutes of preparation time per week; within the student contact day thirty (30) minutes per day will be uninterrupted, plus, no less than two (2) additional forty (40)-minute uninterrupted blocks of time before or after the student day on days when students are in attendance. The district will attempt to allow preparation time to take place in the unit member's classroom.

Members case managing students with disabilities who require an IEP and student support specialists will be provided one (1) hour per day for paperwork responsibilities within the student contact day.

Learning specialists will be provided with one day of substitute time or six (6) hours of curriculum pay for each initial evaluation/SPED identification process or when requested by the unit member and approved by the SPED director.

Intervention specialist unit members shall be provided with two days per trimester of substitute coverage for preparation and review of data for reporting.

The District will attempt to provide common team planning time.

2. Preparation time for certified unit members employed for less than full time will be provided proportional to the amount provided to full time unit members.
3. Unit members who agree to teach during their scheduled prep time will receive contract rate pay for the extra minutes taught for the first eight (8) consecutive school days. If the assignment lasts longer than eight (8) consecutive school days, the unit member will be paid contract rate plus 50% of contract rate for

extra minutes taught for days after the initial eight (8) consecutive school days. For example: If a teacher agrees to teach during their scheduled prep time for twelve (12) consecutive school days, that teacher would be paid contract rate for the extra minutes taught for the first eight (8) consecutive school days and 150% of their contract rate for the remaining four (4) days.

- C. All unit members shall be entitled to a daily duty-free uninterrupted lunch period of no less than 30 minutes, in accordance with ORS 342.608 (1) (3). Unit members may leave the building at their discretion during their scheduled duty-free lunch period. However, unit members will notify the building principal/ secretary or their designee prior to leaving the campus.
- D. Unit members shall adhere to the building hours schedule and shall make no commitments, which will preclude their being present in their assigned responsibilities. Requests for exceptions must be submitted to the principal prior to the anticipated unit members absence or later arrival or early leaving of any combination of them. Unit members shall notify building principals of duties outside of the building during preparation periods.
- E. Every effort will be made to equitably balance the teaching loads taking into consideration the curriculum, classroom size, number of students enrolled and alternative scheduling.
- F. Social Workers and counselors' hours may be adjusted to accommodate student needs, as determined by the supervisor with input from the building administrator and social worker/counselor.

G. Substituting

Any unit members agreeing to substitute on their preparation time or their designated paperwork time shall be paid at their hourly rate of pay. Unit members shall not be required to substitute during their preparation or designated paperwork time.

Any unit members agreeing to take on other students in lieu of a substitute by the administration will be paid a prorated amount of the substitute rate of pay.

The District will hire a substitute for all required meetings during the student day.

Unit members agreeing to provide coverage for a colleague, at that colleague's request shall not be compensated.

Article 7

EVALUATION

In developing and administering its evaluation system, including evaluation plans for each job category, the District will comply with ORS 342.850, ORS 342.856, the district's evaluation policy and the Professional Growth and Evaluation Handbook.

Ultimately, the Professional Growth and Evaluation Handbook for unit members shall govern the evaluation procedures for the duration of this agreement unless changes are made by mutual agreement. Job descriptions in the handbook will be written collaboratively with CEA officials and district administration.

A. Evaluations will be made pursuant to ORS 342.850 and ORS 342.856, and the Professional Growth and Evaluation handbook shall include the following:

1. The District shall, at least annually with multiple observations, complete an evaluation of performance for each probationary unit member employed and for any other unit member. The purpose of the evaluation is to aid the unit member in making continuing professional growth and to determine the unit member's performance of the unit member's responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the District.
2. Peer assistance shall be voluntary and compensated, and subject to the terms of any applicable collective bargaining agreement. No witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding before the Fair Dismissal Appeals Board, or in a probationary unit member non-renewal hearing before a school board without the mutual consent of the District and the unit member provided with peer assistance.
3. The person (or persons) making the evaluations must hold a teaching license. The evaluation shall be signed by the school official who supervises the unit member and by the unit member. A copy of the evaluation shall be delivered to the unit member.
4. The personnel file shall be open for inspection by the unit member, the unit member's designees and the District school board and its designees. District school boards shall adopt rules governing access to personnel files, including rules specifying whom school officials may designate to inspect personnel files.
5. If District evaluation policy requires or allows the use of artifacts in the evaluation process, both parties can bring artifacts for discussion; however, the bargaining unit member shall have the final decision in the selection of the artifacts for the portfolio.

B. Failure to follow the handbook is a grievable matter.

- C. The district will provide access to the Professional Growth and Evaluation Handbook to all licensed new hires on the new hire orientation day. The District will post a searchable copy of the Professional Growth and Evaluation Handbook that will be available electronically.
- D. If the administrator determines that there is a performance deficiency which requires attention, the administrator will notify the unit member of the deficiency and the performance expectations prior to discussions of more formal processes. In the event that this conversation does not remedy the deficiency the unit member will be put on a guided support plan as outlined in the Handbook. The guided support plan will occur prior to implementing a Plan of Assistance for Improvement.
1. Any Plan of Assistance for Improvement shall be in writing and include the following:
 - a. A description of deficiencies;
 - b. A description of the expectation on how the unit member is to remedy the deficiency;
 - c. Assistance to be provided for meeting the expectations
 - d. Peer Assistance will be included with the agreement of the unit member;
 - e. Assessment techniques by which the district will measure and determine whether the unit member has sufficiently corrected the deficiency.
 - f. The person(s) responsible for the evaluation;
 - g. The timelines involved;
 2. Plan of Assistance shall be removed from personnel files within three years of successful completion.

No unit member will be evaluated, nor will any plan of assistance be required, for deficiencies identified in an area for which the unit member is not licensed.

- E. The unit member will have the right to representation at any meeting during the evaluation process and will have notice of their right to representation before the meeting.

Article 8

DUE PROCESS

A. Due Process

1. No contract unit member shall be dismissed, and no probationary unit member shall be discharged, removed from employment, or non-renewed without due process. Due process for the purpose of this article is defined as:
 - a. The unit member will be told in writing the reasons and given the information forming the basis for such action prior to any final action.
 - b. The unit member will have the opportunity to respond to the charges.
 - c. The unit member will have an opportunity to discuss the matters with their supervisor.
 - d. Upon request, the employer shall be allowed to meet informally with the Board, prior to any final action, at which time the Board shall discuss the reasons for such actions.

- B. This article does not modify the Board's right under the provisions of ORS 342.835 to discharge, remove or refuse to renew the contract of a probationary unit member "for any cause deemed in good faith sufficient by the Board."
- C. The unit member will have the right to grieve the above evaluation procedure.
- D. The dismissal and non-renewal of any unit member is grievable through the grievance procedure of this agreement if the District fails to comply with evaluation procedures contained herein.

Article 9

TEACHING CONDITIONS

A. Teaching Conditions

The District shall provide all necessary protective clothing or equipment necessary for specialty assignments such as PE, vocational education, special education, or science courses.

B. Safe Working Conditions

The District shall furnish a place of employment and shall do other things reasonable and necessary to protect the life and safety of the unit member (ORS 654.010). When District administrators are aware of situations where unit members are likely to be exposed to serious, contagious diseases and illnesses, or environmental hazards, the District shall make a reasonable effort to inform unit members of such exposure unless confidentiality laws prevent it from doing so. The District will communicate to unit members; recommendations they receive for mitigating the exposure.

Unit member's attendance shall not be required whenever student attendance is not required due to emergency conditions, including, but not limited to inclement weather, power outages, flooding, inoperable buildings, poor/dangerous air quality, or other conditions that close schools on campus. The District may require unit members to make up days lost due to emergency conditions as defined above if students are required to make up days lost or if the day is scheduled for parent conferences. No unit member will lose leave as a result of emergency conditions. The district will provide at least 30 days notice for rescheduling an inservice day, provided 30 or more days remain in the school calendar.

C. School Reform Legislation

1. The parties acknowledge that school reform legislation including but not limited to the federal Elementary and Secondary Education Act (ESEA)/ Every Student Succeeds Act (ESSA) legislation impacts on bargaining unit members. The parties agree that the Association will be provided with written notification and the Council will have the right to bargain any decisions or changes that impact bargaining unit members' terms and conditions of employment.
2. Student performance on tests shall not serve as basis for:
 - a. Involuntary transfer of a unit member;
 - b. Placement of a unit member on a Program of Assistance for Improvement;
 - c. Determination of competence for purposes of layoff and recall;
 - d. Disciplinary action against a unit member (up to and including termination of employment).

3. No negative evaluation or disciplinary action shall be taken against a unit member due to:
 - a. errors in test administration;
 - b. student test scores, test results, and/or an analysis of such scores or results shall not be recorded in a unit member's personnel file nor be used as a basis for evaluation.

Article 10

NON-TEACHING DUTIES

A. Collecting Money

Students who owe money for any reason will not be the responsibility of unit members for collection. If unit members collect money, record keeping will be minimal, as necessary, with a simple check-off type system to be developed.

B. Student Transportation

1. Compensation

Unit members shall not be required to drive students to activities, which take place away from the school building. A unit member may do so voluntarily, however, with the advance approval of their principal or immediate supervisor. They shall be compensated at the approved Internal Revenue Service rate for the use of their own automobile.

2. Insurance

The District shall provide excess liability insurance with blanket coverage for all unit members when a unit member's automobile is used in the performance of school business authorized by the Superintendent.

C. Reimbursement for Travel Expense

Unit members required in the course of their work to drive personal automobiles from one school site to another shall be reimbursed for actual mileage from site to site or for round trip, at the approved Internal Revenue Service rate as of September 1 of that school year. The same allowance shall be given for use of personal cars for field trips or other authorized business of the District. The Board shall provide liability insurance protection for unit members when their personal automobiles are used as provided in this section.

Article 11

TRANSFERS, VACANCIES, AND CLASSROOM CHANGES

A. Voluntary Transfers

1. Unit members who desire a change in grade or subject assignment or who desire to transfer to another building for the next school year may file a written statement of such desire with the Superintendent's office not later than May 1. Requests for transfer must be renewed annually.
2. A unit member may be transferred from one school to another within the district and on the level of their certification as approved by the employer.
3. If a unit member's request for a voluntary transfer has been denied, the member may upon request receive a written explanation of the reasons for denial from the employer.

B. Involuntary Transfers: In cases where enrollment or program changes require a transfer to be made, the District shall first ask for and will consider volunteers to be transferred. A transfer is defined as a change between buildings or program levels (Preschool, Primary, Intermediate, Middle School, High School, and CAPS).

1. Written notice of an involuntary transfer for the following school year will be given to the unit member by May 15.
2. When the District makes an involuntary transfer of a unit member, the unit member's seniority in the District, competency, training and experience will be taken into consideration by the District.
3. An involuntary transfer will be made after a meeting between the unit member and the building administrator, at which time the unit member will be notified in writing, if requested by the unit member, of the reason for transfer. If an involuntary transfer occurs during the summer months, and the unit member is unavailable for a meeting, the unit member will be notified by the certified letter.
4. The unit member shall receive personal notice prior to the general staff being informed of a transfer.
5. When a unit member is being involuntarily transferred, they will have the opportunity to make known to the appropriate administrators their wishes regarding possible new assignments. The unit member will have the opportunity to visit the new assignment prior to transfer and will be given at least two (2) days to prepare without student responsibilities.

6. The district in their reasonable judgment may fill vacancies on a temporary or tentative basis until the end of the current year at which time the position will be considered vacant. This vacancy shall be posted internally for ten (10) days at each site and in the District office, prior to public posting for the position.
7. No unit member shall be subject to more than two involuntary transfers within any five (5) year period of employment in the District except in a layoff situation. A unit member involuntarily transferred who applies for a vacant position will be given first consideration over new hires.

C. Vacancy

1. A vacancy shall be defined for the purpose of this contract as a situation where a vacant position was previously held by a unit member or when a new position is created for which the District desires to replace or hire.
2. All vacant certified positions will be emailed to all unit members and posted in the District office and all buildings.
3. Unit members within the District will be considered first to fill any vacancies.
4. Whenever vacancies occur during the normal summer months when regular school is not in session, all unit members will be notified via school email that a position is being posted. Unit members interested in the position will respond to the District with a letter of interest within the timeframe of the posting.

D. Involuntary Classroom Changes

1. Any unit member who is required to change their classroom will be compensated eight (8) hours at contract rate of pay.
2. Any unit member who is required to change their office space will be compensated four (4) hours at contract rate of pay.

Article 12

PERSONNEL FILES

- A. Unit member personnel files inclusive of electronic evaluation files shall be confidential and open to inspection only by the unit member, representatives of the District, or representatives designated by either the unit member or the District. The unit member shall have the right to review their personnel file during normal District business hours and shall have the right to have a representative present. Upon request the unit member will receive a copy of any and all documents in the personnel file.
- B. A copy of observations, evaluations, complaints, reprimands, or material negative to the unit member will be given to the unit member prior to its placement in the unit member's personnel file. The unit member will sign the copy of the material to be placed in the personnel file. The unit member's signature shall indicate that they have read the material but does not necessarily agree with the content. The unit member may attach a written rebuttal to any material placed in the file and may also place other work-related materials they wish in the file. Any written statement relating to any evaluation, reprimand, charge, action or any matter placed in the 's personnel file shall be attached to the corresponding document in the personnel file.
- C. Disciplinary material, evaluations, observation notes or forms and complaints which have not been given to the unit member prior to notification of discipline, demotion or other change in employment status will not be used by the District as the basis for such action.
- D. Two separate files, one for payroll information and one for personnel records may be used in the office of the clerk.
- E. A unit member may consult with the District regarding removal of any material in the personnel file and such material may be removed by mutual agreement or after three years if no further incidents have occurred.
- F. An unit member's immediate supervisor may maintain a building or working file that is not part of the personnel file. The contents of the working file shall be available to the immediate supervisor, superintendent, the unit member or the unit member's designee, but the file is otherwise considered a confidential file. If the unit member desires, they may include a response to any item in the working file. Upon request from the unit member, the building Principal/designee will provide a copy of any materials in the working file. Annually, the unit member may request the deletion of any materials from the working file; the Principal will decide and respond.
- G. Confidentiality
All unit members, personnel records shall be considered confidential, except as provided by ORS 339.375 (Appendix B), and access to those records shall be permitted only to:

1. Agents of the District who have a legitimate need for information in the personnel file in order to perform administrative functions;
2. The unit member who is the subject of the personnel file; and
3. Those individuals or organizations to which the unit member specifically authorizes the release of such records.

Administrative working files and investigatory files regarding allegations of misconduct are considered personnel files for purposes of the confidentiality provisions of this Agreement.

- H. Evaluation reports and documents shall be maintained in the personnel files of the District. The evaluation report shall be placed in the unit member's personnel file only after reasonable notice to the unit member.

Article 13

COMPLAINT RESPONSE PROCEDURE

A. Complaint Procedure

It is recognized by the Board of Education that unit members seek to carry out their responsibilities in the best possible manner. However, there may be times when complaints are made against a unit member. A complaint is a written criticism regarding a unit member directly brought to any member of administration.

It is the intent of this Agreement to provide a complaint procedure, which will handle such complaints expeditiously and fairly. If a written letter or email complaint is made against a unit member, such complaint shall be processed under the following circumstances:

- B. Any written letter or email complaint regarding a unit member made to any member of the administration by any parent, student, or other person, which does or may influence evaluation or disciplinary action against a unit member, shall, within ten (10) contract days, be processed according to the procedures outlined below. Complaints not discussed within this time period shall not be considered in the member's evaluation.
- C. The principal or immediate superior shall meet with the unit member to inform the unit member of the full nature of the complaint and they shall attempt to resolve the matter informally.
- D. The unit member shall have the right to be represented by the Local Association (CEA) at any meeting or conference regarding such a complaint that is processed through section E, below and be given 24-hours notice prior to the meeting or conference.
- E. Procedure

1. In the event a complaint is unresolved to the satisfaction of all parties, the unit member may request a conference with the complainant to attempt to resolve the complaint. If the complaint is unresolved as a result of such conference or if no mutually accepted conference can be agreed on, the complaint shall move to Step 2.
2. Any complaint unresolved in Step 1 at the request of the unit member or the building principal or counterpart supervisor shall review the complainant in an attempt to resolve the matter to the satisfaction of all parties concerned. Any complaint not resolved in Step 2 shall be submitted to the superintendent in writing.
3. Upon receipt of the written complaint, the superintendent or their designee shall confer with all parties. Prior to any action taken, the superintendent or unit

member may request a meeting with either party and an association representative of the member's choosing in an attempt to resolve the complaint. The unit member shall have the right to be present at any additional meetings of the superintendent or their designee and the complainant, if requested by the unit member. All meetings require a 24- hour notice.

4. If the superintendent or their designee is unable to resolve a complaint to the satisfaction of all parties concerned, at the request of the complainant or the unit member, they shall forward the results of their investigation along with their recommendations, in writing, to the Board and a copy to all parties concerned.
5. After receipt of the findings and recommendations of the superintendent or their designee, before action thereon, the Board shall afford the parties the opportunity to meet with the Board and show cause why the recommendation of the superintendent or their designee should not be followed. Copies of the action taken by the Board shall be forwarded to all parties.

F. The preceding procedure shall also apply in complaints filed by the unit member.

Article 14

PAID LEAVES

Unit members shall be entitled each school year to the following temporary non-accumulative leaves of absence with full pay.

A. Sick Leave

1. Unit members of the bargaining unit who are absent due to personal or family illness or injury shall receive compensation during such absence in accordance with the provisions and reservations pertaining to sick leave allowances. The District will comply with all statutory sick leave provisions of ORS 342.596 and SB454 including use of sick leave not already covered in FMLA, OFLA, and the CBA. See Appendix E.
2. Unit members of the bargaining unit shall be granted ten (10) days/90 hours or the equivalent hours of their teaching day sick leave during each school year pursuant to ORS 342.596 (2). Such sick leave shall be credited to said unit member on the first contract day. In case of unit members who begin service after the beginning of the school year, sick leave shall be credited on the first day of active teaching service and consist of one day for each month remaining in the school year.
3. No maximum shall be placed on sick leave accumulation. Unit members will be able to see their sick leave balance on their paycheck stubs.
4. A unit member who has accumulated sick leave during employment in another Oregon school District, shall, upon verification, be allowed the number of sick leave days accumulated in accordance with ORS 332.507.
5. Unused sick leave of unit members of the bargaining unit will be applied to their retirement benefits as provided by ORS 238.350.
6. In addition to absence caused by illness or injury of a unit member, sick leave may be used for medical, mental health, dental or ocular appointments.
7. A unit member would be allowed to use accumulated sick leave for family illness and any additional leave provided by ORS 659A.150 et seq, FMLA, OFLA, and SB454.
8. If, at the beginning of a school year, a unit member previously employed for at least one (1) school year, is ill and unable to resume their teaching duties and such unit member had unused accumulated sick leave days at the end of the prior school year, the unit member will be allowed to use such previously accumulated sick leave days while they remain ill and unable to work. Such unit members

shall not be credited with any additional sick leave days until the unit member has returned to their teaching duties.

A grant of sick leave in excess of five (5) consecutive days must be verified by a written statement from the unit member's attending physician or practitioner that injury or illness prevents the unit member from working. Verifications must indicate the anticipated length of absence. Those unit members who for religious reasons do not employ the services of a medical physician, shall furnish such other proof as may be required by the District. Unit members returning to work after an extended absence due to an accident or illness may be required to provide a written release from the attending physician prior to resuming their duties.

B. Sick Leave Bank

The parties agree that a need exists to support colleagues who are faced with unforeseen illness or injury while employed by the Corbett School District. The intent of the sick leave bank is to bridge the time required by an employee unit member's illness or disability and their return to work, when other categories of leave days have been exhausted. The sick leave bank is not intended to replace other available leave days and is intended to work in concert with short term and long- term disability.

1. Membership in Sick Leave Bank

Unit members who have full or part-time employment with the district are eligible. Unit members will abide by the decision of the sick leave bank committee.

2. Leave Bank Committee

The committee consists of two unit members of the participating bargaining unit association and one member of the Corbett Administration. Each group shall be responsible for the replacement of their representative members. The committee shall annually elect a chairperson who shall call the meetings and communicate decisions with the unit members and District as appropriate.

3. Donations to Sick Leave Bank

All unit members have access to the sick leave bank.

- a. Participation in the sick leave bank shall be voluntary.
- b. Prior to a donation, unit members must have a balance in their sick leave account equal to or more than their donation.
- c. Donations shall be made in hourly increments up to eighteen (18) hours annually.

- d. Annual voluntary sick leave donation hours (days) will be made on the appropriate form, and signed, within an open enrollment period established by the District. New hires may elect to participate at the time of hire.
- e. Donation of these hours is irrevocable, but hours in the bank shall be cumulative from year to year.
- f. The committee may elect to ask for new donations only when it is necessary to replenish these days.
- g. Unit members may donate sick leave days to any district member.

4. Use of Sick Leave Bank

- a. The unit member requesting must have depleted all available leave days, which are calculated in "hours."
- b. The requester must have verification from a medical doctor, certifying a debilitating illness or injury preventing the unit member from performing the duties of their job.
- c. The request to use the sick leave bank days shall be submitted in writing to the Superintendent or administrative designee, who shall notify the sick Bank Committee chairperson of the need to meet.
- d. The Sick Leave Bank Committee shall determine if the available hours (days) requested shall be retroactive.
- e. The Sick Leave Bank Committee shall determine if a unit member may use the bank multiple times within one year.
- f. Hours granted shall not carry over into a new work year; if necessary, the unit member can reapply.
- g. The total number of hours granted shall be at the discretion of the Sick Bank Committee, who shall have the authority to increase that number at a later date if the request still meets all other qualifying determiners.

5. Denial of Request

The unit member shall be informed from the Sick Leave Bank Committee, in writing, as to the reason(s) for denial.

6. Records

The District Office keeps accurate records of leave accumulated by the bank and sick leave used by the bank and shared with the committee twice a year (fall and spring). An annual report shall be made available for contributing unit members stating a beginning balance, contributions, total requests, hours that have been granted and ending balance.

C. Personal

Unit members will be allowed three (3) days of personal leave. Unit members will not be required to state a reason for this leave. No more than 30% of the unit members from each building (elementary, middle school, high school, or CAPS) shall be granted personal leave on the same day without consent of the building administration. Unit members will notify their immediate supervisor at least three days in advance of requested personal leave, when possible. Requests for leave will be processed in the order in which they are received. Unit members may receive \$200 per day for any unused personal days. Members will have the option to rollover one personal day. Payout will be assumed for up to three (3) personal days unless requested otherwise by the unit member in writing by June 14.

D. School Visitation

School visitation may be granted for the purpose of visiting other schools, attending meetings or conferences of an educational nature.

E. Legal

Time necessary for appearance in any legal proceedings connected with the unit member's employment or with the school system, including jury duty, if the unit member is required by law to attend. Except for arbitration proceedings under this contract, such paid leave is not available when the unit member is a litigant or witness against the District.

F. Jury Duty

If a unit member has to appear as a witness in court or for jury duty the School District shall authorize such absence with pay, provided that, if the unit member receives a witness fee or payment as a juror, excluding mileage and reimbursement received for expenses, such fee shall be turned in to the District office and a copy of the subpoena or request for jury duty is filed with the District office.

G. Bereavement Leave

Up to five (5) days within a contract year in the event of the death of any unit member's immediate family/household. Immediate shall be defined as to mean spouse, domestic partner, parents, children, sibling, grandparents, grandchildren, or spouse's immediate

family as already defined. Other persons may be considered as members of the immediate family, provided they are living in the home of the unit member or are dependent on the unit member for support. Other family members with a significant close relationship will be considered upon request by the unit member.

Other bereavement leaves, either paid or unpaid, may be approved by the Superintendent based upon special circumstances. The Superintendent's decision in such matters shall be final and not subject to the grievance procedure.

- H. Leave will be granted in accordance with ORS 659A.150 et.seq (OFMLA) and the Family and Medical Leave Act (FMLA). Unit members may use any accumulated paid leave during this leave.

Unit members shall use accrued sick or personal leave in accordance with FMLA/OFLA in that order unless otherwise designated by the unit member.

- I. Domestic Violence Leave

Leave shall be granted, according to OR 659A.272 (Oregon Protections Because of Domestic Violence, Harassment, Sexual Assault or Stalking) and other applicable state law, to a unit member to address domestic violence, sexual assault or stalking of themselves or a minor child or dependent. Unit members may use any accumulated paid leave during this leave.

- J. Sick Leave Buy Back

Unit members retiring from the District will be paid a sum of 10% of the total unused sick hours accumulated in Corbett remaining upon retirement. This amount will not exceed \$7,500. This provision does not apply if the unit member is using the accumulated leave for their retirement calculation under PERS.

Article 15

UNPAID LEAVES OF ABSENCE

A. Professional Study

A leave of absence of up to one (1) year after three (3) years of service to the District may be granted to any unit member upon application and approval by the Board, for the purpose of engaging in a program of study reasonably related to their professional responsibility or any other reasons approved by the Board of Education. The unit member will not forfeit any of their privileges under the retirement law and salary increment to which they would be entitled if in continuous service.

B. Any unit member who is temporarily unable to remain in continuous employment due to illness, injury, pregnancy or other medical reasons may be eligible for temporary disability leave with the Board approval. Such leaves shall be without pay following exhaustion of any sick leave, which shall be available to the unit member for any of the foregoing reasons. The preceding shall conform to state and federal statutes.

C. Child-care and parental leave may be granted to any unit member upon application and approval by the Board. Such requests and approval shall specify the dates upon which the leave is to begin and end.

D. Upon request, a unit member may be granted a long-term unpaid leave for up to one (1) year for personal reasons. Such requests will be submitted to the Board, which shall have sole discretion as to whether to approve or not.

E. Return from Leave

All benefits to which a unit member was entitled at the time their leave of absence commenced, including seniority, unused sick leave, and credits toward sabbatical eligibility, shall be restored to them upon their return. Unit members need to notify the District of their plans for returning by February 1.

F. Effort will be made by the District to place the unit member on leave in the same position they held prior to taking leave.

Upon approval of the insurance carrier, the unit member on leave may continue their health and dental insurance coverage during the approved leave providing their premiums are received by the District at the agreed upon time.

G. All extensions or renewals shall be applied for and granted in writing, if approved by the Board.

- H. Unit members will only be credited for time worked under a CEA contract for the purpose of determining seniority.
- I. Short Term Leave less than ten (10) days
Members on leave less than ten (10) shall be required to prepare all lesson plans.
Members on Leave will grade all student work upon their return to school.
- J. Leave longer than ten (10) days
Members on leave shall not be required to provide any lesson plans beyond the first ten (10) days of leave. In addition, members will provide a description of general units of study or suggested goals for the substitute teacher to allow them to plan appropriate lessons. Members on leave shall not be responsible for grading any student work after the first ten (10) days.

Article 16

TUITION REIMBURSEMENT

- A. The Board agrees to pay the full cost of District approved tuition and other District approved expenses incurred in connection with any courses, workshops, seminars, conferences, inservice training sessions, or other such sessions which a unit member is required and/or requested to take by the administration. Such requests will be a priority item when funding is limited; however, any course approved in this section shall not be affected by the nine (9) quarter hour limitation.
- B. Reimbursement

Each unit member shall be reimbursed for credit classes up to the dollar amount, which is equal to the cost of three (3)-hour Portland State University graduate credit hours per year. Such hours will not accumulate but may be used any time during the term of the collective bargaining agreement. Unit members who claim more than nine (9) credit hours of tuition reimbursement in one (1) year shall understand that they are to guarantee one (1) year of subsequent service to the District per each extra nine (9) credit hours for which they were reimbursed. Such District reimbursement shall be deemed a loan that must be repaid on a prorated basis if the correct number of subsequent years of service is not fulfilled. If a unit member loses a position within the District because of a reduction in force, that unit member is released from any remaining obligations to the District, except that the obligation is reinstated if the unit member is recalled. Total hours will not exceed twenty-seven (27) credit hours within any one (1) year.

Example:

Year 1	27 credit hours are taken, claimed and paid 9 hours removed (18 hours remaining)
Year 2	9 more credit hours are removed (9 remaining)
Year 3	9 more credit hours are removed (0 remaining)

Tuition will be reimbursed at either undergraduate or graduate rates depending upon types of courses taken. The amount of reimbursement will be determined by the rate charged by Portland State University. If the course has special expenses or costs more than the approved rate, the District pays the basic amount allowed only. Courses must be taken for credit or be audited and must contribute directly to more effective instruction by the individual unit member.

Specific matters of interpretation or approval of courses shall be subject to the decision of the superintendent or their designee. No reimbursement for tuition shall be granted to a unit member who has terminated employment with the District. Tuition reimbursement applications must be submitted to the direct supervisor and then the superintendent for prior approval within seven (7) calendar days after class enrollment.

Grade verification and payment receipt is to be submitted upon completion of class and no later than the fiscal year ending June 30. Reimbursement will be made by the District no later than the next regular monthly bill paying date.

- C. Prepayment of coursework is available upon request. If grade verification or proof of course completion is not provided by within 90 days of the end of the term, payment will be returned to the District via a payment plan worked out between the District and the unit member.

Article 17

MISCELLANEOUS UNIT MEMBER BENEFITS

Unit members with children living outside the district may be considered current transfers for the purposes of any Application to Attend; therefore, these children will be eligible for enrollment. This will be applied consistently for all unit members.

Article 18

SABBATICAL LEAVE

- A. Unit members shall be eligible for sabbatical leave of one (1) academic year:
1. After five (5) uninterrupted years of service to the District and for each successive five (5) year period.
 2. After a program of study has been approved by the administration and the Board.
- B. The following provisions will apply to all instances of sabbatical leave:
1. The total number of people on leave from the District shall not exceed more than one unit member per year.
 2. In cases wherein, the applicants for said leave shall exceed one (1) person, applications shall be screened and decided by the administration and the Board.
 3. Applications for leave must be filed in duplicate in the office of the superintendent on or before February 1 and they must include the program approved by the administration and the Board.
 4. Persons on leave shall be paid one-half (1/2) their annual base salary providing no stipend is received in the case of a fellowship or scholarship. If any stipend is provided, the salary allowance plus stipend shall not exceed the amount of the base contract salary (base salary less state and federal income tax) which they would have received if not on sabbatical leave for the school year.
 5. The absentee will not forfeit any of the unit member's privileges under the retirement law; insurance benefits will be single party. The unit member has the option of purchasing additional coverage. The unit member shall forfeit salary increments and sick leave to which they would be entitled if in continuous service. Regular payroll deductions for state and federal taxes, etc., shall be made from the salary granted the unit member. District contributions to the retirement fund shall continue. The name of the person on leave will be retained on the District payroll, and the absentee shall keep the clerk advised as to where the monthly checks are to be forwarded.
 6. Unit members accepting sabbatical leave shall not hold any other remunerative position unless such position has been approved by the administration and Board, except such as might be held under item 4.
 7. Unit members accepting sabbatical leave shall understand that they are to guarantee at least three (3) years of subsequent service to the District. The salary

advanced by the District during the year of sabbatical leave shall be considered to be a three (3) year loan, interest free. Said loan shall be canceled after the three (3) years subsequent service to the District. Repayment of the above loan must be repaid on a prorated basis if the three (3) years subsequent service is not fulfilled. No unit member within four (4) years of retirement will be eligible.

8. Death or illness which prevents a unit member or principal from completing this full three (3) years will be considered as full service to the District.
9. A unit member on sabbatical leave must be enrolled for not less than (3) three complete terms of approved graduate courses and the three (3) terms shall be the fall, winter, and spring terms or the corresponding period of time in colleges on a semester basis.
10. The minimum class load per term shall be not less than twelve (12) graduate credit hours of successfully completed course work per term.
11. A unit member on sabbatical leave shall only receive the stipend under this policy from the School District and shall not receive additional payment for credit hours compiled during the period of sabbatical leave.
12. If the superintendent is convinced that a unit member on sabbatical leave of absence is not fulfilling the purpose for which the leave of absence was granted, they shall report this fact to the Board and the Board may terminate the leave of absence as of the date of its abuse after giving the unit member an opportunity to be heard.
13. A unit member on sabbatical leave shall be reassigned to a comparable position in the School District on their return from the year's leave.
14. All forms necessary and proper to carry into effect the foregoing shall be furnished by the superintendent.

Article 19

PERSONAL AND ACADEMIC FREEDOM

- A. The personal life of a unit member is not an appropriate concern of the School Board except where an action is in violation of ORS 342.865.
- B. Unit members shall be guaranteed freedom in classroom presentations and discussions. All controversial materials shall be presented to their supervisor and/or the superintendent, or their designee, for approval prior to use. All sides of such issues shall be presented and controversial methods or materials are subject to review by the School Board. When discussing controversial subjects, unit members will make reasonable efforts to avoid imposing their personal opinions and will seek objectivity by presenting differing points of view. The Board of Education reserves the right to make final decisions regarding controversial materials and information.
- C. As a vital component of academic freedom, unit members shall be solely responsible for decisions regarding the methods and materials used for the instruction of students, except where such material and methods are controlled by state or federal mandate.

Unit members shall have autonomy as it relates to pedagogy, professional development, classroom environment, curriculum, and assessment.

Lesson development and planning is vital to effective teaching. The organization, format, notation, and other physical aspects of the lesson plan are within the professional educator's discretion.

Article 20

SELECTION AND ADOPTION OF TEXTBOOKS, LIBRARY BOOKS, AND OTHER INSTRUCTIONAL MATERIALS AND SUPPLIES

- A. Unit members shall be involved in the selection of instructional materials and supplies related to their teaching assignment and as directed by the District.
- B. Unit members shall be allowed to make recommendations, within their teaching assignment areas, through established District process in the formulation of budgetary allocations for library materials, instructional materials and related supplies. In addition, the building principal will inform unit members as to the amount allocated for their respective teaching assignment(s).
- C. The District will maintain a copy of every adopted, official Board policy for use by unit members. Such copies shall be located on the district's website. In addition, the District will make available on the district's website all board meeting minutes, agendas, and board packets.

Article 21

PAYROLL DEDUCTIONS

- A. The Board agrees to deduct from the salaries of its regular members, as requested by the member, the premiums for Board approved insurance programs, credit union and tax-sheltered annuities.
- B. Payroll checks will be available for members on the last working day of the month, unless subject to data processing restrictions. Unit members shall be notified immediately, by email, of any delay in processing of payroll checks.
- C. An advance on the current month's salary of up to one thousand dollars (\$1,000) may be approved by the Superintendent once during the contract year. This advance must be based upon one of the following reasons: a) emergency leave; b) bereavement leave; c) other emergency situations agreed to by the superintendent. d) Monies borrowed will be paid back within the current contract year.
- D. The members agree to hold the District harmless against any and all claims, suits, orders or judgments brought against the District as a result of the provisions of this article.

Article 22

DUES DEDUCTION & BARGAINING UNIT LISTS

A. Membership Dues Deductions

1. The District shall deduct dues, fees, and any other assessments or authorized deductions to the Association in accordance with the payroll-deduction authorizations signed by members and provided to the Association.
2. The Association shall provide the District with a list identifying the employees who have signed such authorizations and the authorized deduction amounts. The District shall rely on the list to make the authorized deductions and to remit payment to the Association.
3. Upon written notification from the Association authorizing the District to make a payroll deduction for Association membership dues, the District will deduct one-tenth (1/10) OEA-NEA-CEA dues from the regular salary check of the unit member each month for ten (10) months, beginning in November and ending in August each year. Within ten (10) business days after each pay period, the District shall remit to the Oregon Education Association, in a single payment, the combined OEA/NEA dues, including voluntary association contributions, deducted for the month.
4. Deductions for unit members hired after the commencement of the school year shall be prorated so that the required amount will be deducted by August.

B. Unit Member Information

1. The District shall provide to the Association in an editable digital file format agreed to by the Association (at the time of signing - Microsoft Excel) a list of each employee in the bargaining unit (both active and nonmembers) that includes the employee's name; first date of service; cellular, home, and work telephone numbers; work and personal email addresses; FTE; classification or title; PERS classification; worksite; position on the salary schedule; and home or personal residential mailing address.
2. The District shall provide the above information to the Association for the full bargaining unit every 120 calendar days.
3. Whenever a new employee is hired into the bargaining unit, the District shall provide the above information for the new employee to the Association within ten (10) calendar days of hire.

C. Indemnification

The Association agrees to indemnify, defend, and hold the District harmless from unit member or former-unit member claims, orders, or judgments against the District concerning the dues deductions procedures outlined in this agreement.

The Association's obligations are contingent upon the District: 1) giving the Association at least two-week's notice, in writing, of any claim; 2) and fully cooperating with the Association and its designated counsel in the defense of the claim. The Association's obligation does not extend to criminal allegations or actions brought against the District by the Association. In the event the District properly invokes this paragraph, the Association will provide the attorney to defend against the claim. In the event the District wishes to use its own attorney, the District will pay the fees and costs of said attorney.

Article 23

FRINGE BENEFITS

- A. The District shall offer medical, dental, vision, life and long-term disability insurance for each unit member and medical, dental and vision for their family.

Unit members who are defined as half time (0.5 FTE or less) will receive single party benefits.

Each year the Association and the District will identify medical, vision and dental choices for unit members. The District and the Association will designate a plan as the "Preferred District Major Medical Plan" and Kaiser medical (if offered to school districts) will be available as an option. The parties will determine a participation rate necessary to offer the Preferred District Major Medical Plan".

The District will budget the dollar difference between the above annual caps and the premium amount into a District funded HRA account HSA, FSA, or other similar account compensatory with current health reform laws provided the HSA, FSA, or other similar account accomplishes the same task as the notional HRA, at no increased cost to the district. These dollars will be used to pay for allowable out of pocket expenses for unit members who select the "Preferred District Major Medical Plan".

Unit members who select the "Preferred District Major Medical Plan" shall be eligible to participate in the District sponsored HRA account HSA, FSA, or other similar account compensatory with current health reform laws provided the HSA, FSA, or other similar account accomplishes the same task as the notional HRA, at no increased cost to the district. Unit members participating in the District sponsored HRA account or the replacement HSA, FSA, or other similar account compensatory with current health reform laws will be able to access up to the in and out of network out of pocket maximums as defined by the District Preferred Major Medical Plan for reimbursement of qualified out of pocket medical costs.

After claims for the year are completely processed, the District and the Association shall review each eligible unit members' use of the

"District sponsored notional HRA or similar account." Unit members who accessed less than \$1000 dollars throughout the plan year will be awarded the difference between \$1000 and their use of the "District Sponsored Notional HRA similar account" into a "portable individual VEBA similar account. Unit members will not be required to access their VEBA account or similar account in subsequent years before accessing the District's HRA or similar account associated with the "Preferred District Major Medical Plan."

Unit members who do not select the "Preferred District Major Medical Plan" will not be eligible to participate in the "District sponsored notional HRA" or the portable individual VEBA or similar account.

Unit members who can provide evidence of dual insurance coverage may opt out of the District's health insurance program. A unit member who opts out of medical insurance coverage (not vision and dental insurance) will have \$4000 dollars contributed to their portable individual VEBA or similar account less the OEGB assessed opt out surcharge. The district will pay the \$4000 contribution in equal monthly payments from November through June to the unit member's VEBA or similar account.

The District and the Association will evaluate the effectiveness of the fund and the plans to assess the viability of continuing the HRA or similar account structure and plan options on or before May 1 of each calendar year. The district will provide the Association with an accounting of the costs of the PDMMP during this meeting. In the event that the Association or the District does not wish to continue with the HRA or similar account structure the parties will identify mutually agreed upon plan options under OEGB or other health care options available to school districts and the caps identified above will continue.

Thereafter, the Association and the District will review the plans offered annually under OEGB or other health care options available to school districts and make mutually agreed upon changes for the following school year.

The District will also provide an Employee Assistance Plan (EAP) that will be paid for by the District.

The benefit program(s) identified herein shall be provided only in accordance with the underwriting rules and regulations as set forth by the carrier(s) in the policy (policies) retained by the policyholder. Upon joining the Statewide Insurance Pool, the guidelines of the Oregon Educator Benefits Board (OEGB) or other health care options available to school districts shall be followed.

The District will not be obligated and shall not pay for any medical and/or dental expenses not covered by the insurance carrier(s). Such expenses shall be the sole obligation of the unit member(s) incurring them.

The District contribution as identified above shall become the maximum amount the District is obligated to contribute for the lifetime of this contract. If no agreement is reached on a successor agreement prior to the expiration of the Agreement, the specified District contribution shall be the maximum amount the District is required to pay until a successor agreement is signed.

In addition, the District shall provide \$100,000 term life and short-and-long-term disability free of premium cost for each unit member.

No district representative will have access to unit member medical information.

Any changes to the current structure as referred to in this Article as "similar accounts" or any changes from the HRA, VEBA and OEBB structures will be made by mutual agreement of the parties.

B. Domestic Partners

Health insurance coverage shall extend to the spouse, domestic partners, and/or child or children residing in the same home as the unit member.

1. Domestic partners of a unit member are eligible for coverage under the district insurance plans, if they meet the legal criteria required for such partnership.

C. If a unit member of Corbett District is injured on the job and receives industrial accident benefits under Workers' Compensation Law (ORS 656.001 to ORS 656.824), the District shall adjust the sick leave payment an amount equal to benefits received under Worker's Compensation with respect to the same injury that gave rise to the sick-leave. However, the deduction of sick leave shall not exceed an amount determined by taking the unit member's regular pay for the period less benefits received under ORS 656.001 to ORS 656.824 divided by the individual's daily wage.

D. The District shall provide Section 125 Plans (A and B) for use by unit members.

E. Corbett School District's preschool tuition for unit members shall be 75% of the tuition for non-unit members. This tuition shall not supersede any state or local preschool funding laws.

Article 24

ASSOCIATION RIGHTS, PRIVILEGES AND RESPONSIBILITIES

- A. Upon specific written request, the Board shall furnish to the Local Association (CEA) such public information as may be reasonably necessary and required for the ECBC's functioning as exclusive bargaining representative. This shall not be construed to include personal files of the Board or District administrative and supervisor files or the personnel files of District unit members, except as allowed for in this agreement. The Local Association (CEA) shall reimburse the District for all reasonable costs of providing such information.
- B. The Local Association (CEA) may use District rooms provided such activities are consistent with District policies and administrative rules and procedures on use of school facilities by public groups. The District shall not charge a fee to the Association for holding meetings on District property for association business.
- C. The Local Association (CEA) shall be able to use space on existing bulletin boards in the member lounge in each of the District's school buildings for posting of information related to official Local Association (CEA) business. All such posted information must contain the signature or name of the authorizing Association official.
- D. Whenever any representative of the Local Association (CEA) or any unit member is directed by the District to participate during working hours in negotiations, grievance proceedings, conferences, or meetings, they shall suffer no loss in pay.
- E. Upon request, a Local Association (CEA) representative shall be allowed to speak at any faculty meeting. The Local Association (CEA) shall have the opportunity to suggest items for the agenda for any faculty meetings.
- F. The Board shall place under the "New Business" agenda of any regular Board meeting any matter brought to its consideration by the Local Association (CEA) so long as those matters are made known to the Superintendent's office five (5) working days prior to said meeting. The Local Association (CEA) shall have the opportunity to suggest items for the agenda.
- G. Upon request the District shall grant six (6) days per school year for Local Association (CEA) business leave. The request must come through the President of the Local Association (CEA) to the Superintendent. The Local Association (CEA) shall reimburse the District per the regular substitute pay scale. The District shall allow any designated representative who can perform union duties without requiring a substitute or causing an absence to do so without requiring the use of association leave.
- H. The District shall provide, via the District website, the CEA President a copy of the Board agenda, and Board packet at least forty-eight (48) hours before the start of all

regular Board meetings. The CEA President shall receive notice of Board meetings at the same time as the media.

- I. The Association shall have the right to meet with bargaining unit members during regular work hours at the bargaining unit member's worksite to address grievances, complaints, and matters related to employment relations without requiring a substitute or causing an absence to do so without requiring the use of association leave.

- J. The Association shall have the right to meet with new employees for one hour at the employer orientation. If no employer orientation is held, the Association shall have the right to meet with every new employee for one hour within five (5) business days after the new employee's first day of work, without loss of pay or benefits.

- K. In addition to any Association time provided at staff meetings, the Association shall have the right to conduct worksite meetings before or after regular work hours, during meal periods, and during any other break periods. The Association shall have the right to select the time and place of meetings, provided that the meeting does not interfere with District operations. The Association shall have the right to conduct meetings without undue interference.

Article 25

CURRICULUM/STAFF DEVELOPMENT COMMITTEE

- A. A task force selected by the Local Association (CEA) may recommend to the building principals changes in the curriculum and staff development activities in Pre-K through 12.
- B. A committee selected by the Local Association (CEA) shall recommend to the building principal types of inservice and staff development. The committee shall communicate in writing to the superintendent recommendations at least 30 days prior to the scheduled inservice day.
- C. Unit members concerned that recommendations have not been acted upon by the principal may forward those recommendations to the Superintendent.

Article 26

FUNDING

The ECBC and the Board recognize that revenue needed to operate the District's educational programs and facilities must be approved by established budget procedures and, in certain circumstances, by vote of the District patrons.

The Board will not reduce the compensation provided for in this agreement, but it cannot and does not guarantee any level of employment in the bargaining unit covered by this agreement.

Article 27

UNIT MEMBER ASSIGNMENT

- A. The superintendent shall assign all newly appointed personnel to their specific positions, which positions will be within the subject area and/or grade level for which the unit member has been appointed by the Board. The superintendent will give notice of initial assignments and any revision to new unit members as soon as practicable.
- B. By May 1, the direct supervisors will meet with the unit members to discuss projected assignments for the following year.
- C. Unit members will be given written notice of their tentative class and/or subject assignments, building assignments and room assignments for the forthcoming year not later than June 1. In the event that changes in such class and/or subject assignments, building assignments, or room assignments are proposed after June 1, the Local Association (CEA) and all unit members affected will be notified promptly in writing and, upon the request of the unit member, the changes will be reviewed promptly by the superintendent or their representative, and the unit member who, at their option, may have a representative of the Local Association (CEA) present.
- D. Schedules of unit members who are assigned to more than one school site will be arranged so that no such unit member will be required to engage in an unreasonable amount of inter-school travel. These unit members will be reimbursed in accordance with Article 10. Such unit members will be notified in writing of any changes in their schedules as soon as practicable.

Article 28

MANAGEMENT RIGHTS

- A. The District, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself all powers, rights and authority, duties and responsibilities conferred upon and invested in it by the laws and the Constitution of the State of Oregon. Such powers, rights, authority, duties and responsibilities shall include, but are not limited to:
1. The exclusive management and administrative control of the school system and its properties and facilities, except as limited by the expressed terms of this Agreement.
 2. The hiring of all unit members and, subject to the provisions of law and this Agreement, to determine their qualifications and the conditions of their continued employment or their dismissal, discipline, demotion or promotion, and transferring and assignment of all such unit members.
- B. The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules, and regulations and practices shall be limited only by the specific terms of this agreement and then only to the extent that such specific terms are in conformance with the Constitution and laws of the State of Oregon.

Article 29

STRIKES AND LOCKOUTS

- A. The ECBC and the members of the bargaining unit will not initiate, cause or participate in any strike relating to this bargaining unit or observe the picket line of another union representing the School District during the term of this agreement. Violation of the above shall constitute grounds for any disciplinary action against violators.
- B. There will be no lockout of unit members of the bargaining unit by the District during the term of this agreement.

Article 30

CLASSROOM DISCIPLINE

A. Responsibilities

A definition regarding the responsibilities of the unit member for the handling of classroom discipline problems shall be available to all unit members. Any updating of such responsibilities shall be given to the unit member before they are implemented to solicit their input.

B. Student Issues & Special Assistance

When District administrators are aware of situations in which a member will be assigned a student with documented severe behavioral problems and/or violent behaviors the District shall make a reasonable effort to keep those members informed of these facts unless prevented from doing so by the laws of confidentiality.

Unit members who are assigned students who are recognized as physically aggressive and/or combative shall have access to district provided appropriate training and will be provided with protective equipment upon request.

The District will notify members concerning students that have entered the court system, consistent with the requirements of state law.

When in the judgment of the unit member, a student requires the attention of the principal, a counselor, psychologist, physician, behavior specialist, or other resource, the unit member shall inform their immediate supervisor. The supervisor will arrange for consultation with the unit member and other qualified person(s) to discuss the problem and decide upon appropriate steps for its resolution.

C. Learning Disruptions

When in the judgment of the unit member, a student is by their behavior disrupting the instructional program to the detriment of other students, the unit member may refer a written report of such to their immediate supervisor for resolution. Such resolution may involve a conference with the unit member and other persons upon request of the unit member or at the request of the supervisor. If a student's behavior is so disruptive as to impair the educational process, in the judgment of the unit member, the unit member may remove the student from the classroom.

The unit member must notify their supervisor immediately of the removal of the student from the classroom. If the unit member requests a conference with the supervisor to discuss the problem, such a conference must be held as soon as possible after the student has been removed, but no later than 24 hours after the removal.

If the unit member has requested such a conference take place, the student will not be returned to the classroom until the conference has taken place, unless the unit member agrees to take the student back into the classroom in advance of the conference. The re-entry meeting needs to occur within contracted hours and not during their preparation time. The member may request pay at their hourly contract rate if the meeting takes place during their preparation time or outside contracted hours. If the unit member does not request such a conference as provided herein, the supervisor may place the removed student back into the classroom at their discretion.

If a unit member requests a conference prior to the student being re-admitted to class, the unit member referring a student shall be provided with a written report from their administrator, which includes, but is not limited to, (a) the resolution to the problem, (b) discipline measure determined by the administrator, and (c) follow-up steps to be taken by the administrator.

D. The District and the Local Association (CEA) agree to meet, at the request of either party, to discuss any pertinent issues involving student discipline during the term of this agreement.

E. Student Conduct and Safety Committee

A Student Conduct and Safety Committee (SCSC) shall exist within the District consistent with state and federal statutes. A member, or an Association representative on behalf of the member, may present an item to the safety committee, in accordance with all applicable laws.

The SCSC will have oversight over workplace safety concerns including but not limited to environmental issues, disasters and threats, security, and member support in discipline and safety issues.

The Committee will be comprised of up to three (3) members appointed by the Association, up to three (3) members appointed by the CEA, and up to three (3) members appointed by the District. The Committee will meet at least quarterly and provide quarterly reports to the School Board that include updates, recommended changes, and next action steps.

F. Safety Appeal Process

In the event a member feels a safety or discipline procedure is not being followed, a member, or an Association representative on behalf of the member, may register their concern to their principal. If the concern is not resolved at this level, the member may appeal to the Superintendent. If the concern still remains unresolved, the School Board may review the decision of the superintendent and determine whether they will hear the member.

G. There shall be no reprisals against a member for reporting safety concerns.

H. The District shall comply with all legal obligations to report physical or verbal abuse or intimidation of employees by students or a student's parents/guardians.

Article 31

REDUCTION IN FORCE

A. Layoff

1. Unit members will be laid off based upon their certification and seniority. Seniority for this purpose shall be defined as length of continuous service as a member of the bargaining unit. Part time (.5 or more) shall not be prorated. Continuous service is defined as uninterrupted service except that unpaid leaves of absence granted with approval under Article 15, A through D shall not be deemed as interruption of service and shall be counted in the determination of length of continuous service.
2. In making unit members reductions and recalls, individual unit member welfare will be considered to the extent it does not conflict with the best interest of the school system and pupil instructional needs. The Board shall give consideration to anticipated and future staffing needs of the District when making such layoffs and recalls.

B. Reduction Procedure

The following criteria shall be applied in determining which unit members shall be retained:

1. The unit member must be properly licensed/endorsed to teach the curriculum area(s) or program(s) being retained.
2. The most senior unit members in the District who are competent will be retained. Competence shall be defined as the ability to teach a subject area or grade level based on recent teaching experience or educational attainment related to that subject or grade level within the last five (5) years, but not based solely on being licensed to teach.

Unit members who do not qualify as competent for a position for which they seek to be retained may nevertheless qualify as competent if they are willing to complete training applicable to that subject or grade level. The amount of required training shall commence either prior to the start of the new assignment or within the first academic term of the new assignment.

Grade level shall mean the grade levels:K-8, 9-12. Subject matter includes ~~Special~~ Student Services, Specialists, and/or any categories covered by an individual unit member's license.

The District may retain a unit member with less seniority than a unit member being released if the District determines that the unit member being retained has more competence than the unit member being released.

C. Recall

1. The District will recall unit members in inverse order of layoff using seniority and licensure as criteria for recall. A unit member who has been laid off may refuse one (1) job offer without loss of recall rights. The District's obligation to recall a unit member shall terminate following twenty-seven (27) months of layoff status or upon two (2) refusals by a unit member to accept a position offered by the District or if the unit member resigns.
2. The District shall notify laid off unit members of a position opening by registered letter, return receipt requested, at their address of record as maintained by the unit member in the District administrative office. Laid off unit members shall have seven calendar days from receipt of such notification in which to indicate to the District superintendent's office their acceptance or rejection of the position and an additional 30 calendar days therefrom in which to begin active employment with the District.
3. Unit members recalled shall have all previously accrued sick leave and seniority reinstated, but they shall not receive benefits for the period of the layoff.
4. Unit members laid off shall have the option to continue District provided insurance programs at their own expense and subject to the approval of the insurance carrier.
5. No vacancy in a new or former bargaining unit position will be filled by a non-bargaining unit employee, such as an administrator, until the procedures in this Article have been complied with.

Article 32

MISCELLANEOUS PROVISIONS

- A. If any provision of this agreement or any application of this agreement to any unit member or group of unit members is held to be contrary to law, then such provision or application shall not be deemed valid or subsisting except to the extent permitted by law, but all other provisions or application shall continue in full force and effect.
- B. Any individual contract between the Board and an individual unit member heretofore or hereafter executed shall be subject to and consistent with the terms and conditions of this agreement. If an individual contract contains any language inconsistent with this agreement, this agreement during its duration shall be controlled.
- C. All conditions of employment, including teaching hours, extra compensation for duties outside regular teaching hours, relief periods, leaves and general teaching conditions shall be maintained at not less than the highest minimum standards, as required by the express provisions of this agreement.

Article 33

WAIVER

- A. The parties acknowledge that during the negotiations which resulted in this agreement, each had the right and opportunity to make demands and proposals with respect to any subject appropriate for bargaining, and that all the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this agreement.

- B. Therefore, except as otherwise expressly provided for in this agreement, the District and the ECBC agree that the other shall not be obligated, except by mutual consent, to negotiate or bargain collectively with respect to any subject or matter, even though such subject or matter may not have been within the knowledge or contemplation of either or both of the parties at the time that they negotiated or signed this agreement.

Article 34

SALARIES AND EXTRA DUTY

Salary Schedules

- A. The salary schedule for the 2025 - 2026 school year is shown as Appendix A1, attached to this agreement and made a part hereof. The schedule shall reflect a salary base increase of 1.5% for 2025 - 2026.
- B. Salary Placement and Advancement

All unit members shall be placed on the salary schedule based upon their prior work experience and education/training level.

Beginning unit members without prior experience shall be placed at Step 1 of the salary schedule. Step 0 BA is to be used only for calculation of extra duty pay.

1. Unit members shall be given full step credit for licensed work experience with each year worth one (1) step. Experience shall be cumulative.
2. Unit members shall be given full column credit for education and/or training experience as follows:
 - I. Any academic certificate, license, degree, or the equivalent, issued by TSPC, the State of Oregon, or an accredited institution of higher education shall qualify for placement on the corresponding column of the salary schedule.
 - II. College credits from an accredited institution of higher education completed after a Bachelor's degree that do not apply toward a Master's degree will be counted towards advancement on the salary schedule. These college credits will count automatically if they are at a 300 level or higher. For college credit below the 300 level, the unit member will need to describe to the district how the coursework fits into the unit member's professional, building, or district goals or how the course fits licensure/credential requirements.
 - III. After proof of coursework completion is submitted for column advancement by the unit member, the District will make the salary column placement effective for the next payroll cycle. An updated contract will be provided to the unit member at this time.
 - IV. Hours for credit for non-teachers
For Licensed Speech Pathologists (SLP), Licensed Occupational Therapists (OT), Licensed Physical Therapists (PT), and Licensed Career and Technical Education Teachers (CTE), workshops/classes required for recertification and/or advanced training for a particular program and are pre-approved by

a supervisor will apply toward advancement on the salary schedule as follows:

- a. 10 clock hours equals one credit hour.
- b. Clock hours must be verified with a certificate of completion from the workshop/class.
- c. The submission of paperwork for pay column advancement will follow the same procedure as obtaining credits.

- C. Calculation of Salary for Part-time unit members. Part-time unit member will be paid a salary calculated as follows:

The average number of instructional minutes per day (including both assigned classes and tutorial) assigned to the part-time unit member shall be divided by the average number of instructional minutes per day (including both assigned classes and tutorial) assigned to a full-time unit member. The resulting percentage of 1.0 FTE shall be multiplied by the appropriate salary (based on experience and degrees/hours completed) from the salary schedule.

- D. PERS and OPSRP:

The District shall be relieved of its obligation to otherwise pick-up, assume, or pay the six percent (6%) unit member contribution/payment required by ORS 238.200 and 238.A.330.

The District agrees to adopt a School Board resolution to make an election under IRS Codes to allow a pre-tax deduction of the six percent (6%) unit member contribution/payment required by ORS 238.200 and 238.A.330 Such deduction shall be made from each unit member's pre-tax gross wages.

- E. All new or revised placements will originate on experience Step I of the Extra Duty Schedule. In other words, experience gained previous to Corbett is valuable for position assignment only.

When a change of Extra Duty assignment requires a change in levels, all placements will start at experience step I. If, however, a Corbett coach moves to an assistant coach position in the same sport, they shall retain their experience step status for Extra Duty compensation.

Extended Season (beyond District playoffs)

The coaches listed below will be paid a weekly stipend beginning the first Monday that their team and/or individual team members participate; in any authorized extended season. For team coaches, the rate of pay will be based on five percent (5%) of the unit member's personal extra duty pay for each extended week. See chart on following page.

Corbett School District No. 39

Duty Salary Schedule

A.	LEVEL	A	B	C	D	E	
	Experience Step I	14*	11	8	6	4	
	Experience Step II	14.5	11.5	8.5	6.5	4.5	
	Experience Step III	15	12	9	7	5	
	Level A	Varsity High School Coaches Football Basketball Volleyball Wrestling Baseball Soccer Softball Track					
	Level B	Varsity High School Golf, Tennis, Cross Country, Cheerleading Coach, and Swimming Varsity High School Assistants					
	Level C	Middle School Head Coaches, Pep Band, Yearbook, Cardinal Newspaper, Dance Team, and Robotics					
	Level D	Junior Class Advisor, Middle School Assistant Coaches, Senior advisor, Student council advisor					
	Level E	Outdoor School					

*Percent of base salary Step 0 BA

- B. The Athletic Director will be paid 19% of the base salary.
- C. The High School Activities Director will be paid 10.5% of the base salary.
- D. The Middle School Activities Coordinator will be paid 10.5% of the base salary.
- E. Activities director (s)/ coordinator (s) will be paid beginning the payroll cycle immediately following board approval. Pay will be divided equally for the remaining paychecks for the contract year.
- F. Eligible sports/activities must follow District “Pay to Participate,” fundraising, ticket selling, and ASB procedures and School Board Policies.
- G. Student Management will be paid 10.5% of the base salary.

- H. Elementary Music, Middle/High School Instrumental Music, Middle/High School Vocal Music, Student Council, Honor Society, and Freshman and Sophomore Advisors will be paid a base salary of \$200.00 per year. All hours worked outside normal building hours and receiving prior approval (including, but not limited to, kindergarten kickoff and music programs) from the building principal will be compensated at the unit member's hourly rate.
- I. Extracurricular supervision duty shall be compensated at the rate of \$40 per hour.
- J. Unit members working on assigned curriculum projects outside normal working hours, will be compensated at a rate of \$50 per hour.
- K. The District will strive to equitably distribute committee assignments. Unit members required to chair District or building subject, curriculum, site or ad hoc committees will be compensated for the planning necessary to fulfill the role of chair. Compensation will be at the District curriculum rate.
- L. Preference should be given to unit members for extra duty positions.

Job descriptions for extra duty assignments to be added as an appendix to contract.
- M. Members, including but not limited to, special education teachers, counselors, speech pathologists, occupational therapists, physical therapists, and behavior specialists, case managing students with disabilities who require an IEP will be compensated in the form of a stipend of 2% of the unit member's yearly salary

NOTE: Job descriptions are there for descriptive purposes only and are not part of the contract.

Article 35

EARLY RETIREMENT INCENTIVE

A. Eligibility

Unit members are eligible for the early retirement incentive when they have worked in Corbett School District ten (10) of the last fifteen (15) years and are within the following range: from the date 5 years to 1 year prior to full PERS eligibility:

- B. Unit members will be responsible to provide the District proof of PERS eligibility such as a letter from PERS.
- C. Unit members wishing to receive the incentive shall provide notice of retirement or resignation 60 days prior to their retirement or resignation date.
- D. The qualified unit member shall receive \$24,000 in a separate check and is not eligible for PERS benefit.
- E. Unit members returning to work in the district after retiring are not eligible for the \$24,000 benefit described in Article 35 D.
- F. Unit members who participate in the Early Retirement Incentive and are hired back into the District will be paid at Step 1 of their most recent column on the Salary Schedule.

Article 36

SITE COUNCIL

- A. Site councils shall be established and maintained at each school in conformance with state statutes and regulations.
- B. A site council, in reaching decisions on matters within its responsibilities, shall not alter, amend or modify this Agreement.
- C. The site ~~school~~ council shall be composed of unit members, building administrators, classified employees, and parents or guardians of children attending the school. The school board may elect to appoint representative(s) from the community at large, as provided in state law. Student Representatives may be appointed by the District on the site council, if deemed appropriate.

Article 37

JOB SHARES

Job sharing shall mean the voluntary occupation of a single FTE position by two (2) currently employed unit members. Job shares must be approved by the district annually and requires the approval of the unit members involved. At the end of any school year the unit member may return to their full-time status as was held prior to the shared position.

The unit members involved will earn 50% of each unit member's regular annual salary. The unit members involved have the following options regarding insurance: Each unit member will receive half of the insurance cap cost towards their insurance premiums (medical, dental, and vision.)

1. Each unit member may choose to participate in the Preferred District Major Medical Plan at a rate of 50%.
2. Each unit member, who can provide evidence of dual insurance coverage, may opt out of the District's health insurance program and will have 50% of the current opt out incentive contributed to their portable individual VEBA account.
3. Each unit member involved in the job share will receive half the annual paid leave time credited in the CBA.

All meetings will be divided by the unit members involved in the job-sharing arrangement, but they will not be required to attend meetings that occur outside of their scheduled workdays. Unit members may be required to stay beyond their normal day to attend an in-service or training; however, the unit members will be paid their hourly rate for actual time spent beyond their contract time. Both job share unit members will be responsible to attend the evening conference activities as a part of their regular contract; therefore, no additional pay will be provided for that activity.

All other provisions of the collective bargaining agreement shall be the same as they would be entitled to if employed on a full-time basis.

Article 38

DURATION

- A. All terms, conditions and provisions of this agreement begin July 1, 2025. This agreement shall remain in effect through June 30, 2026.
- B. Execution. The foregoing and this agreement is formally ratified and adopted by the District and the ECBC as attested by the signatures below of the authorized representatives of the District, ECBC and the Local Association (CEA).

Leah Fredericks; Date
Board chairperson

Stephanie Myhre; Date
East County Bargaining Council Chair

Derek Fialkiewicz; Date
Superintendent

Abigail Steichen; Date
Co-president/Bargaining Chair CEA

Bruce Scherer; Date
OEA UniServ Consultant

Appendix A1

Corbett School District No. 39 2025 - 2026 Salary Schedule

Step	BA	BA +30	BA +45	BA +60 MA	BA +90 MA +24	BA +105 MA +45
0	\$48,144	\$49,821	\$51,557	\$53,354	\$55,213	\$57,138
1	\$49,894	\$51,631	\$53,431	\$55,291	\$57,219	\$59,213
2	\$51,705	\$53,540	\$55,370	\$57,301	\$59,299	\$61,364
3	\$53,585	\$55,450	\$57,383	\$59,382	\$61,454	\$63,594
4	\$55,529	\$57,465	\$59,468	\$61,542	\$63,685	\$65,904
5	\$57,548	\$59,554	\$61,628	\$63,657	\$65,999	\$68,299
6	\$59,639	\$61,717	\$63,868	\$66,093	\$68,397	\$70,781
7	\$61,804	\$63,959	\$66,188	\$68,496	\$70,881	\$73,353
8	\$64,051	\$66,284	\$68,592	\$70,984	\$73,457	\$76,016
9	\$66,378	\$68,690	\$71,084	\$73,562	\$76,125	\$78,777
10	\$68,789	\$71,186	\$73,668	\$76,235	\$78,891	\$81,641
11		\$73,772	\$76,343	\$79,003	\$81,757	\$84,605
12		\$76,453	\$79,117	\$81,875	\$84,727	\$87,681
13				\$84,847	\$87,806	\$90,865
14				\$87,932	\$90,995	\$94,167

Appendix B

ORS 339.375

REPORT OF CHILD ABUSE BY SCHOOL EMPLOYEES

339.375 Report of child abuse by school employees; disclosure of records.

1. Any school employee having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse by another school employee, or that another school employee with whom the employee comes in contact has abused a child, shall immediately report the information to:
 - a. A supervisor or other person designated by the school board; and
 - b. A law enforcement agency, the Department of Human Services or a designee of the department as required by ORS 419B.010 and 419B.015.
2. A supervisor or other person designated by the school board who receives a report under subsection (1) of this section, shall follow the procedures required by the policy adopted by the school board under ORS 339.372.
3. Except as provided in subsection (4) of this section, when an education provider receives a report of suspected child abuse by one of its employees, and the education provider's designee determines that there is reasonable cause to support the report, the education provider shall place the school employee on paid administrative leave until either:
 - a. The Department of Human Services or a law enforcement agency determines that the report is unfounded or that the report will not be pursued; or
 - b. The Department of Human Services or a law enforcement agency determines that the report is founded and the education provider takes the appropriate disciplinary action against the school employee.
4. If the Department of Human Services or a law enforcement agency is unable to determine, based on a report of suspected child abuse, whether child abuse occurred, an education provider may reinstate a unit member placed on paid administrative leave under subsection (3) of this section or may take the appropriate disciplinary action against the employee.
5. Upon request from a law enforcement agency, the Department of Human Services or the unit member Standards and Practices Commission, a school district shall provide the records of investigations of suspected child abuse by a school employee.
6. The disciplinary records of a school employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or 192.502. When a school employee

is convicted of a crime listed in ORS 342.143, the education provider that is the employer of the employee shall disclose the disciplinary records of the employee to any person upon request.

7. Prior to disclosure of a disciplinary record under subsection (6) of this section, an education provider shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record. [2005 c.367 §3]

Appendix C

LEVEL ONE GRIEVANCE FORM

Corbett School District No. 39 Corbett Education Association

Completion of this form and submission to your immediate supervisor shall constitute the proper initiation of formal grievance procedures as provided for in the current collective bargaining agreement between the District and the CEA at Section C of Article 3. Presentation of this completed form should be taken only after you, the grievant, have attempted to resolve the grievance informally with your supervisor and you have not found your grievance to be resolved by such an informal meeting.

Please Note: This completed form must be submitted to your immediate supervisor within five school days of your informal discussion with your immediate supervisor; that informal discussion must have occurred within 10 school days of the alleged violation of the collective bargaining agreement which forms the basis of your grievance. A failure by you, the grievant, to initiate the grievance within those time limits will automatically void your grievance under the terms of the collective bargaining agreement.

Submit three (3) copies of the LEVEL ONE GRIEVANCE FORM to your immediate supervisor. Once your supervisor has rendered a decision, one copy will be returned to you and one copy will be sent to the superintendent's office.

Name of immediate supervisor: _____

Date submitted: _____ Date Grievance Occurred: _____

Position Statement of the Grievant (use additional pages if needed)

1. In as much detail as necessary, explain your grievance and the relevant circumstances surrounding it:
2. What are the specific provisions of the collective bargaining agreement allegedly violated by the District (cite the specific articles, sections and paragraphs):
3. What is the specific remedy you are seeking which will resolve your grievance:

Your signature

Date received by supervisor:

(LEVEL ONE GRIEVANCE FORM, continued)

Within five school days of your proper submission to them of this timely filed and completed FORM, your immediate supervisor will meet with you in an attempt to resolve your grievance. Within five school days of that meeting, your immediate supervisor will communicate their written decision (below) to you. One copy of this supervisor response will be given to you, one copy will be retained by the supervisor, and the third copy will be forwarded to the superintendent's office.

Disposition of the Grievance by Immediate Supervisor

Name and Signature of Supervisor:

Date Given to Grievant:

Grievant please Note: In the event that you feel your grievance is unresolved after studying the above disposition by your supervisor, you may appeal this decision to the next level by completing and submitting a LEVEL TWO GRIEVANCE FORM within five school days of your receipt of the supervisor's response, above.

Appendix D

LEVEL TWO GRIEVANCE FORM

Corbett School District No. 39 Corbett Education Association

Submission of this completed LEVEL TWO GRIEVANCE FORM must be made to the superintendent's office within five school days following your receipt of the supervisor's written response on the LEVEL ONE GRIEVANCE FORM.

I, _____, the grievant, do not feel that the decision (Your name, please print)

of _____ has resolved my grievance and (Your Supervisor's name, please print)

I wish to appeal that decision to the superintendent's office, in accordance with the terms of the collective bargaining agreement's grievance procedure.

_____, will serve as my representative to assist (Name, please print) me in processing this LEVEL TWO grievance (optional).

Your Signature:

Date Received by the Superintendent's Office:

(LEVEL TWO GRIEVANCE FORM, continued)

Within ten school days of receipt of the grievant's LEVEL TWO GRIEVANCE FORM, the Superintendent or their representative will meet with you in an attempt to resolve the grievance. The superintendent's office will give you a written decision (below) to the grievance within five school days following the meeting.

Disposition of the Grievance by Superintendent's Office

Signature of Superintendent or Representative: _____

Date Given to Grievant: _____

Grievant Please Note: In the event that you feel your grievance is unresolved after studying the above disposition by the superintendent's office, you have the right to appeal this decision to arbitration for a final and binding decision. In order to make this appeal to arbitration, you must, within five school days of your receipt of the superintendent's office written response (above) complete and submit to the superintendent's office the REQUEST FOR ARBITRATION FORM. Note also, that the appropriate official of the Corbett Education Association must enter their written consent to such a request in order for it to be valid.

Appendix E

SICK TIME (SB454)

SB 454 issue provides that the 10 days of sick leave per year that it requires can be used for any of the following reasons:

For an employee's mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive medical care.

For care of a family member with a mental or physical illness, injury or health condition, care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition or care of a family member who needs preventive medical care.

Notwithstanding ORS 659A.153, for any other purpose specified in ORS 659A.159.

For a purpose specified in ORS 659A.272, notwithstanding ORS 659A.270 (1).

To donate accrued sick time to another employee if the other employee uses the donated sick time for a purpose specified in this section and the employer has a policy that allows an employee to donate sick time to a coworker for a purpose specified in this section.

In the event of a public health emergency. For purposes of this subsection, a public health emergency includes, but is not limited to:

Closure of the employee's place of business, or the school or place of care of the employee's child, by order of a public official due to a public health emergency;

A determination by a lawful public health authority or by a health care provider that the presence of the employee or the family member of the employee in the community would jeopardize the health of others, such that the employee must provide self care or care for the family member; or

The exclusion of the employee from the workplace under any law or rule that requires the employer to exclude the employee from the workplace for health reasons.

SB454 also uses the following definition of "Family member":

"Family member" means an employee's spouse, same-gender domestic partner, custodial parent, non-custodial parent, adoptive parent, foster parent, biological parent, stepparent, parent-in-law, a parent of an employee's same-gender domestic partner, an employee's grandparent or grandchild, or a person with whom the unit member is or was in a relationship of in loco parentis. 'Family member' also includes the biological, adopted, foster child or stepchild of an employee or the child of an employee's same-gender domestic

partner. An employee's child in any of these categories may be either a minor or an adult at the time qualifying leave pursuant to these rules is taken.

OSBA Model Sample Policy

Code: JFCEB
Adopted:

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student ~~[possession or]~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [ten] school days.⁵

Personal electronic devices ~~[must be placed in district provided pouches or storage]~~ [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing]~~[may be stored on the student’s person, but may not be used]~~ during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [detention, Saturday school, a change to storage requirements, etc. {⁶}]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ [Steps may include:

1. First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: If non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. {⁸}

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge. *{MOVED FROM EARLIER IN POLICY.}*

⁶ {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

⁷ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁸ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent][in accordance with KL-AR(1) – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

OSBA Model Sample Administrative Regulation

Code: IGBAB/JO-AR
Adopted:

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date ~~and place of birth~~;
- d. Names of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;

- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student’s parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent’s or Eligible Student’s Right to Inspect and Review

The district shall permit an eligible student or student’s parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student’s parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student’s parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student’s education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student’s education record:

- a. Provide a written, dated request to inspect a student’s education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student’s education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student’s parent(s) access to treatment records under the definition of “education records” in OAR 581-021-0220(6)(b)(D), the eligible

¹ Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection

with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
 - (1) Designates the individual or entity as an authorized representative;
 - (2) Specifies the personally identifiable information being disclosed;
 - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
 - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;

- (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
 - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
 - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
 - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
 - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;

- p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

OSBA Model Sample Administrative Regulation

Code: JO/IGBAB-AR

Adopted:

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date ~~and place of birth~~;
- d. Names of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;

- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student’s parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent’s or Eligible Student’s Right to Inspect and Review

The district shall permit an eligible student or student’s parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student’s parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student’s parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student’s education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student’s education record:

- a. Provide a written, dated request to inspect a student’s education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student’s education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student’s parent(s) access to treatment records under the definition of “education records” in OAR 581-021-0220(6)(b)(D), the eligible

¹ Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection

with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
- (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
- (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
- (1) Designates the individual or entity as an authorized representative;
 - (2) Specifies the personally identifiable information being disclosed;
 - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
 - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;

- (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
 - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
 - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
 - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
 - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;

- p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

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- a. The party or parties who have requested or received personally identifiable information from the education records; and
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The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

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- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

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If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

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If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

OSBA Model Sample Policy

Code: JHCA/JHCB
Adopted:

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned (as directed) [to the school office]. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).
House Bill 3007 (2025)

OSBA Model Sample Policy

Code: JOA
Adopted:

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information^[†] may be released ~~to the public~~ through appropriate procedures **and includes:**

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
- 5.2. Student’s photograph;
- ~~6. Date and place of birth;~~
- 7.3. Major field of study;
- 8.4. Participation in officially recognized ~~sports and~~ activities **and sports;**
- 9.5. Weight and height of ~~athletic team~~ members of athletic teams;
- ~~10.6. Dates of attendance; and~~
- ~~11. Grade level;~~
- 12.7. ~~Diploma, honors or~~Degrees and awards received;
- ~~13. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

[†] [For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 ([20122024](#)).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g ([20122024](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 ([20172025](#)).

Every Student Succeeds Act, 20 U.S.C. § 7908 ([20122024](#)).

OSBA Model Sample Policy

Code: JFCEB-AR
Revised/Reviewed:

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal:

Name of Student _____ Date _____

School _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- in compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- to accommodate the individual circumstances of the student;
- to further specific educational outcomes for the student.

Exemption Requested (describe the requested possession and/or use of a personal electronic device to be allowed and reason for the requested exemption):

Duration for Requested Exemption: _____¹

Signed _____ Date _____

Parent or Guardian Name _____

Parent or Guardian Phone _____ Email _____

FOR COMPLETION BY SCHOOL ADMINISTRATION

Request	<input type="checkbox"/>	Granted	Expiration of Exemption _____
	<input type="checkbox"/>	Denied	Reason for Denial _____
	<input type="checkbox"/>	More information needed. Please submit by [date] for reconsideration.	

¹ The maximum duration of an exemption is [one year] the end of the current school year [the end of the student's enrollment at this school].

Signed _____ Date _____

School administration decisions will be issued and communicated to the parent or guardian within [ten] school days of receipt and can be appealed [with the superintendent][in accordance with KL-AR(1) – Public Complaint Procedure] within ten school days of issuance. [The superintendent’s decision will be final.] Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for [clearly documented] needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with any limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.]