

AGENDA	CORBETT SCHOOL DISTRICT SPECIAL SCHOOL BOARD MEETING CMS at Woodard Rd and via ZOOM/Owl 31520 E Woodard Rd Troutdale, OR 97060	7:00 PM Tuesday, November 18, 2025
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- 1. Assemble in CMS Cafeteria at Woodard Road Campus
- 2. Introductory Comments
 - 1. Expectations for the Search 2
 - Communications and Points of Contact
 - Determining Advertising Venues
 - Determine Stakeholder Input
 - Establish Calendar
 - Establish Selection Criteria
 - Discuss Compensation
 - Additional Information or Questions
- 3. Adjournment

Corbett School District 39

Code: BBA
Adopted: 10/16/97
Revised/Readopted: 6/16/21
Orig. Code: BBA

Board Powers and Duties

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of schools. The general powers granted to the Board, but not limited to:

1. Legislative or Rule-Making Authority

In regular or special public meetings, after open discussion and after the votes of members are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

The Board shall establish rules for governing the programs and services of the district consistent with the rules of the State Board of Education rules, and with local, state and federal laws.

The Board is responsible for providing adequate and direct means for keeping itself informed about the needs and wishes of the public, and for keeping local community patrons informed about the schools.

2. Judicial Authority

As provided by law, policy or contract, the Board acts as a fact-finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties or obligations of those persons who come before it.

3. Executive/Administrative Authority

The Board will appoint a superintendent delegated to establish administrative regulations to implement Board policy and goals. The Board will evaluate the superintendent's performance.

The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

The Board will oversee the financial affairs of the district by authorizing, appropriating and adopting budgets and by proposing local option or bond elections, when appropriate and as allowed by law, to provide for operation of programs and maintenance or acquisition of district property.

The Board will authorized the superintendent to approve payment on all contracts and business transactions in accordance with Board policies on purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.

The district will employ the staff necessary to carry out the educational program and will provide for regular evaluation of staff.

The Board will direct the collective bargaining process to establish collective bargaining agreements with the district's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for districtwide application.

The Board will establish the days of the year and the hours of the day when school will be in session.

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)
[ORS 243.656](#)
[ORS Chapters 279A, 279B and 279C](#)
[ORS 294.305 to -294.565](#)

[ORS 328.205 to -328.304](#)
[ORS 332.072](#)
[ORS 332.075](#)
[ORS 332.105](#)

[ORS 332.107](#)
[ORS Chapter 339](#)
[ORS 342.805 to -342.937](#)
[ORS Chapter 343](#)

Cross Reference(s):

DJ - District Purchasing

Corbett School District 39

Code: CBA
Adopted: 9/18/13
Revised/Readopted: 7/21/21
Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

- QUALIFICATIONS:
1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;
 2. Successful experience as an educational leader and administrator;
 3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161;
 4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

SUPERVISES: Central office administrators and school principals; and through them, all district personnel.

JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

Performance Responsibilities

The superintendent:

1. Serves as chief executive officer of the Board except as otherwise provided by law, makes rules not in conflict with law or with Board policies and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools;
2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends all meetings of the Board except those concerned with his/her own contract status and takes part in the deliberations, but does not vote;

4. Assists the Board in reaching sound judgments, establishing policies and approving those matters which the law requires the Board to approve; places before the Board necessary and helpful facts, comparisons, investigations, information and reports; and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it;
5. Implements and interprets Board policies;
6. Recommends the appointment, renewal, contract extension, contract nonrenewal, contract nonextension or discharge of licensed employees of the Board as provided by law, Board policies and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval;
7. Assigns or transfers licensed employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable;
8. Appoints, assigns, transfers, promotes, demotes or discharges classified and nonrepresented employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable;
9. Directs the professional supervisory staff in visits to the schools under his/her charge; through this staff, directs, assigns and assists teachers and all other educational employees in the performance of their duties; classifies, assigns and controls the promotion of students; and performs other duties as the Board determines;
10. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board;
11. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval;
12. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period, and submits this estimate to the Board in accordance with law;
13. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget;
14. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects;
15. Represents the district in dealings with other school systems, social institutions, business firms, government agencies and the general public;
16. Keeps the public informed about current educational practices, educational trends and issues confronting the district.

The specific enumeration of the superintendent’s duties as detailed above will not act to limit the broad authority and responsibility of the office.

END OF POLICY

Legal Reference(s):

[ORS 342.125](#)
[ORS 342.143](#)
[ORS 342.173](#)
[ORS 342.175](#)
[ORS 342.850](#)

[OAR 581-023-0006 to -0041](#)
[OAR 581-023-0104](#)
[OAR 581-023-0112](#)
[OAR 581-023-0220 to -0240](#)
[OAR 584-020-0000 to -0045](#)

[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0003 to -0055](#)
[OAR 584-080-0151 to -0153](#)
[OAR 584-080-0161](#)

Corbett School District 39

Code: BBAA
Adopted: 4/17/19
Revised/Readopted: 6/16/21
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal opinions by a Board member must be approved by a majority vote of the Board. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent.

No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.057](#)

[ORS 332.055](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

Corbett School District 39

Code: CBB
Adopted: 12/17/98
Revised/Readopted: 7/21/21
Orig. Code: CBB

Recruitment and Appointment of the Superintendent

The Board considers foremost among its responsibilities, the selection and appointment of the superintendent who can effectively translate into action the policies of the Board and the aspirations of the community for its schools.

To provide the most capable leadership available for the district, the Board may engage in a nationwide search for applicants for the position of superintendent whenever a vacancy in that position occurs.

The Board shall develop and adopt the standards (e.g., candidate qualities and work experience), criteria (e.g., application, screening and hiring process) and policy directives (e.g., promote from within, state and/or national search) to be used in hiring the superintendent, or interim superintendent, at a meeting open to the public and at which the public has had an opportunity to comment.

The Board may seek the advice and counsel of interested individuals or of an advisory committee or it may hire consultants to assist in screening candidates and to encourage the filing of applications by professional educators who meet the qualifications. Final selection, however, will rest with the Board after a thorough consideration of qualified applicants.

The Board will appoint the superintendent by a majority vote of the Board members at a meeting for which notice has been given of that intended action.

At the time of appointment, the superintendent will be issued an initial contract with the salary and benefits as mutually negotiated and determined. Contracts shall not be issued for more than three years at a time. The contract shall automatically expire at the end of its term. The Board may, however, elect to issue a subsequent contract for not more than an additional three years at any time. The Board will thereafter fix the superintendent's salary and benefits annually, prior to the beginning of the new fiscal year.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(7\)\(d\)](#)

[ORS 332.505](#)



MCPHERSON JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

11725 ARBOR STREET, SUITE 220 ♦ OMAHA, NEBRASKA 68144 ♦ 402-991-7031/888-375-4814
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RAINIER SCHOOL DISTRICT

Rainier, Oregon

District Stakeholders Report, April 2024

Executive Summary

On April 4, 2024 Dr. Douglas Nelson conducted 8 sessions with different stakeholder groups associated with the Rainier School district to gather input regarding the selection of the new superintendent. Included were 3 groups of community members and parents, 4 employee groups and one group of high school and middle school students. Fourteen community members, 19 employees, and 18 students participated in the various groups for a total of 53 individuals.

Outlined below is an Executive Summary of the major themes expressed by the participants at these sessions. Following the Executive Summary is a compilation of all the input received from each of the groups in response to the four questions asked of each group. The final section of the report consists of responses by 48 individuals who completed the online survey, which ran from April 4 – April 9, 2024.

1. What are good things about the community of Rainier?

- Small, tight knit community with trust between individuals and other parents
- Everybody knows everybody
- Rainier Pride – pride in the town with sense of community within the community
- Community businesses are supportive of schools
- People really care and wants things done right, ethically and with integrity
- Compassionate, open and accepting community
- Good collaboration between churches, parents and volunteers
- Many long-term citizens and families
- Good location – able to get to airport, beach, mountains, shopping and connections to larger town opportunities
- Beautiful place to live with good fishing and many outdoor activities
- Schools are the center of the community
- Stability in pastors in churches and in city government
- Hard working, strong blue collar community with strong moral base
- Word travels fast with right information

2. What are good things about the Rainier School District?

- All schools and programs are on one campus – beautiful campus with trails open to community

- Schools are the heart and gathering place of the community with many non-parents attending school events and games
- Strong community support for students and their various activities with many volunteers
- Access and ease to communicate with and approach decision makers in the district with an openness to entertaining ideas and communication
- Great teachers and staff who care, are the backbone of district and in it for the right reasons
- CTE strong, developing and going in a great direction
- Lots of options and opportunities for students academically, leadership and extra curricular
- Sports are strong and very important with a high degree of involvement because of the coaches
- People are good and are welcoming and embrace the superintendent
- Finances are improving
- Good nutrition program with free breakfast and lunch available for all students
- Adoption of new curriculum is moving forward
- Consistent approach to behavior at elementary school
- Health Center for community on campus and gender neutral bathrooms at HS
- School board trying to do what's best for district

3. What are the challenges and/or issues that will face the new superintendent?

- Facilities are in need of repair an/or maintenance but there is not agreement on how to address and how to pay for fixes with issues too numerous for a summary
- Will need to know that it will take a while for people to warm up to and accept them
 - Hard feelings and lack of trust about past superintendents has set a tone
- False information spreads quickly with social media running rampant
- Everybody knows everybody
- There will be a new union contract with negotiations just starting
- Retention and turnover of staff because of lack of housing, poor reputation and low salary
 - Many staff do not live in Rainier
- Lack of trust for schools – trust and relationship building will need to happen
- Lack of support and hostile environment for marginalized students especially at MS and HS
- Many dysfunctional families with many students living with trauma
- Some teachers are apathetic and are not the right fit for courses being taught
- Behavior and discipline issues and lack of follow through at MS and HS creating negativity
 - Parents and community will not always accept accountability of student misbehavior
- Education is not always a priority for some and some parents are not always supportive
- Lack of resources within the community
- Many long-term employees stay, creating a stasis
- Many people have pulled students to homeschool because of lack of strong curriculum
- School board is not cohesive and does not have a true understanding its role
- Rigor and expectations at high school, and college and career readiness, need to be improved
- Strong support is on sports and not necessarily academics
- Lack of accountability for staff for upholding rules and policy
- School climate with students is low – students do not take pride in school
- Majority of community works outside the community
- Level of communication with nonparents needs improving
- Micromanagement of employees by superintendent

4. What are the qualities and characteristics you desire in the new superintendent?

- Is committed to Rainier to provide stability and consistency
- Is invested in and values all programs and areas within the school district
- Understands school finance and how to balance budget needs
- Experience in a rural setting so understand context and not have preconceived notions
 - Understands rural communities with generational trauma and economic struggles
 - Has a strong moral compass consistent with community's values
- Puts developing relationship as top priority and has a true open-door policy
- Is visible, approachable and involved in schools, programs and community
- Values inclusivity and knows how to provide a safe learning environment for all students
- Has lots of energy in working and networking with community partners
- Is a good communicator with strong listening skills, is transparent and follows through
- Able to hold staff accountable, has a thick skin, and can make hard decisions
- Has varied experience in public education with a strong instructional background, understanding of researched base curriculum and trauma informed teaching
- Has strong leadership skills, has the gumption to do what's right and trusts employees
- Has ability to make a full shift and make a major change; for example regarding discipline
- Has ability to bring people together making sure all stakeholder groups – internal, parent, nonparent and community – are included
- Has ability to establish a long term plan for facilities with experience passing bond measures
- Ability to understand role of social media
- Ability to create a strong team and build a positive culture maintaining staff morale



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2025-2026 Advertising Venues and Pricing

Included in Fee:

Facebook
Twitter
LinkedIn
Oregon School Boards Association
Confederation of Oregon School Administrators
Washington Association of School Administrators
Indeed

Advertising Available for Purchase (needs board approval)

Venue	Fee
AASA	\$409 (30 days) AASA also has “email blasts” and other options that can be purchased—contact the Home Office for pricing and availability

Position Description for Superintendent of Schools, Pendleton School District Pendleton, Oregon

The **Pendleton School District** Board of Directors is seeking an experienced, trusted and highly qualified candidate with effective communication and community-building skills to serve in the role of **Superintendent of Schools**. It wishes to have the successful candidate assume the responsibilities of the position **July 1, 2025**.

The Pendleton School District is located at the base of the Blue Mountains in Northeastern Oregon. Pendleton is known worldwide for the Pendleton Round-Up, which takes place the second week of September and has for more than 110 years. The community is equally proud of the school district as it provides diverse opportunities for students in preparation for their lives after high school.

The Pendleton School District is home to 2881 students, 165 licensed staff and 77 support staff. It operates four elementary schools, one middle school, one comprehensive high school and one alternative high school. In addition, it hosts the Nixya'awii Charter School that serves students on the Confederated Tribes of the Umatilla Indian Reservation.

McPherson & Jacobson, L.L.C., Executive Recruitment and Development has been engaged as the consultant in a search for outstanding candidates. They will assist the District in identifying and screening the candidates.

Enrollment: 2881

Location: 200 miles east of Portland, Oregon at the base of the Blue Mountains in Northeastern Oregon

Qualifications:

The candidate must have the experience, skills, and abilities essential for leading a school district. The Board recognizes that selecting a superintendent is one of the most important decisions it will make.

The Pendleton School District Board of Directors seeks a Superintendent who:

- Has strong communication and listening skills
- Previous success in developing positive school and district culture with strong student behavior support systems
- Is a collaborative, inspirational and visionary leader who empowers others, follows through and holds them accountable
- Is visible, approachable, friendly, with a sense of humor and willing to engage with all segments of the community
- Has the demonstrated leadership ability to deal with adversity and to make and stand behind hard decisions
- Is a leader with a strong work ethic and high ethical standards
- Has a student centered approach to learning
- Has a sound understanding of school district financial management

- Has experience with diverse community populations, i.e. Native American tribes Latino community and low socio-economic families
- Is innovative, creative and experienced in meeting challenges such as digital age children, Special Education and emerging technologies such as AI
- Has a proven success with recruitment of high-quality staff
- Is committed to developing and maintaining a positive relationship with the school board

Requirements:

The candidates must have:

1. A current Oregon administrative license, or be eligible for the Oregon Reciprocal License, with an authorization for all levels, a superintendent’s endorsement or a transitional superintendent license;
2. Successful experience as a teacher, principal, and educational leader with preference for district level leadership
3. Other qualifications as determined by the Board to include residency with in the district boundaries.

Salary: \$190,500 to \$205,500 (DOE) plus benefits

Search Timeline:

- Closing date for applications: February 3, 2025 (11:30pm central time)
- Selection of finalists to interview: Week of February 24, 2025
- Interviews: Week of March 10, 2025
- Selection of new School Superintendent: Week of March 17, 2025
- Start date: July 1, 2025

Contact information:

McPherson & Jacobson, L.L.C.
 11725 Arbor St., Suite 220
 Omaha, NE 68144
 888-375-4814
 Email: apps@macnjake.com

School Website: <https://pendleton.k12.or.us>

**Consultants: Dr. Doug Nelson - d_nelson@macnjake.com
 Ms. Heidi Sipe - h_sipe@macnjake.com**

The Pendleton School District is an Equal Opportunity Employer. The district does not discriminate on the basis of race, religion, color, sex, age, national origin or disability and, when needed, will provide reasonable accommodations to applicants and employees. Anyone requesting a reasonable accommodation in the application or recruitment process please contact McPherson & Jacobson at the address/phone/email above.



Contract Analysis

Randy Schild
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Rob Saxton
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2025-26 Superintendent Contract - Salary and Benefit Comparisons Corbett SD 39

The following Districts were used as a comparison group for this analysis:

State Rank by Size	Comparison Group	Student Population
District 86	Sisters SD 6	1,180
District 87	Creswell SD 40	1,115
District 88	Rogue River SD 35	1,101
District 89	Banks SD 13	1,085
District 90	Yamhill Carlton SD 1	1,070
District 92	Lowell SD 71	1,050
District 94	Pleasant Hill SD 1	982
District 95	Sheridan SD 48J	968
District 96	Vale SD 84 (+ Title)	905

(If you would like to have changes made to the comparison group, please contact Randy or Rob and let them know.)

	Salary	* PERS Adjusted Salary	Travel Allowance	Disrict Paid TSA	Tech Stipend	Other Comp	Total Compensation	Total Comp w/Vacation
Lowest Comparison	\$ 132,600	\$132,600	\$1,800	\$3,000	\$1,200	\$8,100	\$144,725	\$144,725
Highest Comparison	\$ 175,928	\$175,928	\$19,200	\$31,200	\$2,400	\$15,000	\$227,250	\$233,740
Average of Comparisons	\$ 160,617	\$160,617	\$9,000	\$12,721	\$1,656	\$11,283	\$180,286	\$184,858
**Districts providing benefit			4	7	5			
Rank in Comparison Group	6	6	#N/A	2	#N/A	#N/A	5	4

Comparing District									
District 91	Corbett SD 39	\$ 162,000	\$ 162,000	\$ -	\$ 24,000	\$ -	\$ -	\$ 186,000	\$ 192,231

Additional Contract Analysis This comparison utilizes the 10 Oregon districts similar in size to Corbett

- Salary** The Corbett PERS adjusted salary ranks 6th out of the 10 districts
- Travel** Corbett does not provide a Travel Allowance. 4 of the comparison districts do.
- TSA** The Corbett TSA ranks 2nd out of these 10 districts
- Other** Five of the districts provide "Other Compensation" such as Retention, and Ed.D., and Retirement. Corbett does not provide "Other".
- Total Comp** In Total PERS Adjusted Compensation, Corbett ranks 5th in this group of ten
- No Cause Termination** Corbett and two other districts in this group provide the Balance of the Contract, in the event of "No Cause Termination". The remaining districts provide 24 months compensation (2), 12 months (3), or provide no language on "No Cause" (2).
- * Note The salary of Superintendents who have to pay their own PERS pickup has been reduced by 6% in this category for a more accurate comparisons.
- ** Note The average is calculated as an average of those comparison districts who provide this benefit.

Contracts - Mentoring - Relationship Building - Projects



Contract Analysis

Randy Schild
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2025-26 Superintendent Contract - Salary and Benefit Comparisons Corbett SD 39

The following Districts were used as a comparison group for this analysis:

State Rank by Size	Comparison Group	Student Population
District 42	Estacada SD 108	3,168
District 50	Parkrose SD 3	2,761
District 57	Molalla River SD 35 (21-22)	2,464
District 59	Scappoose SD 1J	2,272
District 70	Gladstone SD 115	1,573
District 89	Banks SD 13	1,085
District 90	Yamhill Carlton SD 1	1,070
District 115	Colton SD 53	563
District 122	Riverdale SD 51J	484

(If you would like to have changes made to the comparison group, please contact Randy or Rob and let them know.)

	Salary	* PERS Adjusted Salary	Travel Allowance	Disrict Paid TSA	Tech Stipend	Other Comp	Total Compensation	Total Comp w/Vacation
Lowest Comparison	\$ 153,769	\$145,600	\$2,400	\$6,151	\$1,800	\$1,800	\$165,362	\$168,319
Highest Comparison	\$ 240,240	\$240,240	\$12,000	\$38,400	\$3,000	\$62,400	\$317,910	\$317,910
Average of Comparisons	\$ 191,207	\$189,133	\$7,994	\$16,160	\$2,250	\$22,880	\$227,764	\$230,034
**Districts providing benefit			7	10	4			
Rank in Comparison Group	9	9	#N/A	2	#N/A	#N/A	9	8

Comparing District		Salary	* PERS Adjusted Salary	Travel Allowance	Disrict Paid TSA	Tech Stipend	Other Comp	Total Compensation	Total Comp w/Vacation
District 91	Corbett SD 39	\$ 162,000	\$ 162,000	\$ -	\$ 24,000	\$ -	\$ -	\$ 186,000	\$ 192,231

Additional Contract Analysis

Salary	Currently, Corbett ranks second to last in salary in a regional comparison, about \$27,000 below the average
Travel	Seven of the nine comparison district provide a monthly travel allowance. Corbett does not.
TSA	Corbett does provide the second highest TSA in this comparison group
Other	"Other Compensation" in this group include, H.S.A, Retention bonus, PHD Stipend, Tuition Benefits
Total Comp	Corbett currently ranks second to last in Total Compensation without vacation included and third from last with vacation pay.

- * Note The salary of Superintendents who have to pay their own PERS pickup has been reduced by 6% in this category for a more accurate comparisons.
- ** Note The average is calculated as an average of those comparison districts who provide this benefit.

Contracts - Mentoring - Relationship Building - Projects

Sutherlin School District
Requirements and Salary

Requirements:

The candidates must have:

1. A current Oregon administrative license, or be eligible for the Oregon Reciprocal License, with an authorization for all levels, a superintendent's endorsement or a transitional superintendent license;
2. Successful experience as a teacher, principal, and educational leader with preference for district level leadership;
3. Understands Oregon education laws and aligns practices with them; and
4. Other qualifications as determined by the Board to include residency within the district boundaries.

Total Compensation: \$\$238, 500 including salary* and allowances for travel, technology and supplemental retirement; plus insurance benefits

*District pays PERS

Corbett School District

Superintendent Qualities and Characteristics

- Puts kids first with a student-centered approach across K–12
- Knows, understands and champions the Corbett Story - AP for all; Multi-age learning; 4 day school week
- Has an understanding of and commitment to the existing public charter concept
- Collaborative, inspirational, and visionary leader who empowers others and builds trust
- Listens actively and communicates effectively with staff, parents, students, board, and community.
- Makes strategic, transparent decisions while effectively managing district resources
- Demonstrates sound fiscal management, fiscal responsibility, budgeting skills, and knowledge of Oregon school finance.
- Instructional leader focused on student achievement and academic excellence
- Experienced in rural education and committed to community engagement
- Innovative problem-solver addressing modern challenges (digital age, Special Education, emerging technologies like AI)
- Visible, approachable, ethical leader who fosters positive culture and morale
- Proven success in board relations and governance
- Skilled in personnel management, professional development, and workforce retention
- Leads with integrity, professionalism, and nonpartisan neutrality, building unity and trust.



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**Corbett School District
Corbett Oregon
Superintendent Search Planning Calendar
DRAFT**

Date

Event

November 18, 2025

Board of Education Meeting

- Set calendar
- Identify selection criteria
- Determine advertising media and dates
- Identify stakeholder (school/community) input
- Determine compensation

November 25, 2025

Advertise the Position

- School board associations
- Administrator associations
- McPherson & Jacobson website

DRAFT

Week of December 8, 2025

Stakeholder Group Meetings

Administrators
Classified staff
Students
Certified Staff
Community members

Week of December 8, 2025 for 7 Days

Online Survey

Week of January 5, 2026

Board of Education Meeting

- Review Stakeholder Input Report
- Select interview questions
- Determine interview procedures
- Decide on compensation package
- Identify stakeholder group chairs

January 6, 2026

Closing date for applications

Week of January 26, 2026

Board of Education Meeting – January 26

- Meet with stakeholder group chairs
- Review candidates
- Select finalists
- Review interview questions
- Finalize Candidate Daily Interview Schedule
- Finalize District Interview Schedule

Week of February 9, 2026

Interviews

Week of February 16, 2026

Selection of new superintendent

July 1, 2026

Starting date for superintendent