

AGENDA	CORBETT SCHOOL DISTRICT REGULAR BOARD MEETING CMS Cafeteria at Woodard Rd/ZOOM Owl 31520 E Woodard Rd Troutdale, OR 97060	Board Work Session 6:00 Regular Meeting 7:00 Wednesday, February 18, 2026
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1. PRELIMINARY BUSINESS

6:00 - 6:45 p.m. Work-Based Learning Presentations
Five classrooms in CMS on Woodard Rd.

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

- 1. Call to Order / Flag Salute
CMS Cafeteria on Woodard Rd.
7:00 p.m.

<https://policy.osba.org/corbett/I/INDB%20D1.PDF>
https://policy.osba.org/corbett/AB/BD_BDA%20G1.PDF

- 2. Review and Acceptance of Agenda
- 3. Board Chair Report Information Item
- 2. Introduction and Comments of Guests and Representatives
 - 1. STUDENTS
 - a. Student Representatives Report to the Board
- 3. Approval of and Extending of Minutes Action Item 3
 - 1. CONSENT AGENDA 6
- 4. Superintendent Fialkiewicz's Report Information/Discussion Items
 - 1. a. Financial Updates — OASBO status
 - 2. Update on Corbett School campus upgrades and/or grants 9
 - 3. Charter District Agreement 43
 - 4. Evaluation / Goals / Self-Appraisal
 - 5. FINANCIAL REPORTS / MATTERS 59
 - a. Report Information Item 96
 - b. Budget Law Training Information Items 124
 - c. Request for Financial Review Proposals Discussion/Action Item
 - 6. Principal / Director/ Supervisor Reports
- 5. CO-CURRICULAR ACTIVITIES
 - 1. See Item 3.1
- 6. PERSONNEL
 - 1. Vacant Positions Information Item
 - 2. See 3.1
 - 3. See 3.1
 - 4. See 3.1
 - 5. See 3.1
 - 6. See 3.1
 - 7. See 3.1

8. **RESOLUTION NO. 2.86-26 - RESOLVED** that the Board hire _____, for Superintendent of Corbett School District effective July 1, 2026, with contract terms as accepted by agreement of the Board.
7. RECESS
 1. EXECUTIVE SESSION - ORS 192-660(2)(b) - To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting.
8. RECONVENE TO PUBLIC SESSION FOLLOWING EXECUTIVE SESSION
 1. ACTION ON PROPOSED OR TABLED MATTERS TO FOLLOW EXECUTIVE SESSION
9. Matters for the Good of the Order
10. COMING EVENTS

https://policy.osba.org/corbett/IC_ICA%20D1.PDF
11. ADJOURNMENT

CORBETT SCHOOL DISTRICT SPECIAL SCHOOL BOARD MEETING

31520 E Woodard Rd, Troutdale, Oregon 97060 via virtual ZOOM/Owl and CMS Cafeteria

Wednesday January 7, 2026 7:00 p.m.

Minutes Approved _____

The following board members were present: Leah Fredericks, Board Chair; David Osborn, Board Vice Chair; Malinda Carlson; Zac Arndt and Sis Childs. Board member Ben Byers was online virtually. Board member Dylan Rickert had an excused absence. Also present in person were administrators Jeanne Swift, Student Services Director/Assistant Superintendent; Dennis Clague, CFO; Brie Windust, Business Office Assistant/ZOOM moderator and Robin Lindeen-Blakeley, Deputy Clerk/HR Lead. Also present were Doug Nelson; Mike Scott was online virtually, both from McPherson & Jacobson, LLC., Consultants in Executive Recruitment and Development for our Superintendent search. **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. Assemble in CMS Cafeteria at Woodard Road Campus

Meeting in person in the CMS Cafeteria on the Woodard campus or if virtual, there was a link to join the webinar.

2. Introductory Comments

Leah Fredericks, Board Chair, called the meeting to order at 7:00 p.m. She reminded board members to use the microphones and to ask relevant questions, and David Osborn, Vice Chair, to help as facilitator.

Doug Nelson reported that they received 27 applicants for the position, more than he has seen in five years. They are reference checking and seeing strong experience from Superintendents in the pool, with nine from out of state and the rest from Oregon. He will have a complete write up on the 28th.

Mike Nelson also stated he feels good about the pool of candidates, he's about ¾ in, as the applications closed January 6, 2026.

Board discussion and questions.

2.1 Review Stakeholder Report

Meetings Report – Mr. Scott acknowledged seven different stakeholder groups plus two parent/community groups. Patterns emerged and were recorded in the stakeholders' report that was handed out at the meeting.

Board questions and discussion.

Online Survey Report - Mr. Scott pointed out more information in the Stakeholder report.

Develop Procedure and Schedule for Interviews

5 Questions to Ask - Mr. Nelson pointed to questions to resolve on page two of the Board packet for the interview process for each of the stakeholder groups.

Finalist Selection

Interview Protocol

Interview Bias

Interview Schedule – pages 10-12 has ideas and Mr. Nelson and Mr. Scott will work with the Board Chair, Ms. Lindeen-Blakeley and Ms. Windust on stakeholders and logistics for the January 28 Special Board meeting confirmation or consensus. Interviews the week of February 9, landed with February 10 and possibly the 11th, with the OK of Dylan Rickert. Board discussion.

Mr. Scott suggested they are more like presentations, and five to 10 questions, with each stakeholder group giving their opinions.

Mr. Nelson said the day also includes tours of the district, and a writing assignment, meetings with union representatives and larger group meet and greets, while working with meeting student needs.

8:11 p.m.

Board discussion on pros and cons of meeting on one day.

Establish Procedure for Interview Questions

Categories of Questions – Mr. Nelson suggested looking at survey results and pair them with qualities and characteristics to make selections.

Board questions.

Mr. Nelson noted that at the January 28 meeting, when all the Board have signed the confidentiality statement and completed background checking has been done on the candidates, we can narrow down the pool to make finalists public.

Board questions.

Mr. Nelson - questions to resolve are on page two of the Board packet for the interview process for each of the stakeholder groups. All candidates and Board members are present for interviews. He recommended closed interviews, but it is up to the Board. Questions for the candidates must be consistent, but can use follow up questions to get clarity. All written feedback information is the property of McPherson Jacobson and is given to them.

Mr. Scott said the top three are asked if they are prepared to accept the position.

Mr. Nelson added that the top candidate must have unanimous support if the school board and the Board may want to visit the finalist's home district.

Contract and Compensation

On page three of the Board packet is advertised total compensation to use in offers as well as the current Superintendent's contract as guides. Candidate often uses a third party to help through negotiation and may take a couple of days. Page five has broad guidelines.

Additional Information or Questions

Attachments: (8)

2.1.a. RECESS – The Board recessed from public session at 8:37 p.m. for a break.

Ms. Fredericks convened all of the Board members as listed at the beginning of the meeting, except for Ms. Swift, Mr. Clague, Mr. Scott and Mr. Nelson, into Executive Session at 8:39 p.m. under:

3. Executive Session - ORS 192.660(2)(b) - To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting. At 8:41 p.m., attorney Nancy Hungerford joined the meeting online virtually.

4. Adjournment – The Board recessed from Executive Session at 9:31 p.m. and returned to public session to adjourn.

Special School Board meeting minutes 1726.docx

Coop Information - Hood River Valley / Corbett

Activity:

Boys Golf

Duration:

1 years

School Years:

2025-26 through 2025-26

Reason:

This is the reason for creating this cooperative sponsorship.

Corbett has a boys golfer and his school does not have a team. The student played with Hood River Valley last year and we are the nearest 5A school with a boys golf team. We would like to continue this co-op allowing the Corbett athlete to play boys Golf for Hood River Valley HS.

Practice Location:

Indian Creek GC

This is where practices will be held.

Contest Location:

Indian Creek GC

This is where home contests will be held.

Placement

Combined ADM:

1036

Sum of both school's ADM numbers from the selected starting school year.

Coop Classification:

5A

Based on the combined ADM, this coop would compete in this classification.

Coop League:5A-1 (2022-2025) Northwest Oregon Conference

The selected league in which this coop will join and compete.

Host School

Hood River Valley

Classification: 5A, ADM: 798

League: 5A-1 Northwest Oregon Conference

School 2

Corbett

Classification: 3A, ADM: 238

League: 3A-2 Coastal Range League

League Approval

Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

League/Special District Representative for 5A-1 Northwest Oregon Conference

Name:

Josh Davis

Email:

davisj@wlwv.k12.or.us

Signature:

Not Yet Signed

School:

Wilsonville High School

Role:

Athletic Director/Assistant Principal

Date Decided:

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Approved?:

Awaiting League Approval

Track			
Tim Melcher	Level A Step I	\$6,740.00	2/18/26
Tony Matias	Level B Step III	\$5,777.00	2/18/26
MS Track			
Katelyn Selzer White	Level C Step III	\$4,333.00	2/18/26
Josh Andrews			VOLUNTEER 2/18/26
Claire Kennedy	Level D Step III	\$3,370.00	2/18/26
Baseball			
Robert Peterson	Level A Step III	\$7,222.00	2/18/26
Geoffery Wunn			VOLUNTEER 2/18/26
Steve Merrill	Level B Step III	\$5,777.00	2/18/26
Jeffrey Williams			VOLUNTEER 2/18/26
Hans Vockert	JV COACH LEVEL B STEP II	\$5,537.00	2/18/26
Softball			
Jeffrey McDaniel	Level A Step I	\$6,740.00	2/18/26
			VOLUNTEER 2/18/26
JB Blume			VOLUNTEER 2/18/26
Dave Ray			VOLUNTEER 2/18/26



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

NEWS RELEASE: ODE Announces Recipients of 2025-27 High-Dosage Tutoring Supplement Funds

1 message

Oregon Department of Education <ode@public.govdelivery.com>
To: rlindeen@corbett.k12.or.us

Wed, Feb 4, 2026 at 10:32 AM

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NEWS RELEASE

February 4, 2026

Media Contact: Liz Merah

ODE Announces Recipients of 2025-27 High-Dosage Tutoring Supplement Funds

(Salem, OR) – With additional funding from the legislature to support statewide early literacy efforts, the Oregon Department of Education (ODE) has awarded 48 school districts a total of \$12 million in high-dosage tutoring (HDT) supplement funds. ODE allocated funds based on districts' English language arts (ELA) proficiency, as well as their number of English language learners, students experiencing disabilities, and students experiencing poverty.

"This investment is about meeting students where they are and giving them the support they need to thrive," Governor Tina Kotek said. "High-dosage tutoring allows us to focus resources on the learners who need it most, accelerate progress, and make sure every dollar is driving better outcomes for students."

High-dosage tutoring is an evidence-based support, provided in addition to core literacy instruction, that allows students extra time and assistance to practice foundational literacy skills in small groups or one-on-one with a highly-trained tutor.

"This investment is about ensuring students who need additional literacy support receive it early and consistently," said Dr. Candice Castillo, Deputy Director of Academics. "By prioritizing districts with higher concentrations of need, ODE is helping schools deliver high-dosage tutoring that can make a meaningful difference in students' reading outcomes."

All districts receiving HDT supplement funds are required to:

- Prioritize funds for their **highest-need schools**, based on 3rd-5th grade ELA proficiency.
- Supplement, not supplant funds already allocated to HDT. Funds must be used to expand or establish new tutoring activities.
- Participate in ODE's HDT Community of Practice taking place through March 2026. Participants will learn about current research on effective HDT, identify key actions for high-quality implementation, and share resources and best practices.

Many districts are using HDT Supplement funds to strengthen tutor training and ensure high-quality implementation aligned with Multi-Tiered Systems of Support (MTSS) frameworks.

10

"By providing tutors with strong training, ongoing support, and opportunities to observe other high-dosage tutors, we help them see effective strategies in action," said Christine

...high dosage tutoring, we help them see effective strategies in action," said Christine Bech, Central Point School District Director of Education. "These experiences build their capacity to better serve students who benefit from additional MTSS support."

Background

In the 2025 legislative session, ODE received additional funds to support statewide early literacy efforts. The HDT Supplement distributes \$12 million directly to prioritized school districts to expand tutoring programs focused on improving early literacy outcomes for grades PreK-5.

ODE is allocating approximately \$3,000 per student for 15% of 3rd-5th graders in each eligible district who are not yet proficient on state standardized tests. Additionally, approximately \$1.5 million (12%) of all funding is being set aside to support small districts (<1650 ADMr), which is commensurate to the percent of students served in small districts across the state.

More information about the HDT Supplement is available in this flyer.

###

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This email was sent to rindeen@corbett.k12.or.us using GovDelivery Communications Cloud, on behalf of: Oregon Department of Education · 255 Capitol Street NE · Salem, OR 97310



High-Dosage Tutoring Supplement Final Recipients and Preliminary Allocations



The Oregon Department of Education is pleased to announce the 48 school districts that have been selected as recipients of the High-Dosage Tutoring (HDT) Supplement. Below you will find the school districts that have been awarded and their allocations.

More details about HDT Supplement are available in the [HDT Supplement One-Pager](#) and announcement of [2025-27 High-Dosage Tutoring Supplement Announced!](#)

Table 1: High-Dosage Tutoring Supplement Final Grant Recipients

<i>District Name</i>	<i>2025-26 HDT Preliminary Allocations</i>	<i>2026-27 HDT Preliminary Allocations</i>	<i>2025-27 HDT Preliminary Total Allocation</i>
Bethel SD 52	\$148,400.83	\$154,458.01	\$302,858.84
Brookings-Harbor SD 17C	\$38,085.17	\$39,639.67	\$77,724.84
Centennial SD 28J	\$172,696.55	\$179,745.38	\$352,441.93
Central Point SD 6	\$147,087.55	\$153,091.13	\$300,178.68
Central SD 13J	\$97,620.61	\$101,605.12	\$199,225.73
Coos Bay SD 9	\$100,466.05	\$104,566.71	\$205,032.76
Corbett SD 39	\$28,892.20	\$30,071.47	\$58,963.67
Creswell SD 40	\$33,269.80	\$34,627.75	\$67,897.56
David Douglas SD 40	\$285,419.89	\$297,069.68	\$582,489.58
Dayton SD 8	\$22,544.67	\$23,464.86	\$46,009.53
Eagle Point SD 9	\$133,735.85	\$139,194.46	\$272,930.32
Forest Grove SD 15	\$182,108.40	\$189,541.39	\$371,649.79
Gervais SD 1	\$26,703.39	\$27,793.33	\$54,496.72
Gladstone SD 115	\$44,870.46	\$46,701.91	\$91,572.36
Gresham-Barlow SD 10J	\$349,551.82	\$363,819.24	\$713,371.05
Harrisburg SD 7J*	\$24,295.71	\$25,287.37	\$49,583.09
Hillsboro SD 1J	\$538,226.62	\$560,195.06	\$1,098,421.68
Jefferson County SD 509J	\$95,212.92	\$99,099.17	\$194,312.09
Jefferson SD 14J	\$24,076.83	\$25,059.56	\$49,136.39
Junction City SD 69	\$43,557.18	\$45,335.02	\$88,892.20
Klamath County SD	\$207,936.27	\$216,423.47	\$424,359.74
Klamath Falls City Schools	\$80,766.83	\$84,063.43	\$164,830.26
Lake County SD 7	\$20,574.75	\$21,414.53	\$41,989.28
Lincoln County SD	\$149,495.24	\$155,597.08	\$305,092.32
Medford SD 549C	\$411,276.06	\$428,062.83	\$839,338.89
Milton-Freewater Unified SD 7	\$53,625.67	\$55,814.47	\$109,440.14
Mitchell SD 55	\$45,308.22	\$47,157.53	\$92,465.75
Morrow SD 1	\$78,796.90	\$82,013.10	\$160,810.01
Nestucca Valley SD 101J	\$19,480.35	\$20,275.46	\$39,755.81
North Marion SD 15	\$48,591.42	\$50,574.75	\$99,166.17
North Wasco County SD 21	\$97,182.85	\$101,149.49	\$198,332.34
Ontario SD 8C	\$80,110.18	\$83,379.99	\$163,490.17
Parkrose SD 3	\$81,861.23	\$85,202.50	\$167,063.73
Prairie City SD 4	\$28,454.44	\$29,615.84	\$58,070.28
Rainier SD 13	\$33,269.80	\$34,627.75	\$67,897.56
Reynolds SD 7	\$374,723.05	\$390,017.87	\$764,740.92
Salem-Keizer SD 24J	\$735,000.00	\$765,000.00	\$1,500,000
Sheridan SD 48J	\$34,583.09	\$35,994.64	\$70,577.72
Siuslaw SD 97J	\$38,304.05	\$39,867.48	\$78,171.53
South Umpqua SD 19	\$44,651.58	\$46,474.09	\$91,125.67
Springfield SD 19	\$266,815.07	\$277,705.48	\$544,520.55
Sutherlin SD 130	\$41,368.37	\$43,056.88	\$84,425.25

<i>District Name</i>	<i>2025-26 HDT Preliminary Allocations</i>	<i>2026-27 HDT Preliminary Allocations</i>	<i>2025-27 HDT Preliminary Total Allocation</i>
Umatilla SD 6R	\$52,750.15	\$54,903.22	\$107,653.37
Vale SD 84*	\$5,690.89	\$5,923.17	\$11,614.06
Warrenton-Hammond SD 30	\$28,454.44	\$29,615.84	\$58,070.28
Willamina SD 30J	\$28,235.56	\$29,388.03	\$57,623.59
Winston-Dillard SD 116	\$44,870.46	\$46,701.91	\$91,572.36
Woodburn SD 103	\$211,000.60	\$219,612.86	\$430,613.46

**Districts were originally on the waitlist and were moved to eligible given the availability of funds.*

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39177**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Corbett SD 39** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Derek Fialkiewicz
 35800 E Hist Columbia River Hwy
 Corbett, OR 97019
 dfialkiewicz@corbett.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$2,059,897.76
Less: 2025–27 Q1 projected amount made available under Agreement number 34351 (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$264,453.62)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$744,896.28
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$1,050,547.86
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$269,649.93
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$2,065,094.07

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

- 7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:
- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
 - 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
 - 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency’s written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency’s discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
 - 18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency’s obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party’s Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender’s receipt of confirmation generated by the recipient’s email system that the notice has been received by the recipient’s email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 Severability. The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.


IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Corbett SD 39

By: 
Authorized Signature

11/13/2025
Date

Derek Fialkiewicz
Printed Name

Superintendent
Title

93-6000851
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
 - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
 - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee’s progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee’s performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency’s monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT
Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; may differ from the projected 12.5%)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (ensures Q1 + Q2 equals 25% of TBA)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027-29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK CORBETT SD 39

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	94.9%	>95%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	89.8%	90.9%	92.0%
Five Year Cohort Completion			
Baseline Target: All Students	>95%	>95%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	94.8%	>95%	>95%
9th Grade on-Track			
Baseline Target: All Students	>95%	>95%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	91.2%	92.2%	93.2%
3rd Grade ELA Proficiency			
Baseline Target: All Students	50.1%	51.8%	53.4%
Stretch Target: All Students	51.8%	54.0%	56.2%
Gap-Closing Target: All Focal Group Students	24.9%	27.4%	29.9%
Regular Attenders			
Baseline Target: All Students	67.3%	68.6%	70.0%
Stretch Target: All Students	70.3%	72.6%	75.0%
Gap-Closing Target: All Focal Group Students	49.7%	52.3%	55.0%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient’s employees and volunteers. Policy endorsement’s definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient’s employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

CHARTER FOR THE CORBETT SCHOOL

THIS CHARTER FOR THE CORBETT SCHOOL (CS) this (“Charter”) is made and entered into as of its date of execution by the Board of the Corbett School District #39 (“District”) Oregon Department of Education School ID #2186, an Oregon common school district, for the continued operation of the Corbett School, a K-12 School, Oregon Department of Education School ID #4592, an Oregon public charter school organized and operated pursuant to ORS Chapter 338 (“CS”).

RECITALS

WHEREAS, in 2019, the District determined that it was in the interest of the District to operate the single public school in the District as a public charter school pursuant to ORS Chapter 338 (the “Charter School Act”) and commenced operations as Corbett School (“CS”), sponsored by the District, on January 1, 2020, pursuant to the terms of a charter agreement dated November 20, 2019;

WHEREAS, on December 18, 2024, the District Board of Directors held a public hearing to consider renewal of CS’s charter in accordance with ORS 338.055(1) and school district policy, and evaluated the criteria set forth in the Charter School Act; and

WHEREAS, on April 16, 2025, the District Board of Directors adopted a resolution agreeing to renew CS’s charter agreement for a period of five (5) years; and

WHEREAS, the parties desire that CS be authorized to continue operations as a public charter school in accordance with the terms of this Charter and the Charter School Act;

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual understandings, releases, and payments herein described, the parties agree as follows:

CHARTER FOR THE CORBETT CHARTER SCHOOL

SECTION 1. Creation of Charter; Nature, Power and Purpose of Corbett Charter School and Corbett School District

(a) Name, Purpose. This Charter creates a public charter school under ORS 338.065 and shall be known as the “Corbett School.” This Charter acts as the legal authorization for the establishment of CS as a public charter school under the Charter School Act. This Charter shall be legally binding on the District its permitted successors, heirs and assigns.

(b) Powers. In addition to its general powers and authority under ORS Chapter 338, CS shall have and exercise all of the powers, privileges, immunities and authorities granted to public

charter schools by the Charter School Act and the laws of any other State or federal entity having jurisdiction over the operations of CS.

(c) **Governance.** Pursuant to ORS 338.035(1)(b), CS is not required to form a nonprofit corporation and shall be governed by the District Board of Directors.

(d) **Public Nature.** CS is a governmental entity or agency of a governmental entity and shall have the power to levy taxes or to issue bonds for which the public is or may become liable. However, CS shall be subject to the following laws that govern public bodies, as required by the Charter School Act:

(1) **Public Meetings.** All meetings of the District Board of Directors shall be open to the public, except as otherwise permitted by law, and shall be subject to the provisions of ORS 192.610 to 192.705.

(2) **Public Records.** The records of the District Board of Directors and CS related to the operation of the charter school district shall be subject to the public records provisions of ORS 192.311 to 192.478.

(3) **Oregon Tort Claims Act.** CS and its officers, agents and employees shall be entitled to the full protection of the Oregon Tort Claims Act as set forth in ORS 30.260 to 30.300.

(4) **Municipal Audit Law.** CS shall be subject to the provisions of ORS 297.405 to 297.555 and 297.990.

(5) **School District Laws.** CS is subject to the statutes and rules that affect school districts except as provided in the Charter School Act. The District and CS are subject to the rules adopted by the Oregon Department of Education relative to Charter Schools.

(6) **Limitation.** As provided above, or as may be otherwise required by State or federal law, CS shall be deemed to be a public body and is a “public agency” subject to the public contracting and procurement laws in ORS Chapter 279A, 279B and 279C.

(e) **Mission and Goals.**

Corbett School Vision Statement

The Corbett School community connects, engages, inspires and collaborates to support every student.

Corbett Values

1. Personal Responsibility

Modeling personal responsibility, commitment, and ethical decision making.

2. Advocacy

Advocating for students so they learn to advocate for themselves.

3. Resilience

Personal development through resourcefulness and resilience.

4. Inclusive, Collaborative Relationships

Creating a community based on inclusiveness, equity, and building collaborative relationships.

5. Innovation

Nurturing curious, passionate, creative, and innovative minds.

6. Continuous Learning

Fostering student engagement in continuous learning, building on their personal strengths.

(f) Non Religious and Non Discrimination Policy. CS covenants that all of its charter school activities shall be governed by its nonreligious and nondiscrimination policy. The education program of CS shall be nonreligious and nonsectarian. CS shall not discriminate against any student or staff on the basis of race, ethnicity, creed, color, sex, national origin, religion, ancestry, disability, the terms of an individualized education plan, marital status, sexual orientation, English language ability, athletic ability, income level or political beliefs and/or affiliations. All student enrollment and admission policies and procedures shall strictly adhere to CS's nondiscrimination policy. CS will comply with all applicable federal and state laws, rules and regulations regarding nondiscrimination.

SECTION 2. Interpretation: Integration.

(a) Definitions. Capitalized terms used in this Charter and not otherwise defined shall have the meanings set forth below:

“Admission” means that a student has been formally accepted as a student at CS and has enrolled with CS in accordance with the CS admission policies and procedures.

“Board or Board of Directors” means the Board of Directors of Corbett School District #39.

“Charter School Act” means ORS Chapter 338 and the rules and regulations promulgated by the Department thereunder, as the same may be, from time to time, amended or modified.

“Department” means the Oregon Department of Education.

“District” or “CSD” means Corbett School District #39.

“Fiscal Year” means, with respect to the District or CS, any twelve-month period beginning on July 1 and ending on the ensuing June 30.

“Full-time Enrolled Student” means a student attending CS for all non-special education course offerings and curriculum programs. A student attending CS in grades K-12 shall count as a 1.0.

“IDEA” means the Federal Individuals with Disabilities Education Act.

“IEP” means an individualized education program created for a student with disabilities to whom the IDEA applies.

“**IEP Team**” means a committee of qualified educators charged with the task of evaluating the special needs of a Special Education Student to create an IEP for the student and determine the most appropriate educational setting for the student.

“**CS**” means, as the context requires, the Corbett School operating a kindergarten through grade twelve (12) public charter school.

“**Special Education Student**” means a child with disabilities for whom the IDEA requires the development of an IEP.

“**State**” means the State of Oregon and, as the context requires, Oregon’s executive, judicial or legislative bodies and their agents and agencies.

(b) Incorporation of Attachments and Interpretation of Conflicts. This Charter includes the following appendices, exhibits and attachments, all of which are hereby incorporated as if fully set forth herein, provided that, if any conflict exists between the provisions of the body of this Charter, applicable state law and the provisions of any appendix, attachment or exhibit, priority in interpretation shall be first given to federal and state law and administrative rules, then to the body of this Charter.

SECTION 3. Term.

(a) Initial Term. This Charter shall be effective January 1, 2025, and, unless otherwise terminated as provided herein, shall expire at midnight on December 31, 2029. Notwithstanding the foregoing, the terms of this Charter shall be considered effective immediately to amend the terms of the existing Charter through the end of the current Charter term which expires December 31, 2024.

(b) Renewal. Subject to termination by a party as provided herein, this Charter shall be renewed in the manner prescribed by ORS 338.065.

SECTION 4. Educational Program and Curriculum.

(a) Age and Grade Range. CS shall provide instruction to students in grades K-12 with preschool offered as funds are available.

CS will provide instruction in the following subject areas under the following conditions:

(b) Curriculum.

(1) General Requirements. CS shall implement its instructional programs to include, at a minimum, mathematics, science, social science, language arts, physical education, health and second language. CS shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this Charter, in a manner consistent with state law.

(2) State Standards. CS agrees to develop and maintain curricular content that is articulated K-12 and aligned to the State Benchmarks in English, Mathematics, Science, and Social Science. Physical education will include elementary and secondary grades. Physical Education classes as well as athletics and intramural participation will be counted toward unit of credit requirements.

From its inception CS has provided adequate course offerings to ensure all students the opportunity to receive a diploma upon successful completion of that course work and the required assessments. The educational program, pupil performance standards, and curriculum designed and implemented by CS shall continue to meet or exceed applicable content standards adopted by the State and shall be designed to enable each pupil to achieve such standards.

(3) English as a Second Language. CS shall assess the English language proficiency of any students identified as coming from a non-English-speaking background, or whose first language is other than English. CS shall provide an English Language Learners Program for such students.

(4) Participation in Extracurricular Activities of the District. CS students are eligible to participate in extracurricular activities provided by the District according to the eligibility requirement in the Athletic Handbook. CS transfer students must comply with applicable OSAA (Oregon State Athletic Association) rules before being eligible to participate in extracurricular activities.

(c) Articulated/Aligned Education Model. CS will achieve its mission and goals through the use of an articulated K-12 curriculum that focuses District resources, optimizes student learning, increases efficiency, and eliminates curricular gaps by aligning to the State Benchmarks. The staff will receive training in their specific content area(s); innovative teaching techniques; classroom management; curriculum development; charter school development; and implementation; methodology related to effective practices within a small, remote, rural educational environment; and other areas of professional development.

Innovative Programs Will Include:

- Multi-grade classrooms
- Personal education plans for each student
- Involvement of parents and experts from within the community
- District developed courses related to local resources
- Student led conferencing
- Distance learning opportunities for coursework not available on site
- Junior Projects/Senior Portfolios
- An offering of elective classes which include music, art, physical education, foreign languages, drama, vocational welding, vocational wood technology, and a variety of on-line courses
- High school and expanded options college credit courses.

CS will grant credits to its students under the applicable criteria set forth in OAR 581-022-0102 and/or 581-022-1350.

SECTION 5. Opening date and School Calendar; Tuition; Admission and Enrollment.

(a) **Opening Date and School Calendar.** The CS school year and attendance schedule will be based on a four-day school week and developed with the goal of accommodating curricular and transportation needs of CS, as well as meet the required number of instructional hours as outlined in OAR 581-022-2320.

(b) **Tuition.** CS will not charge tuition for programs, classes or courses of study as part of the regular school program. CS may charge reasonable fees for tuition, application processing, instructional materials, related to *optional* coursework available online or through other distance or independent learning providers. CS may charge admission for students for whom CS receives no ADM funds.

(1) **Indigent Students.** CS shall provide waivers from all fees for those indigent students unable to pay in accordance with applicable federal and state law and CS policy. CS shall survey its student population for those eligible for free and reduced breakfasts and lunches under federal and state law, if CS elects to provide breakfasts, lunches or other meal related programs for students.

(c) **Admission and Enrollment.**

(1) **Eligibility; Voluntary Enrollment.** Student enrollment shall be voluntary. All students who reside in the District are eligible for enrollment, and, under the conditions set forth herein, and as permitted by State law and District Policies, students who reside outside of the District (“non-resident students”) may also be admitted. Enrollment of Special Education Students shall be the same as for the students in general, except as modified by the special placement procedures set forth in Section 6. The CS enrollment application form will ask if the student applicant has an IEP.

(2) **Enrollment Numbers.**

(A) **General Procedure.** Maximum student enrollment and number of available enrollments for each grade level, and for each program operated by CS shall be determined by the Board, with a maximum of 1,250 total students.

(B) **Minimum Enrollment.** The minimum enrollment shall be such number of full-time enrolled students necessary to provide an adequate base of funding to sustain operations for that school year, but in any event no fewer than twenty-five full-time enrolled students. This number shall be established annually, as part of the budget preparation process, by the Budget committee, the Board of Directors, and District administrative staff. Should student enrollment fall below this number of full-time enrolled students at any time during the year, the Board of Directors shall be notified. Subject to the limitations of the State requirements,

and based on the circumstances of the reduced enrollment, the Board of Directors will consider what action, if any, will be taken.

(C) Enrollment of District Students. All students who are residents of the District shall be guaranteed enrollment in CS.

(3) Lottery. To the extent permitted by this Charter and State law, if more non-resident students apply for any grade than can be accommodated, admission will be based on an equitable lottery conducted by CS under the following principles:

(A) Resident. Preference will be given to students who reside within the boundaries of the District.

(B) Equitable Principles. After all resident students are admitted, lottery selection shall be guided by recognizing the following order of priority for admission:

- 1 siblings of students who were enrolled at CS during the previous year and will be returning to CS for the current year;
- 2 non-resident students who are not eligible under category 1.

The foregoing priority levels shall be applied in each year of enrollment, with students within each level being selected, if necessary, by random lottery.

(4) Waiting Lists; Filling Vacancies. At any phase of enrollment, applicants who cannot be accommodated for admission may be placed on a waiting list. During the ensuing school year, until the Friday after Labor Day, any vacancy which occurs shall be filled first from the waiting list, according to the same preferences as applied to the original lottery, and, after exhaustion of the waiting list, new applicants may be considered, based upon a supplementary lottery for placement on the waiting list.

(5) Non-resident Students. To the extent permitted by this Charter and State law, a non-resident student admitted to CS will have the same enrollment preferences (including sibling enrollment preferences) as a student who resides within the boundaries of the District, and shall not be dropped from the CS enrollment for any reason related solely to his or her place of residence or to a change in his/her place of residence.

SECTION 6. Education of Students with Disabilities.

(a) Application and Enrollment.

(1) Non-discrimination in Enrollment. CS will not intentionally discriminate against enrolling Special Education Students or otherwise violate laws applicable to Special Education Students. CS will admit students without regard to their status as Special Education Students if the student's IEP Team determines that CS is the appropriate placement.

(2) Enrollment Procedures. Except as provided in this subsection, the procedures for application, enrollment and admission of a Special Education Student will be the same as for any other student. Any student with an IEP whose application is accepted will receive a conditional acceptance and enrollment will become final when the IEP Team has determined that CS is the appropriate placement. If the IEP team determines another placement is appropriate, after consultation with special education representatives from the student's local school district, the other placement will take effect and the student will not attend CS provided that in no event shall a student be denied admission to CS if such denial would be in violation of state or federal law governing the admission of Special Education Students. Pursuant to ORS 338.165, students who enroll in CS and who are eligible for special education and related services shall be considered students of the District for purposes of data collection and reporting.

(b) Identification of Students Eligible for IEPs. CS will ensure that at least one of its staff or appropriate ESD personnel work with the school district of any non-resident student to ensure that the federal laws for identifying and evaluating children with special needs are carried out in good faith. Any CS resident student referred for evaluation will remain enrolled at CS.

(c) Funding and Administration of Special Education Student IEPs. CS will provide Special Education Services in accordance with state and federal law.

SECTION 7. Student Performance.

(a) Academically Low Achieving Students. CS shall identify academically low achieving students and shall provide opportunities within its educational program for remediation of the specific areas of deficiency.

(b) Student Performance.

(1) Assessment. In addition to its grading system CS shall conduct periodic testing of students according to any educational testing system generally accepted by Oregon school districts. CS shall participate in the statewide assessment system developed by the Department of Education under ORS 329.485(1). CS will test all students as required by federal and state law. CS may choose to test more frequently as funding and testing instruments become available.

CS may administer other standardized tests such as Oregon or other such instruments to be determined for the purpose of off-year assessment testing not covered by statewide assessment tests.

(2) Corrective Action. If periodic testing at any grade level establishes that students are performing at levels lower than the State average (as applicable to the tests used by CS), CS shall create a plan for the remediation of the specific areas of deficiency for the student and assess the need for improvement of its teaching effectiveness in the relevant

grade levels. CS may request program evaluation and review from outside organizations or agencies if it is deemed necessary, as funds are available.

(c) Student Attendance, Conduct and Discipline.

(1) Attendance. CS shall maintain accurate enrollment data and daily records of student attendance and shall provide these data to the Department of Education and other agencies as mandated by law. Student attendance at CS shall be in compliance with Oregon's compulsory attendance law.

(2) Discipline Policies. CS shall implement the discipline policies as established by the District, which provide an age-specific code of conduct, rules, student rights and appeal procedures, complying with all state and federal laws. CS shall notify its students and parents of the student rights and responsibilities by the issuance of a handbook, and shall keep its discipline, conduct and students rights policies in a location that is accessible to students and the public.

(3) Suspension and Expulsion. Discipline involving suspension and expulsion shall be achieved according to Oregon law. All CS expulsion proceedings shall be administered according to CS policies appropriate to age level. Grounds for expulsion from CS shall be consistent with state and federal law.

SECTION 8. Administrative Services

(a) Complaint Procedures. CS shall operate under the current administrative process as followed by the District for resolving public complaints against CS, including complaints regarding curriculum.

(b) Student Welfare and Safety. CS shall comply with all regulations, and applicable **federal** and state laws, concerning student welfare, safety and health, including, without limitation, the reporting of child abuse, accident prevention, disaster response and any applicable local, state or federal health, sanitation or environmental regulations.

(c) Health and Social Services. CS may contact and contract with outside agencies to include but not limited to the offices of Multnomah County and the Multnomah ESD, for the delivery of health and social services for students. CS shall inform the required authorities of any incident regarding child abuse and neglect, concurrent with state required reporting. CS shall comply with state and federal law relating to medication administration to students.

(d) Insurance.

(1) Coverage Required. The District, on behalf of CS, shall secure, retain and provide proof of the following insurance: commercial and general liability insurance; errors and omissions insurance; directors' and officers' liability insurance; automobile liability insurance; workers' compensation insurance; and employee dishonesty insurance.

(2) Coordination of Risk Management Activities. CS agrees that it will report its risk management activities to the Board of Directors. This will include the prompt reporting of any and all pending or threatening claims, filing of timely notices of claims, and cooperating fully with the District in the defense of any claims in which CS is named. CS will report and keep records of all accidents and injuries occurring on District-owned property, a summary of these reports will be given to the Board of Directors.

(e) Third –Party Contracts. CS shall not enter into any contract for comprehensive school management or operation services to be performed in substantial part by an entity not a party to this Charter, unless CS has first submitted such contract to the Board of Directors for approval.

(f) ADA/504 Obligations. CS acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation act of 1973, the Americans with Disabilities Act of 1990 and ORS 659 with respect to its students, staff and patrons. CS may contract with the appropriate outside agency or organization for services or accommodations to meet CS's legal obligations under these statutes.

(g) Transportation. CS students may obtain transportation through the student's parent/guardian or existing public school bus lines. Provision of District home-to-school transportation will be available as required by state law and Department of Education rule, on the days when the District has students in attendance.

(h) CS School Building. CS shall operate in and use all the facilities of the District. In the event of termination of this Charter or dissolution of CS, those premises, furnishings and equipment purchased with public funds shall be held liable for redistribution under ORS 338.105(6). The District shall request the Department of Education not disburse any premises, furnishings, or equipment required for the operation of the District or any regular school within the District after the termination of the charter or dissolution of CS. All other premises, furnishings and equipment shall be retained by the District or other such entity as shall be designated by the Board of Directors in accordance with District policy and applicable state and federal law.

(i) Use of District Contracts. CS shall purchase textbooks, equipment, materials and supplies as currently provided in District policy. These procedures may be modified by the Superintendent or the Board of Directors to ensure efficient operation of CS.

(j) District's Contract Services. CS agrees to provide 100% of the available funding from the State School Fund (SSF) and any and all sources of funding for the operation of CS.

SECTION 9. Reports.

(a) General. CS shall comply with all applicable record-keeping requirements of federal and state law and shall provide any additional reports necessary to enable CS to meet District's reporting obligations to the Oregon Department of Education. Student records maintained by CS

shall include, without limitation, immunization records, class schedules, records of academic performance, disciplinary actions, attendance, and documents required pursuant to the statewide assessment system under ORS 329.485(1), and any documentation required under federal and state laws regarding the education of students with disabilities.

(b) Annual Charter School Report. CS shall comply with all reporting requirements of a charter school, including provision of any annual report of CS and student performance to the Board of Directors and the State Board of Education. The annual report shall be delivered to the Board of Directors at a scheduled public meeting and will contain, without limitation, the following:

- Summary data on the progress toward meeting its academic goals and objectives
- The audited financial statements of CS, including proofs of insurance
- Policy development issues
- Student attendance and student discipline information
- All information necessary to make a determination of whether CS is in compliance with the Charter School Act.

The annual report shall also include the results of grade level performance testing and a summary of all corrective action plans and their effectiveness.

(c) List of Teachers and Students. Not later than August 1 before each school year, CS shall provide the District with a list containing the names and job positions of all its employees and volunteers who are scheduled to be hired or to perform services as the CS during the upcoming school year. CS shall maintain personnel files with all licensure information for all employees. For any individual hired in an instructional or volunteer position after the start of the current academic year, CS shall provide the Board of Directors with such evidence of certification or other qualification no later than 30 days after the individual's initial date of hire or as soon as TSPC has prepared said documentation. CS will submit a list of all CS students currently enrolled at the District's August school board meeting. The list of all students will remain confidential, within the limits of State Law and District public records policy.

(d) Accountability. CS shall be accountable to the Board of Directors. All records established and maintained in accordance with the provisions of this Charter, CS policy and federal and state law shall be open to inspection by the Board of Directors. CS is obligated to collect and provide such data regarding staffing, student enrollment, student records, and school operations, with reasonable notice/request by the Board of Directors.

(e) Policies. CS or its designated representative shall work with the Board of Directors to revise, as needed, the existing policies and procedures previously adopted by the Board of Directors or by its administrative manager with respect to any matter relating to its operations and educational programs. The Board of Directors may approve the use of assistance from outside agencies or organizations for this purpose.

SECTION 10. Financial Management, Funding, Reporting and Accountability.

(a) Operational Powers. In as much as the District is a “single school” school district and subject to the conditions and provisions of this Charter, the District, through the Board of Directors and the Superintendent as Chief Operating Officer, shall be fiscally responsible for the operations of CS.

(b) District Funding.

(1) Base Level Funding. In as much as the District is a “single school” school district, it is understood that the entire amount of funding provided from all sources will be converted to use by CS.

(2) Gifts, Donations and Grants. In addition, CS may accept gifts, donations or grants, provided that no such gifts, donations or grants may be accepted if contrary to applicable law. In the event that CS solicits funding from any source it shall comply with all applicable state and federal laws regarding reporting of such charitable solicitations. CS shall include all gifts, donations, and grants in its financial reports.

(c) Budget. In as much as the District is a “single school” school district the District shall prepare a budget within the guidelines of state law.

(d) Financial Records, Audits and Accounting Reports.

(1) Standards. In as much as the District is a “single school” school district the District shall establish, maintain and retain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations and generally accepted accounting principles (“GAAP”).

(2) Periodic Reports. In as much as the District is a “single school” school district the District will provide the Board of Directors with copies of its monthly, quarterly and Fiscal year annual accounting reports. CS shall provide to the Board of Directors a copy of its cash flow projections for each Fiscal Year and notify the Board of Directors of any unexpected event or circumstance that will impact the cash flow of the District.

(3) Annual Audit. In as much as the District is a “single school” school district the District will arrange an annual audit of the District’s and CS’s accounts in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.998. CS will provide the Board of Directors with a copy of the audit during the financial review. CS will continue the current practice of receiving auditing services through Resolution Services from the Multnomah ESD. The District and CS may prepare the audit contemplated herein as a single legal entity.

(e) **Annual Financial Review.** In as much as the District is a “single school” school district the District designated CS staff and the Board of Directors shall review the operations, financial and otherwise, of CS at least annually.

SECTION 11. CS Personnel Procedures.

(a) **CS Authority; Status of CS Employees.** In as much as the District is a “single school” school district, CS shall use the existing practices of the District regarding the selection and hiring, training, discipline and firing of its teaching, administrative and operations staff.

(b) **Policies.** CS will implement policies in compliance with all applicable federal and state laws in effect during the life of this charter regarding recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures.

(c) **Payroll.** Employees shall be paid through the District payroll department according to District payroll procedures unless changed during the Term of this charter.

(d) **Benefits.** The licensed and classified staff at CS will receive benefits in compliance with all legal requirements. CS supervisory and other contracted staff will receive benefits in accordance with their employment contracts.

(1) **PERS.** As required by the Charter School Act, CS shall participate in the Public Employees Retirement System (PERS) for its employees or its successor system(s).

(2) **Employee Welfare and Safety.** CS shall comply with applicable federal and state laws concerning employee welfare, safety and health issues.

(e) **Employee Records.** CS shall be responsible for establishing and maintaining personnel records for its employees in compliance with all applicable federal and state laws concerning the maintenance, retention and disclosure of employee records.

(f) **Placement Upon Revocation of Charter.** In the event of termination or non-renewal of this Charter, CS shall follow applicable law regarding employee termination or re-assignment. If as a result of termination or non-renewal of this Charter, a determination is made to reconstitute the District as a regular public school district under the authority of the Board of Directors, the Board of Directors will, as staffing requirements permit and funding allows, and on the recommendation of the Superintendent, make every effort to rehire all staff employed by CS at time of its reconstitution as a regular public school district.

(g) **Substitutes.** CS will be responsible for providing coverage for all CS teachers requiring substitutes in accordance with existing practices, policies and state rule and law.

(h) **Professional Development.** CS shall provide professional development opportunities to CS staff as provided for in District policy, and state law. CS may collaborate with the other agencies or organizations for joint professional development opportunities.

(i) **Teacher Standards & Practices Commission (TSPC) Obligation.** The District and CS shall meet any and all qualification and reporting obligations to TSPC regarding its employees.

(j) **Criminal Background Checks.** CS shall not knowingly employ any individual for whom a criminal background investigation has not been initiated or who has been convicted of one or more offenses in District Policy and Rule. The District will provide all criminal background checks, as required by ORS 342.223.

SECTION 12. **Termination.** In as much as the District is a “single school” school district, this Charter may be at any time by the District Board of Directors provided, however, that the District Board of Directors shall use best efforts to terminate the Charter only at the end of a fiscal year and shall do so in a manner that causes the least disruption possible to students and school operations. Moreover, the District shall at all times comply with the termination provisions in ORS Chapter 338 to the extent applicable.

SECTION 13. **Status of Parties/Governance.** The Board of Directors will be the official governing body for the District and CS. As such they or their designated representative shall have the power to extend the faith and credit of the District to any third person or entity.

SECTION 14. Miscellaneous Provisions.

(a) **Entire Agreement.** This Charter, with appendices and attachments, contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto as of its date of execution, and all prior representations, understandings and discussions are merged herein and superseded and cancelled by this Charter.

(b) **Governing Law.** This Charter shall be governed by, subject to and constructed under the laws of the State of Oregon without regard to its conflicts of law provisions.

(c) **Assignment.** This Charter may not be assigned or delegated by either party under any circumstances, it being expressly understood that the charter granted by this Charter runs solely and exclusively to CS as a public charter school sponsored by the Board of Directors.

(d) **Amendment.**

(1) **In General.** Except as expressly provided herein to the contrary, this Charter may be modified or amended the District in its discretion.

(2) **Changes in Law.** This Charter may be amended to include any amendment, deletion or change in law, which, by its own terms, is made applicable to matters contemplated by this Charter. In addition, if the State develops any new rules, regulations or statutes that may affect the terms of this Charter or otherwise affect the District or CS the Board of Directors shall review this Charter and determine whether this Charter shall be amended. The amended law will only take effect if the legislature

indicates it applies to existing charters and if the parties agree to incorporate the amended law into the Charter or as otherwise may be required by law.

(e) **Severability.** If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Charter.

SECTION 15. Notice; Designated Representatives.

SECTION 16. **Power of District Liaison or Superintendent.** The District hereby represents and warrants that the functions and powers of the District Board may be exercised by the liaison or Superintendent, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Charter may be made only by the Board of Directors.

IN WITNESS WHEREOF, the parties have executed this Charter as of the date below and extend the dates of the Charter contract through **December 31, 2029**.

**BOARD OF DIRECTORS
CORBETT SCHOOL DISTRICT #39**

By: _____
School Board Chairperson

By: _____
CS Superintendent

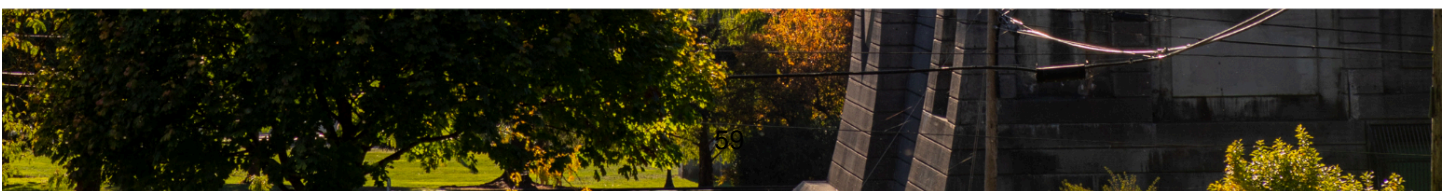
Date of Approval for Revision: _____

Date of Approval for Revision: _____



Multnomah Education Service District

2025-26 Local Service Plan



Administration & Board of Directors

<p>MESD Administration Building 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-255-1841</p>	<p>Arata Creek School <i>Noa Martinsen, Principal</i> 2470 SW Halsey St. Troutdale, OR 97060 Phone: 503-2624850</p>	<p>Baker Creek School <i>Christine Otto, Sr Program Administrator</i> 535 NE 5th St. McMinnville, OR 97128</p>	<p>Burlingame Creek School <i>Emily Martine, Interim Principal</i> 876 NE 8th St. Gresham, OR 97030 Phone: 503-262-4050</p>
<p>Donald E. Long School <i>Bich Do, Program Administrator</i> 1401 NE 68th St. Portland, OR 97213 Phone: 503-988-5937</p>	<p>Helensview School <i>Dan Cohnsteadt, Principal</i> 8678 NE Sumner St. Portland, OR 97220 Phone: 503-262-4150</p>	<p>Hospital Schools Program <i>Angela Turner, Program Administrator</i> Phone: 503-262-4200</p>	<p>Knott Annex <i>Noa Martinsen, Principal</i> 2408 SW Halsey St Troutdale, OR 97060</p>
<p>Multnomah Inverness School <i>Christine Otto, Sr Program Administrator</i> 11540 NE Inverness Dr. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Ocean Dunes High School <i>Joy Koenig, Principal</i> 4859 S. Jetty Rd. Florence, OR 97439 Phone: 541-791-5909</p>	<p>Rivercrest High School <i>Todd Nicholson, Principal</i> 3002 NE Ainsworth St. Portland, OR 97211</p>	<p>Three Lakes/Riverside/Ponderosa Creek High Schools <i>Joy Koenig, Principal</i> 4400 Lochner Rd. SE Albany, OR 97322 Phone: 541-791-5909</p>
<p>Wheatley School <i>Megan Baker, Principal</i> 14030 NE Sacramento St. Portland, OR 97230 Phone: 503-262-4000</p>	<p>Wynne Watts-Kerr Center <i>Angela Turner, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</p>	<p>Walden Crossing <i>Bich Do, Program Administrator</i> 881 NE 165th Ave Portland, Oregon 97320 Fax: (503) 434-7408</p>	

<p>Board of Directors</p> <p>Katrina Doughty-Chair Position 7, Zone 3 kdoughty@mesd.k12.or.us</p> <p>Amanda Squiemphen-Yazzie Position 1, Zone 5 Vice-Chair asquiemph@mesd.k12.or.us</p> <p>Renee Anderson-Vice Chair Position 3, Zone 2 randerso2@mesd.k12.or.us</p> <p>Jessica Arzate Position 4, Zone 4 jarzate@mesd.k12.or.us</p> <p>Danny Cage Position 6, At Large dcage@mesd.k12.or.us</p> <p>Susie Jones Position 2, At Large sjones@mesd.k12.or.us</p> <p>Denyse Peterson Position 5, Zone 1 dpeterson@mesd.k12.or.us</p>	<p>Administration</p> <p>Superintendent, Dr. Paul Coakley 503-257-1504 pcoakley@mesd.k12.or.us</p> <p>Assistant Superintendent, Sascha Perrins 503-257-1531 sperrins@mesd.k12.or.us</p> <p>Chief Financial Officer, Doana Anderson 503-257-1520 danderso@mesd.k12.or.us</p> <p>Director of Strategic Communications and Public Affairs, Marifer Sager msager@mesd.k12.or.us</p> <p>Director of Student Services, Todd Greaves 503-257-1658 greaves@mesd.k12.or.us</p> <p>Chief Academic Officer, Angela Hubbs 503-257-1692 ahubbs@mesd.k12.or.us</p> <p>Director of Human Resources, Bernadette Adeniran 503-257-1513 badeniran@mesd.k12.or.us</p>
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Explanation of Local Service Plan

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

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

Component Districts We Proudly Serve:

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



2026-2027 Local Service Plan (LSP Timeline)

September 2025	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2025	Present initial draft to Advisory groups, and gather feedback
November 2025	Present second draft LSP to Advisory groups and gather feedback
January 2026	Present final draft to Superintendents MESD Board approves LSP
February 2026	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2026	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2026	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2026	Costing template and services commitments finalized

Budget in Brief

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

State School Fund Estimates for the 2025-2027 Biennium

	2025-2026	2026-2027	Total
Legislative Appropriation ¹	\$ 5,566,106,000	\$ 5,793,294,000	\$ 11,359,400,000
Less state-wide transfers/deductions ("carve-outs")	(66,603,493)	(66,603,493)	(133,206,986)
State revenue for formula	5,499,502,507	5,726,690,507	11,226,193,014
Plus local revenue for formula ²	2,751,283,884	2,806,859,818	5,558,143,702
Total revenue for formula	8,250,786,391	8,533,550,325	16,784,336,716
ESD share at 4.5%	371,285,388	384,009,765	755,295,152
Less ESD transfers/deductions ("carve-outs")	(9,968,284)	(9,968,284)	(19,936,568)
ESD State School Fund formula revenue for distribution	\$ 361,317,104	\$ 374,041,481	\$ 735,358,584

Estimated MESD portion of ESD distribution	\$ 55,440,900	\$ 57,342,229	\$ 112,783,130
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MESD allocation to funds

Operating Fund (10%) for general operations	\$ 5,544,090	\$ 5,734,223	\$ 11,278,313
Resolution Fund (90%) for Component Districts	\$ 49,896,810	\$ 51,608,006	\$ 101,504,817

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2025-26 Apportionment	2026-27 Apportionment
Centennial	6,904.94	6,904.94	6.6%	\$ 3,298,467	\$ 3,411,587
Corbett (X 1.61)	1,388.63	2,235.69	2.1%	1,067,984	1,104,610
David Douglas	11,401.41	11,401.41	10.9%	5,446,415	5,633,199
Gresham-Barlow	13,986.19	13,986.19	13.4%	6,681,156	6,910,284
Parkrose	3,492.01	3,492.01	3.3%	1,668,121	1,725,329
Portland Public	52,441.21	52,441.21	50.2%	25,050,990	25,910,107
Reynolds	13,101.59	13,101.59	12.5%	6,215,115	6,428,261
Riverdale (X1.61)	609.24	980.88	0.9%	468,561	484,631
Total	103,234.22	104,452.92		\$ 49,896,810	\$ 51,608,006

* ODE Extended ADMw from 11/17/2025 estimate

¹ The SSF estimate is based on the ODE Estimate dated 11/17/25.

² This estimate assumes a 2.02% increase in local revenues for FY 2027.



Instructional Services

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

Alternative Pathways: Alternative Pathways includes the TRIO Educational Talent Search and Upward Bound programs are grant-funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRIO provides educational opportunities for low-income and first-generation students as they transition to and through post-secondary learning opportunities.

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

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

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

Instructional Services (Continued)

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

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

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

- **East County Bridges Collaborative:** In connection with the transition services, MESD Bridge programs serve as a collaborative hub to support regional youth reengagement and wrap-around service partners.



Instructional Services (Continued)

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

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

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

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

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

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

Instructional Services (Continued)

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

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

Juvenile and Legal Rights Support: The Juvenile and Legal Rights support includes consultation, technical assistance, and direct service for individual youth, schools, and districts. Technical assistance includes developing supports for justice impacted youth, and direct services include support with expungement, curriculum development, and curriculum delivery. The position also includes presentations and workshops to youth and staff regarding contemporary legal issues that impact young people.

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

Instructional Services (Continued)

Title I-C Education Program: The Title I-C Education Program (commonly known as Migrant Education program) provides education services and support through grants with the U.S. Department of Education for youth between the ages of 3-21 who have moved within the last three years for work in agriculture, as well as their families. The program ensures youth receive full and appropriate opportunities to meet the same challenging academic standards that all youth are expected to meet. Services and support center around: Early Childhood Education, Graduation, Out-of-School youth, Instructional Services and Health and Social-Emotional/Mental Health. Support also extends to parent engagement and recruitment.

- **Title I-C Education School Readiness:** Title I-C Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional, and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Title I-C Education Summer Program:** The Title I-C Education Summer Program includes binational collaboration and provides a supplemental summer extension and enrichment services to incoming kindergarten through rising 12th grade migrant children and youth. Services to preschool and out-of-school youth are extended through family engagement.
- **Year-Round Instructional Support:** This program includes small-group and individualized instructional services throughout the year, supported by bilingual paraprofessionals and external instructional partners. Students identified as Priority for Services (PFS) receive targeted intervention through in-person and online math and literacy tutoring, supplemented by adaptive online learning tools. High school students are offered academic assistance in coordination with district after school programs.

Instructional Services (Continued)

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

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

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

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

Student Assessment Services – Special Projects: Student Assessment Services provides data collections and analysis support, technical assistance, direct administration support, and training on assessment procedures and administration of the score sites. It also provides help desk support, technical assistance, and training to

school districts participating in the state assessment system, including with the ELPA21, Kindergarten Assessment, etc. In addition, Student Assessment Services provides the development and support of work samples in multiple languages in reading, writing, and mathematics, as well as training in how to assess/score the work samples.



Instructional Services (Continued)

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

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

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

Substance Use Recovery Educational Services: MESD provides a variety of services directly related to prevention, reduction, intervention, and/or recovery from substance use disorders. Services may include: specialized staffing; recovery classes or groups; professional learning; technical support for districts; and substance use, misuse and addiction education (or psycho-education).

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

Testing Services: Homeschool testing and GED testing is provided to qualifying youth and families as needed through grants and as a fee for service

Instructional Services (Continued)

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

School Health Services (SHS)

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

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

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

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

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

School Health Services (SHS) (Continued)

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

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

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

School Based Health Medicaid Services: See description under Technology Services.

School Health Services (SHS) (Continued)

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

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

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

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

Special Education

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

Feeding Team Contract Services: The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs, and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The team supports students with dysphagia and other feeding needs in an inclusive environment. Students who access this service are typically served by an Individualized Education Program (IEP), and enrolled in programs that provide functional living skills or life skills instruction. The student may have medical, sensory, behavioral, functional, or motoric needs that determine the nature of feeding team support. The MESD feeding team includes a speech-language pathologist and an occupational therapist. On certain protocol trainings, a nurse may also be required, and the feeding team includes a part-time complex needs nurse for these situations. The feeding team at MESD is specialized in feeding and swallowing specific in school age and pediatrics. The team travels to various school sites to collaborate with staff to serve students with dysphagia and other feeding needs.

Special Education (Continued)

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

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

Special Education (Continued)

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

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

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

- Arata Creek, Burlingame Creek, and Knott Creek Schools (SESP) (Kindergarten-12th)
- Transition Program (ages 18-21)
- Arata Creek, Burlingame Creek, and Knott Creek Behavioral Health (Kindergarten-12th grade)
- Knott Therapeutic classrooms (Kindergarten-5th grade)
- Evaluation/Stabilization Classrooms at Knott Creek (Kindergarten-3rd grade)

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

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

Special Education (Continued)

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

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

***Individually Purchased Options:**

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

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

Assistive Technology:

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

Speech/Language Pathology:

- 1:1 therapy
- Conduct formal or informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, State, and Federal rules



- Provide direct or indirect therapy
- Consultation services (IEP driven)
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Special Education (Continued)

Occupational Therapy:

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

Physical Therapy:

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

Psychological Services:

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

* Included in the cost of this service option are travel, supplies, materials, and technology (computer needs) for staff

Behavior Consultant:

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

Special Education (Continued)

1-on1 Behavior Support Facilitators (BSF)/Educational Assistants: BSFs provide services based on each student's IEP under the direction of the component district special education staff. BSFs follow the schedule developed by the component district staff. BSFs provide data to component district staff for program planning, IEP development, and curriculum development. BSFs are excluded from calculations for shared personnel and costs because their requirements for agency support are minimal. Their time is spent in the classroom, and supervision and costs fall primarily to the teachers and school districts where they work. BSF costs include a rate of 1% for other expenses.

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

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

Technology Services

Through Cascade Technology Alliance

www.cascadetech.org

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

Application and Development Services:

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

Business Systems Support:



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

Infrastructure Services:

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

Instructional Services:

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

Educational Technology:

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

Artificial Intelligence Integration & Governance:

- Technical assistance, facilitation, and professional learning providing regional leadership to support districts in the ethical, equitable, and strategic integration of artificial intelligence. Services include AI literacy and professional development, operational support, governance and policy guidance, tool vetting and implementation planning, and regional collaboration. This work builds

district capacity to respond to emerging technologies in human-centered ways that strengthen instructional practice, reduce educator workload, protect student privacy, and support continuous improvement aligned to Integrated Guidance. *These services are cross-listed under the Student Success Act / Integrated Guidance / Technical Assistance program*, as this program is a key collaborator with Technology Services.

Other Regional Services:

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

Please see our full list of services at:

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

Administrative Support Services

Administrative Training Services: MESD may provide training and skill development for administrators to support confident, fair, and consistent practices including those in the areas of people management practices through effective communication, accountability, and fiscal management.

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

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

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

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

Areas of support include:

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

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

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

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

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

Student Services

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

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

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

Student Success Act / Integrated Guidance Technical Assistance

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

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

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

Educational Technology & Digital Learning: Technical assistance, facilitation, and professional learning support for best practices in technology integration, virtual learning, and digital resources with the purpose of advancing digital equity and accessibility and improving systems of support for students and educators. *These services are cross-listed under Technology Services.*

Artificial Intelligence Integration & Governance: Technical assistance, facilitation, and professional learning providing regional leadership to support districts in the ethical, equitable, and strategic integration of artificial intelligence. Services include AI literacy and professional development, operational support, governance and policy guidance, tool vetting and implementation planning, and regional collaboration. This work builds district capacity to respond to emerging technologies in human-centered ways that strengthen instructional practice, reduce educator workload, protect student privacy, and support continuous improvement aligned to Integrated Guidance. *These services are cross-listed under Technology Services.*

Student Success Act / Integrated Guidance Technical Assistance (Continued)

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

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

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

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

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

Student Success Act / Integrated Guidance Technical Assistance (Continued)

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

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

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

**Adoption of Multnomah ESD Programs and Services Proposals
For 2026-2027**

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2026, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2026

Superintendent/Deputy Clerk
School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. ____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2026-2027 Local Service Plan - Multnomah Education Service District, EXCEPT:

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

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



Community Partners

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



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

Links to Other Information

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

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

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

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

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

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



Corbett School District Financial Trends

January 2026

Ending Fund Balance Changes

- ▶ Payroll and Health Insurance expenditures continue to trend favorably.
- ▶ \$160,000 remains a projected expenditure pending the IRS/OR Dept. of Revenue response.
- ▶ Materials and Supplies expenditures for January were less than projected

2026-27 Budget

- ▶ The economic forecast release earlier this month indicated an increase in projected revenues for Oregon.
- ▶ The increased revenue projects reduce the state deficit from \$750M to about \$300M.
- ▶ The legislature is reviewing options for increasing revenue and decreasing expenditure.
- ▶ Reductions in the State School Fund, Student Investment Account, High School Success and other programs are still being considered.

2026-27 Budget

- ▶ Budget scenarios are being developed pending the outcome of the Legislative session.
 - ▶ Flat Funding - The current allocations remain the same
 - ▶ 2.5% Reduction -

Operational Changes

- ▶ The issues surrounding the submission of PERS files has been identified and corrected.
- ▶ Files for the 2025-26 fiscal year have been or will be submitted by the March 5, 2026 submission deadline.

Reports

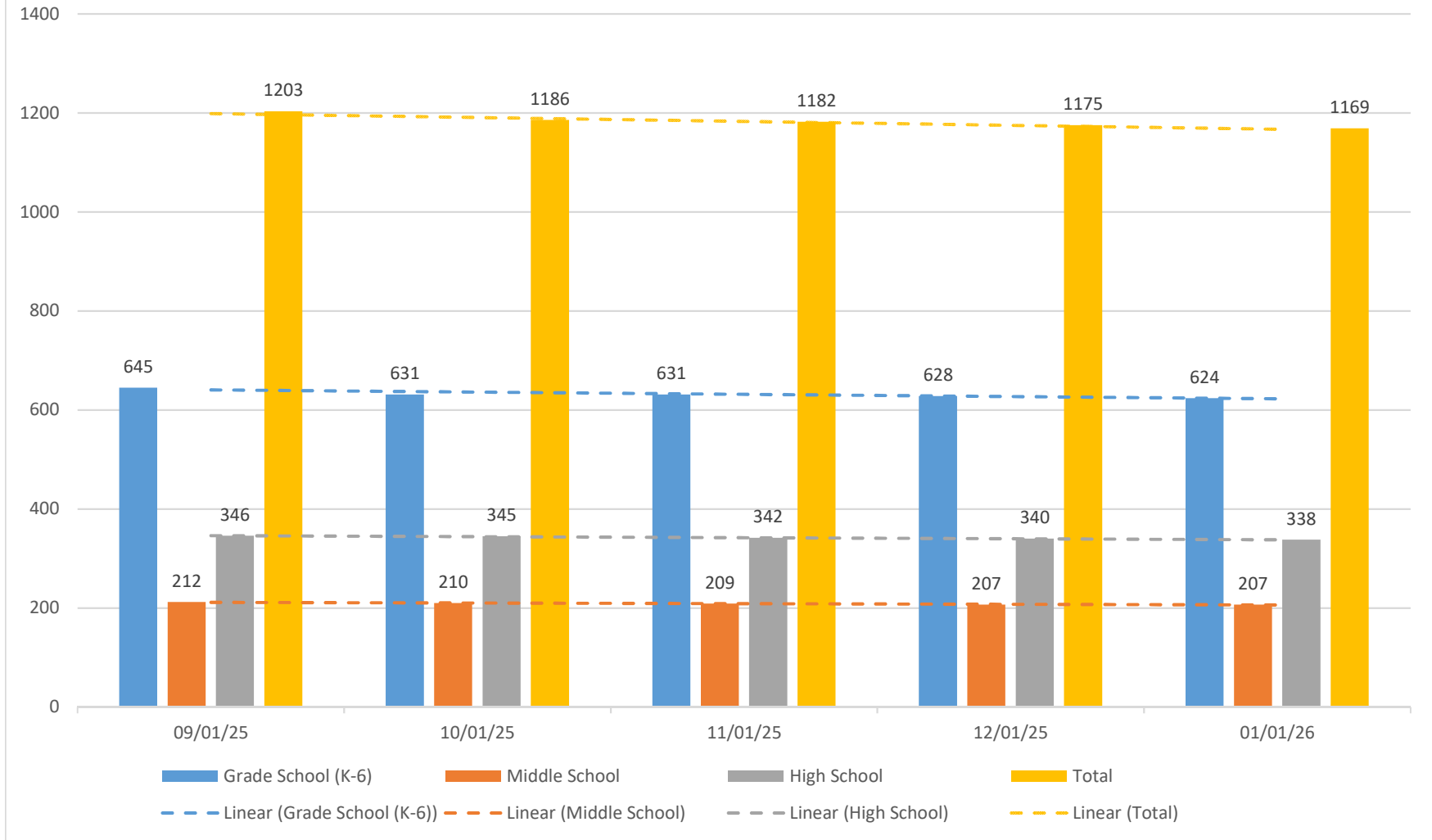
- ▶ Cash Flow Report
- ▶ YTD Enrollment
- ▶ January 2026 Fund reports

GENERAL FUND

	Actual QTR 1	Actual QTR 2	Projected Jan	Projected Feb	Projected Mar	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget
Revenue											
Current Taxes	-	2,044,336	-	58,249	3,907	62,156	12,086	2,118,578	2,044,336	2,118,000	578
Prior Year Taxes	12,457	8,891	-	941	285	1,227	1,442	24,017	21,348	20,000	4,017
Other Taxes / Interest	161	149	-	66	807	873	51	1,235	311	1,000	235
Total Taxes	12,618	2,053,376	-	59,257	4,999	64,256	13,580	2,143,830	2,065,994	2,139,000	4,830
Common School Fund	-	-	-	-	-	-	72,000	72,000	-	144,000	(72,000)
County School Fund	-	-	-	-	-	-	-	-	-	-	0
Other Intermediate Sources	-	-	-	290,000	-	290,000	-	290,000	-	290,000	0
State School Fund (SSF)	4,625,768	3,439,738	1,146,130	-	2,277,424	3,423,554	2,277,424	13,766,484	9,211,636	13,838,257	(71,773)
Other SSF Revenue	4,625,768	3,439,738	1,146,130	290,000	2,277,424	3,713,554	2,349,424	14,128,484	9,211,636	14,272,257	(143,773)
High Cost Disability	-	-	-	-	-	-	-	-	-	-	0
Prior Year SSF	-	-	-	-	-	-	-	-	-	-	0
State Restricted	-	-	-	-	-	-	-	-	-	-	0
Other State Revenue	-	-	-	-	-	-	-	-	-	-	0
Tuition / Transportation	-	-	-	-	-	-	-	-	-	8,592	(8,592)
Earning on Investment	23,363	26,229	13,701	3,584	2,521	19,806	7,318	76,716	63,293	52,000	24,716
Student Fees / Admissions	-	-	-	-	-	-	-	-	-	-	0
Rentals	-	-	-	-	-	-	-	-	-	-	0
Donations	-	-	-	-	-	-	-	-	-	-	0
Services to other Funds	-	-	-	35,000	-	35,000	109,073	144,073	-	167,798	(23,725)
Misc.	-	-	-	-	-	-	-	-	-	-	0
Total Other Revenue	23,363	26,229	13,701	38,584	2,521	54,806	116,391	220,789	63,293	278,390	(57,601)
TOTAL REVENUE	\$4,661,750	\$5,519,343	\$1,159,831	\$387,841	\$2,284,943	\$3,832,615	\$2,479,395	\$16,493,103	\$11,340,924	\$16,689,647	(196,544)
										16,680,085	
Expenditures											
Licensed Salaries	690,308	1,051,640	349,786	356,673	350,119	1,056,578	1,463,229	4,261,756	2,091,735	4,349,214	87,458
Support Staff Salaries	232,382	316,161	100,841	82,623	83,947	267,411	375,765	1,191,719	649,384	1,130,866	(60,853)
Admin Salaries	183,715	173,815	57,938	45,934	44,389	148,261	139,340	645,132	415,469	693,854	48,722
Confidential Salaries	139,206	139,206	46,402	43,544	43,252	133,198	130,622	542,231	324,813	549,142	6,911
Temp Salaries/Extra Duty	83,181	133,935	39,877	32,827	32,827	105,531	201,282	523,928	256,993	463,942	(59,986)
Total Salaries	1,328,792	1,814,757	594,845	561,600	554,533	1,710,978	2,310,238	7,164,765	3,738,394	7,187,018	22,253
PERS	343,515	457,767	148,810	148,344	147,136	444,290	593,897	1,839,470	950,092	1,883,759	44,289
FICA	101,377	136,041	44,811	42,460	40,718	127,989	172,113	537,520	282,229	564,152	26,632
Insurance	283,054	403,633	137,503	145,154	142,700	425,357	558,331	1,670,374	824,189	1,921,186	250,812
Other Benefits	87,211	165,515	97,802	34,132	82,692	214,627	113,581	580,934	350,529	591,495	10,561
Total Benefits	815,157	1,162,956	428,926	370,091	413,247	1,212,264	1,437,922	4,628,298	2,407,039	4,960,592	332,294
Purchased Services	513,429	856,513	301,976	142,539	139,448	583,963	329,754	2,283,659	1,671,918	1,662,670	(620,989)
Supplies & Materials	59,452	276,144	27,617	78,638	31,006	137,260	160,659	633,515	363,212	904,761	271,246
Capital Outlay	73,892	356,591	210	10,659	34,578	45,447	165,383	641,313	430,693	963,906	322,593
Other Objects	-	-	-	-	-	-	668,345	668,345	-	668,345	0
Transfers	-	-	-	-	-	-	283,763	283,763	-	283,763	0
TOTAL EXPENDITURES	\$2,790,722	\$4,466,961	\$1,353,573	\$1,163,526	\$1,172,812	\$3,689,912	\$5,356,063	16,303,659	8,611,256	\$16,631,055	\$327,396
Net Cash Flow	1,871,028	1,052,382	(193,742)	(775,686)	1,112,131	142,703	(2,876,669)				
Ending Cash Balance	\$1,871,028	\$2,923,410	\$2,729,667	\$1,953,982	\$3,066,113	\$3,066,113	\$189,444	\$189,444			

1.16% (Percentage of Projected Expendit

Corbetts School District 39 2025-26 Enrollment



Corbett School District 39

100 General Fund | Financial Projection by Object

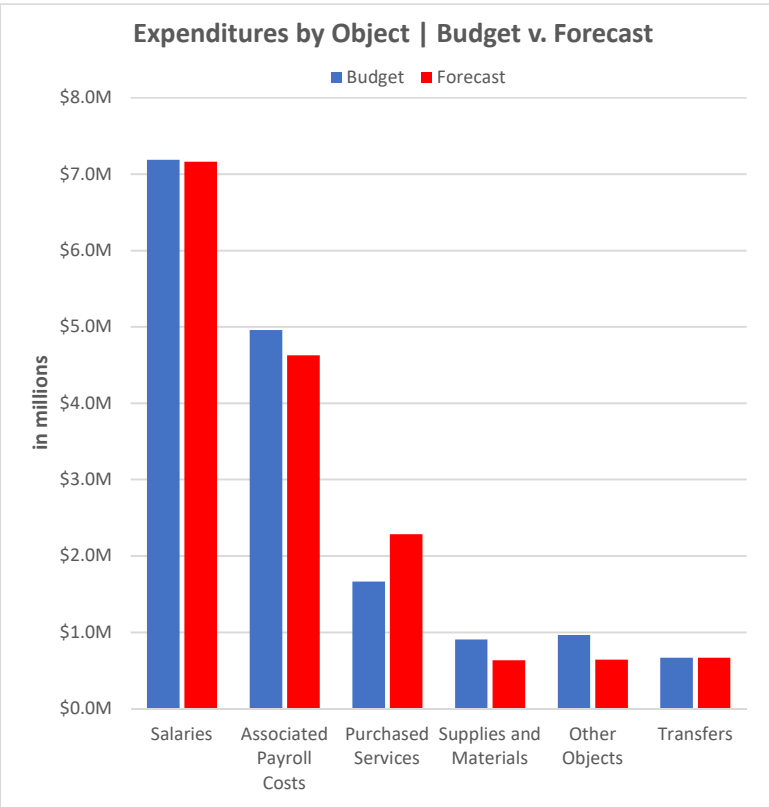
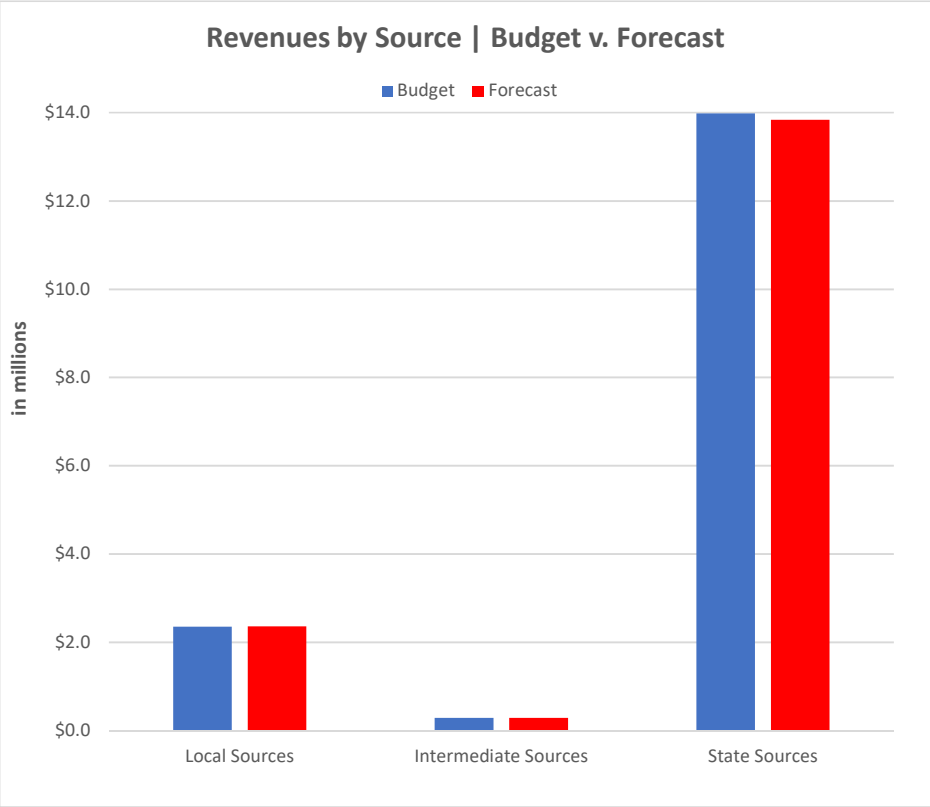
For the Period Ending January 31, 2026

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 2,563,146	\$ 2,358,798	\$ 2,129,288	90.27%	\$ 235,331	\$ 2,364,619
Intermediate Sources	201,200	290,000	-	0.00%	290,000	290,000
State Sources	12,762,126	13,982,257	\$ 9,211,636	65.88%	4,626,848	13,838,484
Federal Sources	92,541	-	-	0.00%	-	-
Other Sources	2,000,000	-	-	0.00%	-	-
Total Operating Revenues	\$ 17,619,013	\$ 16,631,055	\$ 11,340,924	68.19%	\$ 5,152,179	\$ 16,493,103
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 17,619,013	\$ 16,631,055	\$ 11,340,924	68.19%	\$ 5,152,179	\$ 16,493,103
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 7,380,501	\$ 7,187,018	\$ 3,738,394	52.02%	\$ 3,426,371	\$ 7,164,765
Associated Payroll Costs	5,444,292	4,960,592	2,407,039	48.52%	2,221,260	4,628,298
Purchased Services	1,923,156	1,662,670	1,671,918	100.56%	611,741	2,283,659
Supplies and Materials	633,668	904,761	363,212	40.14%	270,302	633,515
Capital Outlay	665,400	-	-	0.00%	-	-
Other Objects	1,569,496	963,906	430,693	44.68%	210,621	641,313
Transfers	2,500	668,345	-	0.00%	668,345	668,345
Total Operating Expenditures	\$ 17,619,013	\$ 16,347,292	\$ 8,611,256	52.68%	\$ 7,408,639	\$ 16,019,896
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	\$ 8,611,256	51.78%	\$ 7,408,639	\$ 16,303,659
OPERATING SURPLUS / (DEFICIT)			\$ 2,729,667		\$ (2,256,460)	\$ 189,444

Corbett School District 39

100 General Fund | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

201 Federal Funds | Financial Projection by Object

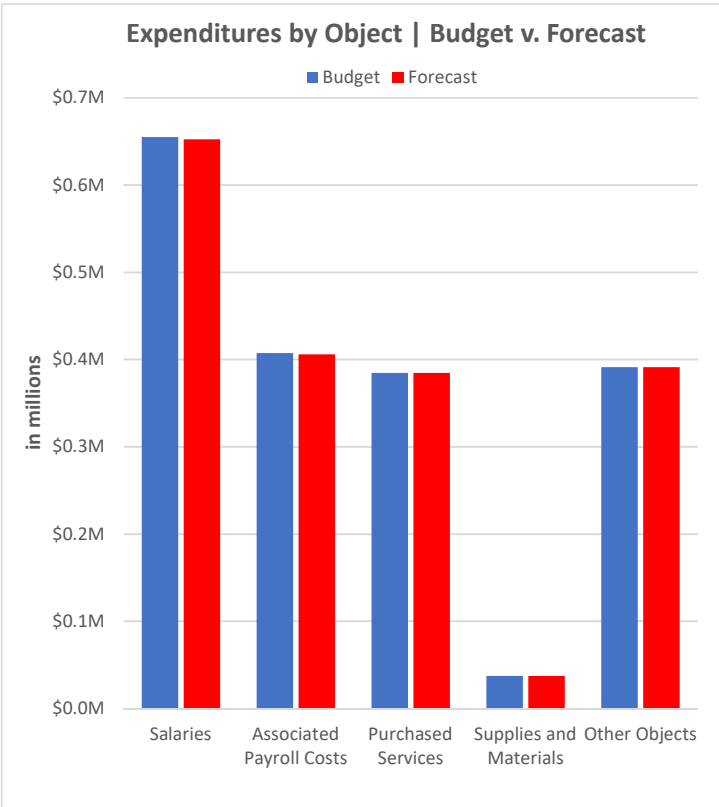
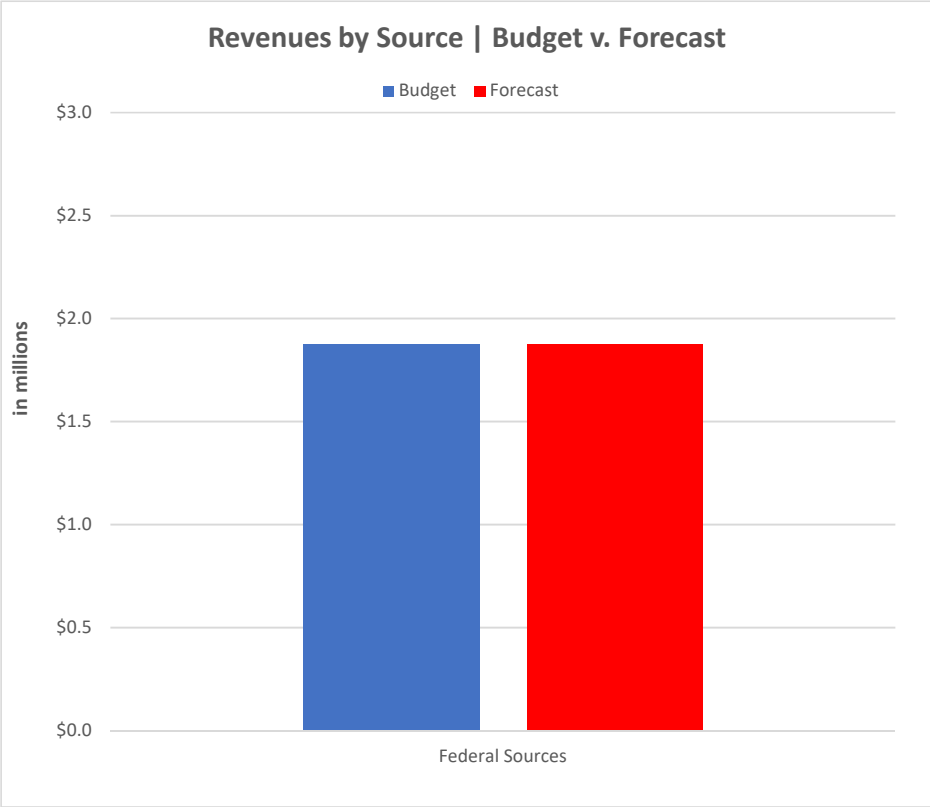
For the Period Ending January 31, 2026

	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	1,284,483	1,875,633	428,816	18.65%	1,446,817	1,875,633
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 1,284,483	\$ 1,875,633	\$ 428,816	22.86%	\$ 1,446,817	\$ 1,875,633
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 1,284,483	\$ 1,875,633	\$ 428,816	22.86%	\$ 1,446,817	\$ 1,875,633
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 642,084	\$ 654,942	\$ 237,111	31.42%	\$ 415,460	\$ 652,571
Associated Payroll Costs	268,997	407,375	125,530	24.97%	280,590	406,120
Purchased Services	49,732	384,604	60,510	15.24%	324,094	384,604
Supplies and Materials	211,583	37,426	12,360	2.96%	25,066	37,426
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	\$ 1,875,633	\$ 435,511	23.22%	\$ 1,436,495	\$ 1,872,007
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 1,284,483	\$ 1,875,633	\$ 435,511	23.22%	\$ 1,436,495	\$ 1,872,007
		\$ -				
OPERATING SURPLUS / (DEFICIT)			\$ (6,695)		\$ 10,322	\$ 3,626

Corbett School District 39

201 Federal Funds | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

201 SBMH Grant | Financial Projection by Object

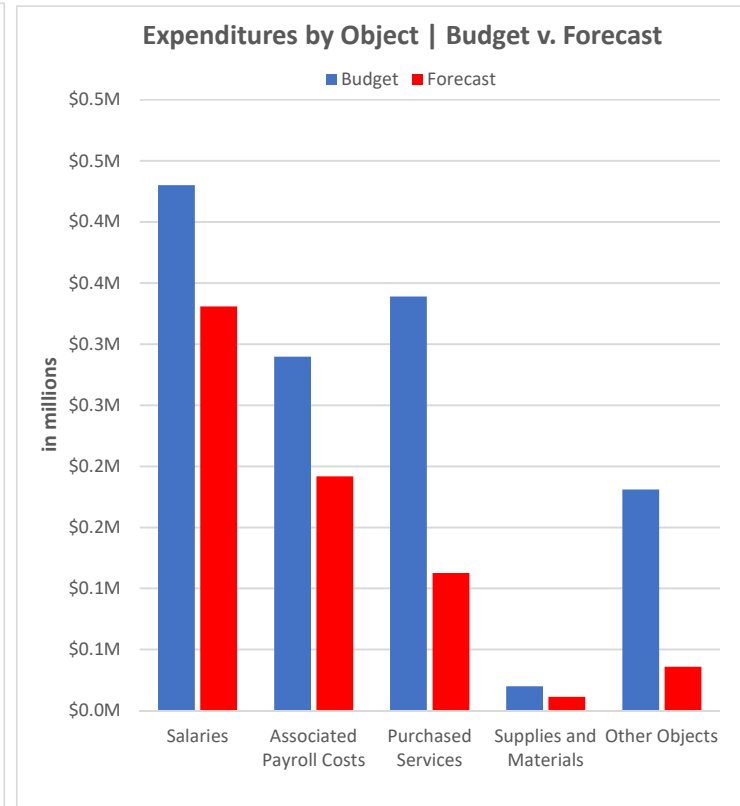
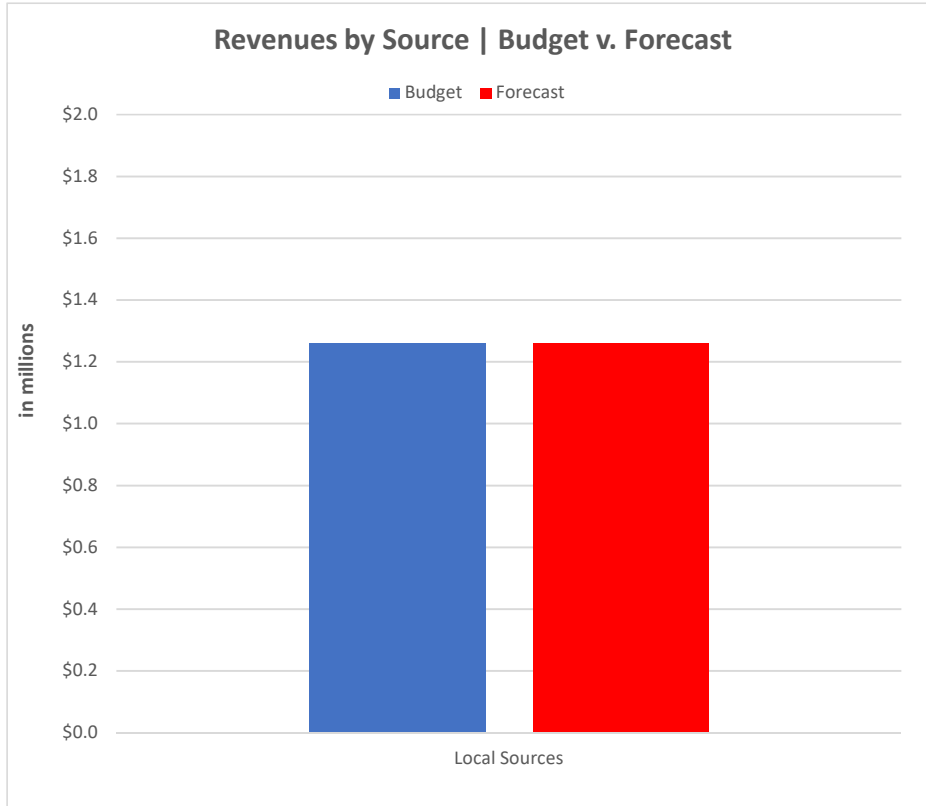
For the Period Ending January 31, 2026

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ 1,260,000	\$ 368,243	29.23%	\$ 891,757	\$ 1,260,000
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ -	\$ 1,260,000	\$ 368,243	29.23%	\$ 891,757	\$ 1,260,000
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ -	\$ 1,260,000	\$ 368,243	29.23%	\$ 891,757	\$ 1,260,000
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ 430,275	\$ 213,162	49.54%	\$ 117,681	\$ 330,844
Associated Payroll Costs	-	289,681	116,619	40.26%	\$ 75,270	191,889
Purchased Services	-	338,923	102,803	30.33%	\$ 10,000	112,803
Supplies and Materials	-	20,000	6,223	31.12%	\$ 5,000	11,223
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	-	181,121	14,843	8.19%	\$ 21,047	35,890
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ -	\$ 1,260,000	\$ 453,651	36.00%	\$ 228,998	\$ 682,649
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 1,260,000	\$ 453,651	36.00%	\$ 228,998	\$ 682,649
OPERATING SURPLUS / (DEFICIT)			\$ (85,408)		\$ 662,759	\$ 577,351

Corbett School District 39

201 SBMH Grant | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

251 Student Investment Account | Financial Projection by Object

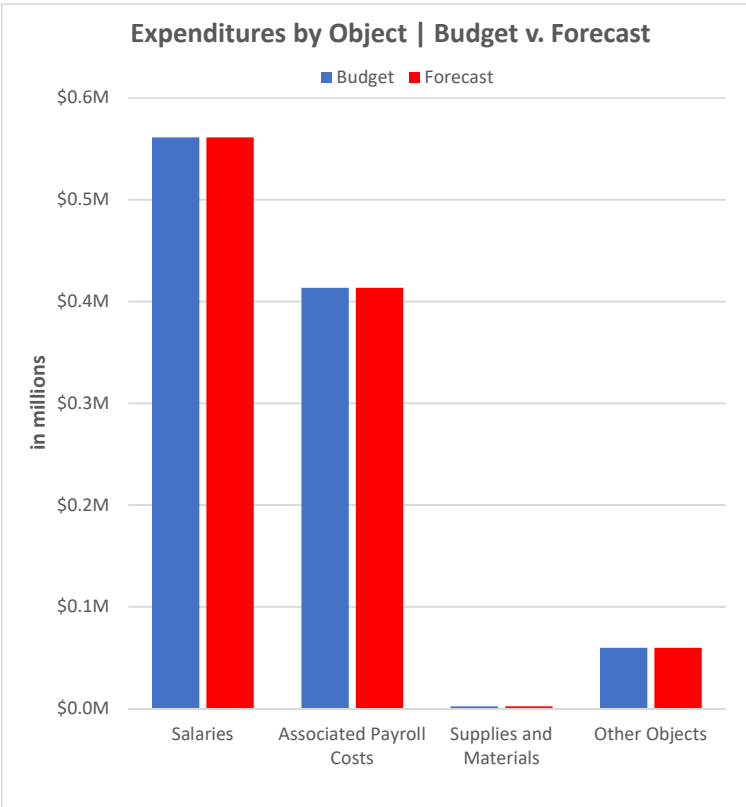
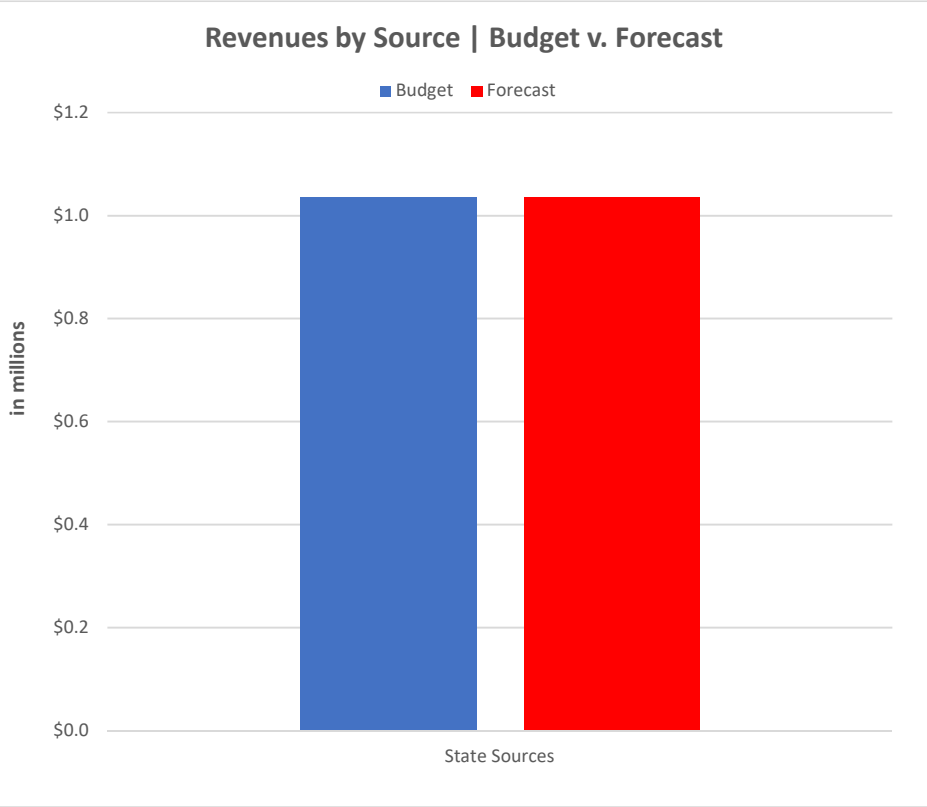
For the Period Ending January 31, 2026

	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	335,408	32.35%	701,251	1,036,659
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 988,000	\$ 1,036,659	\$ 335,408	32.35%	\$ 701,251	\$ 1,036,659
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 988,000	\$ 1,036,659	\$ 335,408	32.35%	\$ 701,251	\$ 1,036,659
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 658,603	\$ 561,046	\$ 267,000	47.59%	\$ 294,046	\$ 561,046
Associated Payroll Costs	273,557	413,439	162,569	39.32%	250,870	413,439
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	\$ 429,569	41.44%	\$ 607,120	\$ 1,036,689
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 988,000	\$ 1,036,659	\$ 429,569	41.44%	\$ 607,120	\$ 1,036,689
OPERATING SURPLUS / (DEFICIT)			\$ (94,161)		\$ 94,131	\$ (30)

Corbett School District 39

251 Student Investment Account | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

252 High School Success | Financial Projection by Object

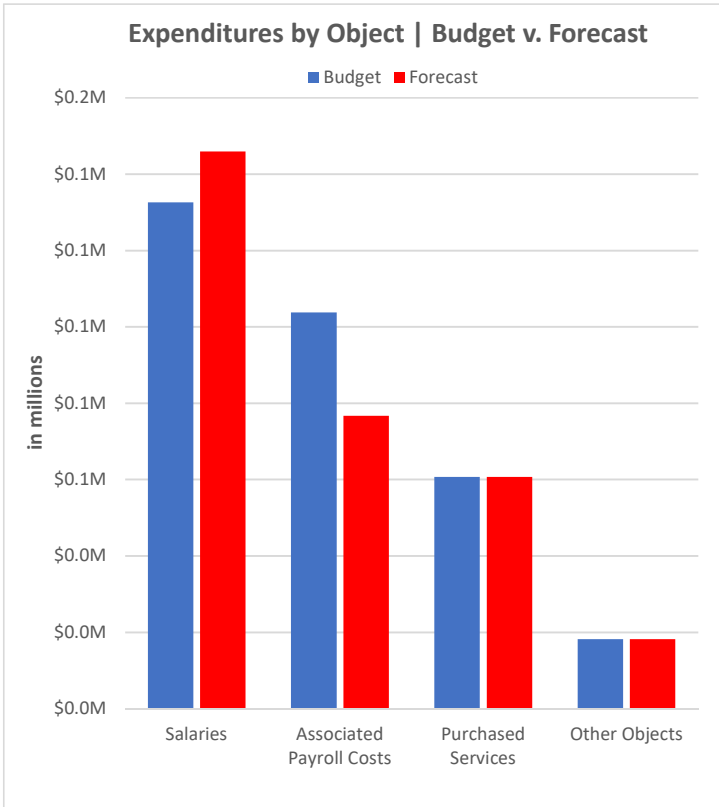
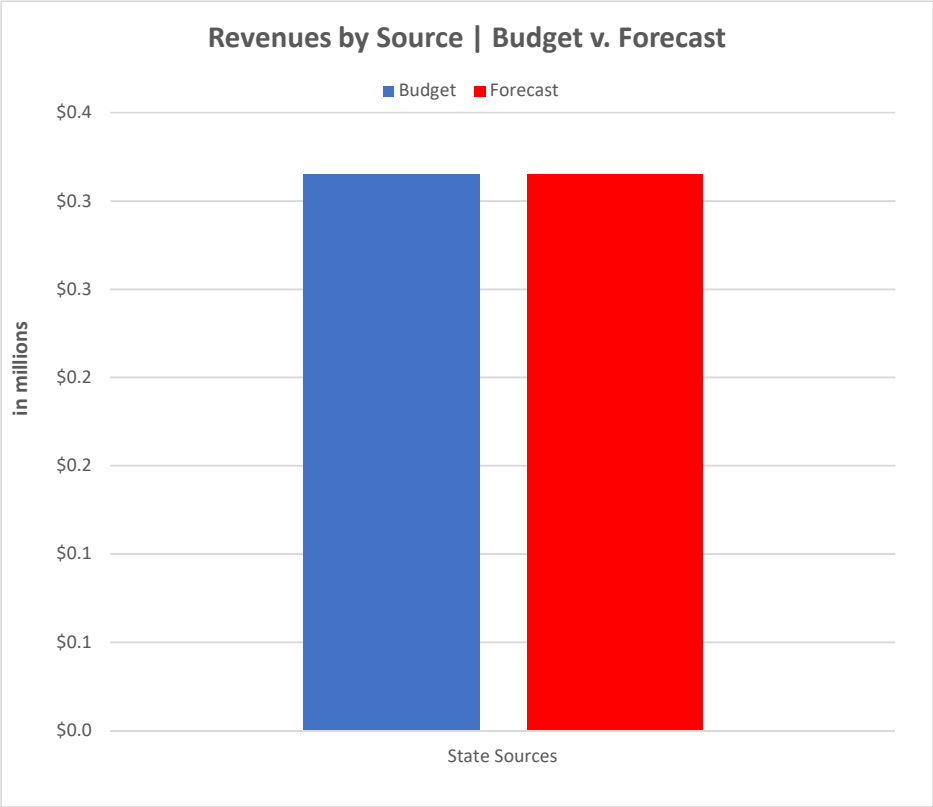
For the Period Ending January 31, 2026

	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	247,421	78.46%	67,938	315,359
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 189,897	\$ 315,359	\$ 247,421	78.46%	\$ 67,938	\$ 315,359
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 189,897	\$ 315,359	\$ 247,421	78.46%	\$ 67,938	\$ 315,359
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 95,295	\$ 132,660	\$ 82,214	61.97%	\$ 63,715	\$ 145,929
Associated Payroll Costs	34,602	103,769	38,574	37.17%	38,168	76,741
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	\$ 120,787	38.30%	\$ 180,813	\$ 301,600
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 189,897	\$ 315,359	\$ 120,787	38.30%	\$ 180,813	\$ 301,600
OPERATING SURPLUS / (DEFICIT)			\$ 126,634		\$ (112,875)	\$ 13,759

Corbett School District 39

252 High School Success | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

255 PGE Electric Bus Fund | Financial Projection by Object

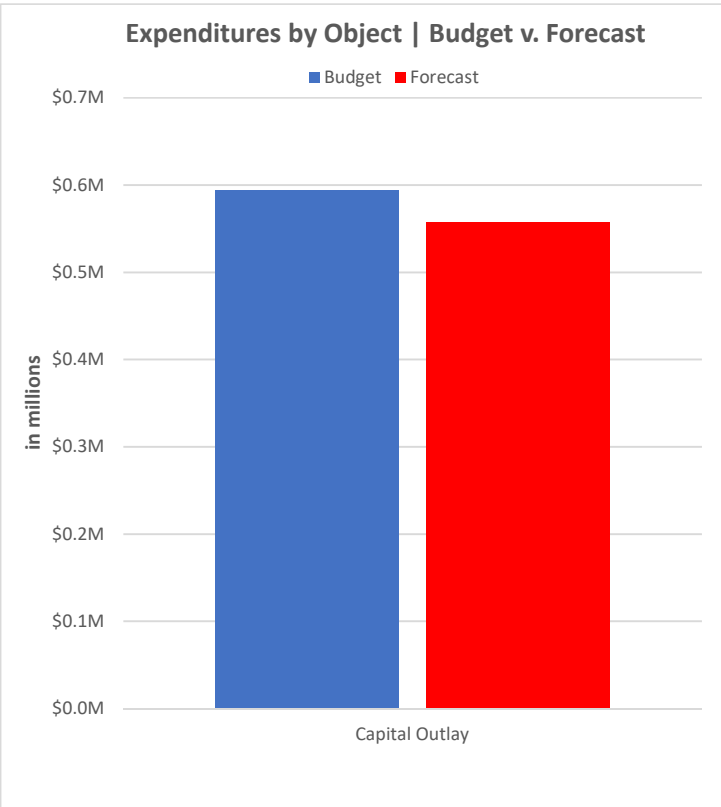
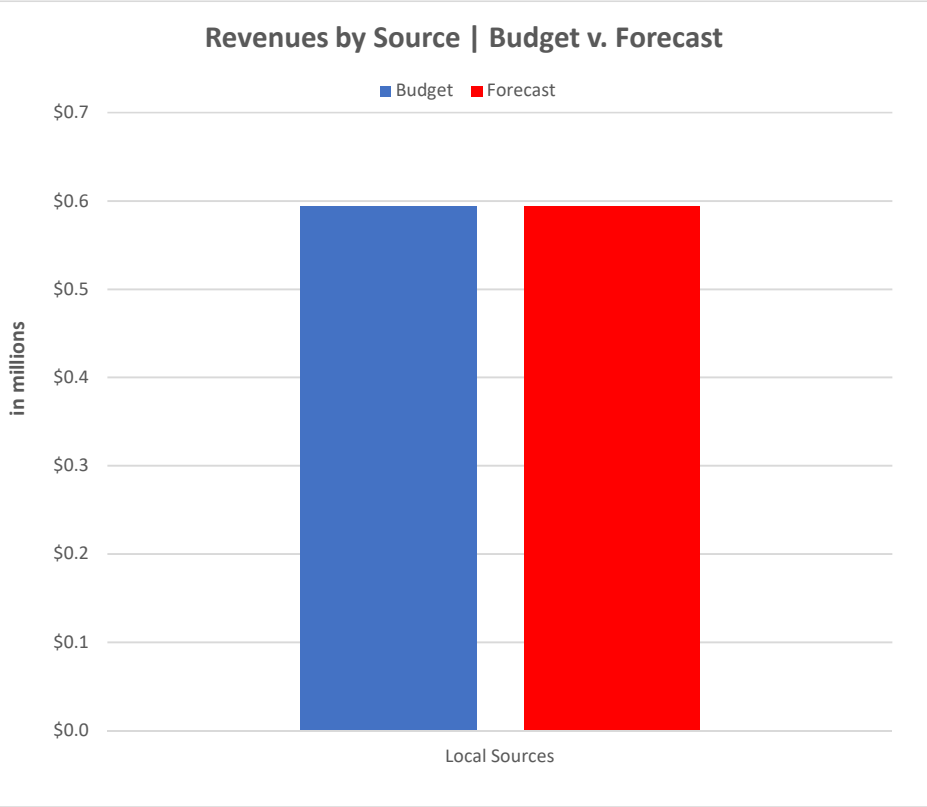
For the Period Ending January 31, 2026

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 954,786	\$ 594,088	\$ 594,088	100.00%	\$ -	\$ 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	\$ 594,088	100.00%	\$ -	\$ 594,088
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 954,786	\$ 594,088	\$ 594,088	100.00%	\$ -	\$ 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%	557,738	557,738
Other Objects	-	-	-	0.00%	-	-
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ 384,928	\$ 594,088	\$ -	0.00%	\$ 557,738	\$ 557,738
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 384,928	\$ 594,088	\$ -	0.00%	\$ 557,738	\$ 557,738
OPERATING SURPLUS / (DEFICIT)						
			\$ 594,088		\$ (557,738)	\$ 36,350

Corbett School District 39

255 PGE Electric Bus Fund | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

255 Local/State Grant Funds | Financial Projection by Object

For the Period Ending January 31, 2026

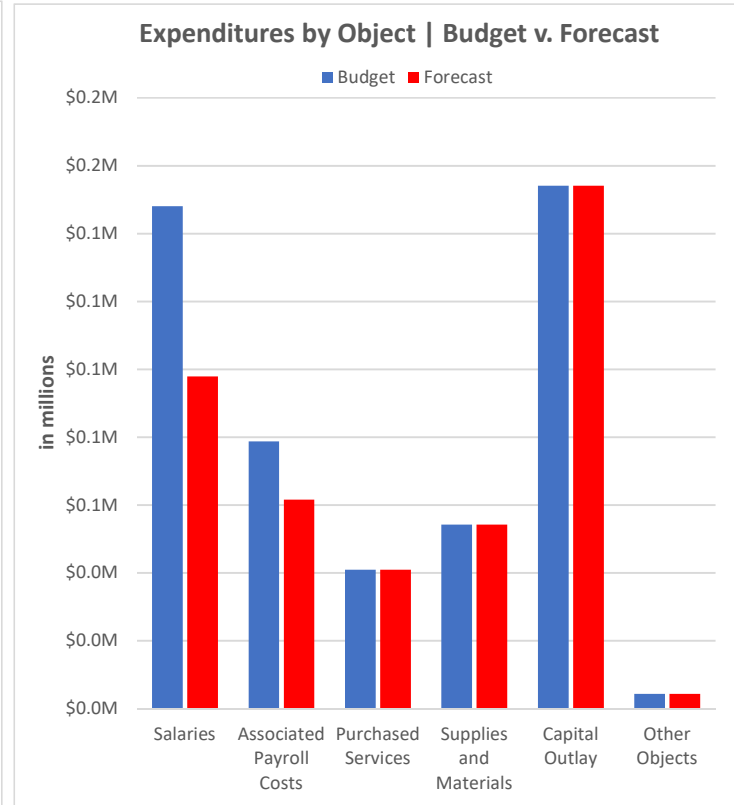
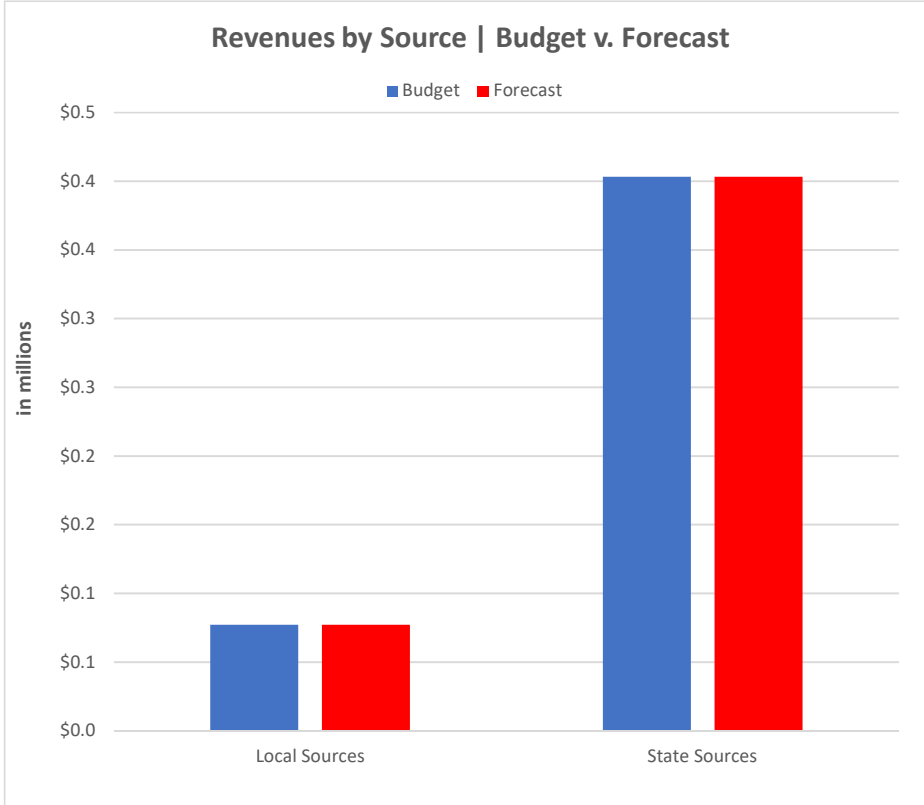
	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ -	\$ 77,113	\$ 76,955	99.80%	\$ 158	\$ 77,113
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	403,374	80,057	19.85%	323,317	403,374
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ -	\$ 480,487	\$ 157,012	32.68%	\$ 323,475	\$ 480,487
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ -	\$ 480,487	\$ 157,012	32.68%	\$ 323,475	\$ 480,487
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ -	\$ 148,123	\$ 49,351	33.32%	\$ 48,578	\$ 97,929
Associated Payroll Costs	-	78,751	30,706	38.99%	30,873	61,579
Purchased Services	-	40,898	9,943	24.31%	30,956	40,898
Supplies and Materials	-	54,248	-	0.00%	54,248	54,248
Capital Outlay	-	154,113	101,972	66.17%	52,141	154,113
Other Objects	-	4,354	-	0.00%	4,354	4,354
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ -	\$ 480,487	\$ 191,972	39.95%	\$ 221,149	\$ 413,121
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 480,487	\$ 191,972	39.95%	\$ 221,149	\$ 413,121
OPERATING SURPLUS / (DEFICIT)			\$ (34,960)		\$ 102,326	\$ 67,366

Corbett School District 39

255 Local/State Grant Funds | Financial Projection by Object

For the Period Ending January 31, 2026

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



Corbett School District 39

299 Food Services | Financial Projection by Object

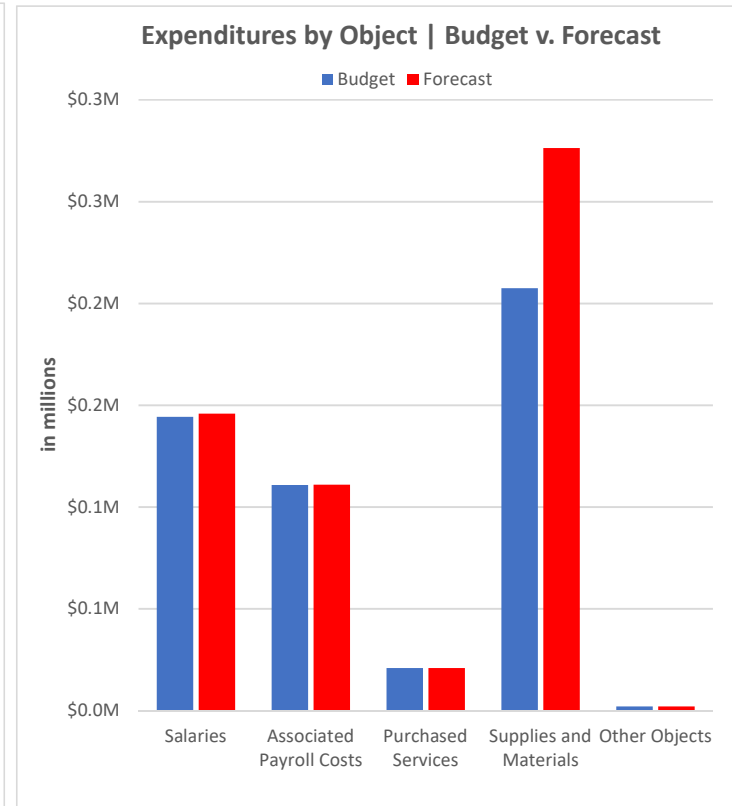
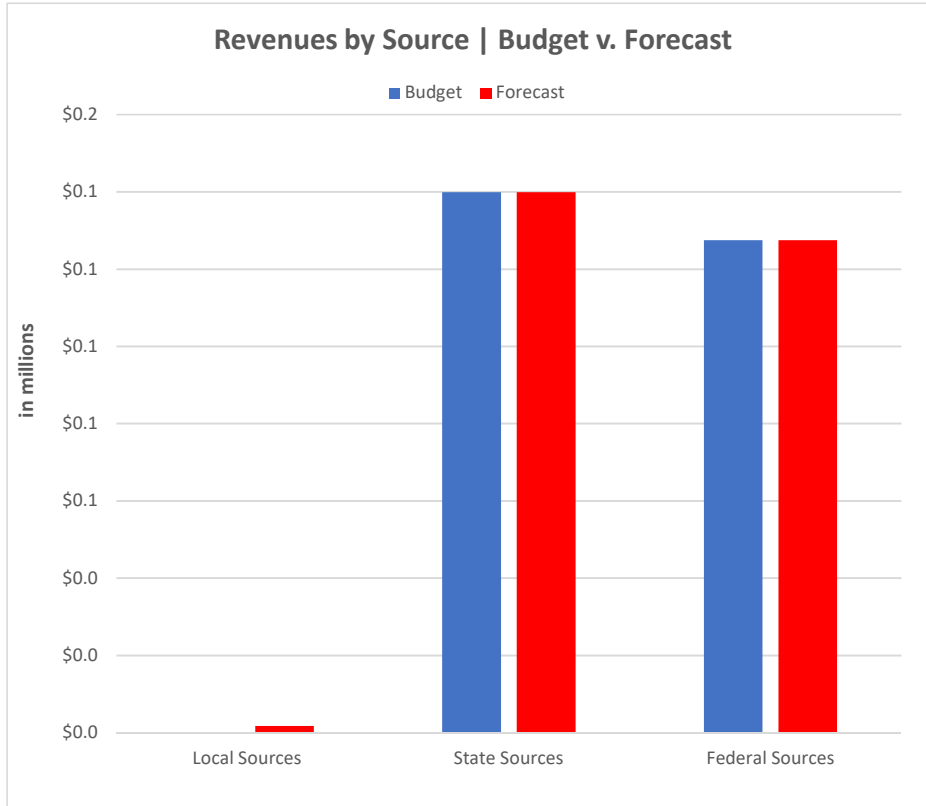
For the Period Ending January 31, 2026

	Current Year		% of		Add: Projections	Annual Forecast
	Prior YTD	Budget	Current YTD	Budget		
RESOURCES						
Operating Revenues						
Local Sources	\$ 100,000	\$ -	\$ 1,722	0.00%	\$ -	\$ 1,722
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	6,000	139,896	81,606	58.33%	58,290	139,896
Federal Sources	160,000	127,525	74,390	58.33%	53,135	127,525
Other Sources	121,268	218,345	65,504	30.00%	152,842	218,345
Total Operating Revenues	\$ 387,268	\$ 485,766	\$ 223,221	45.95%	\$ 264,267	\$ 487,488
Beginning Fund Balance	-	-	-	0.00%	-	-
TOTAL RESOURCES	\$ 387,268	\$ 485,766	\$ 223,221	45.95%	\$ 264,267	\$ 487,488
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 108,509	\$ 144,384	\$ 82,214	56.94%	\$ 63,715	\$ 145,929
Associated Payroll Costs	71,397	110,888	61,728	55.67%	49,284	111,012
Purchased Services	6,000	20,984	2,107	10.04%	18,877	20,984
Supplies and Materials	197,862	207,510	85,427	41.17%	190,909	276,337
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	\$ 231,476	47.65%	\$ 324,785	\$ 556,262
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 387,268	\$ 485,766	\$ 231,476	47.65%	\$ 324,785	\$ 556,262
OPERATING SURPLUS / (DEFICIT)			\$ (8,255)		\$ (60,519)	\$ (68,774)

Corbett School District 39

299 Food Services | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

300 GO Bond Debt Service | Financial Projection by Object

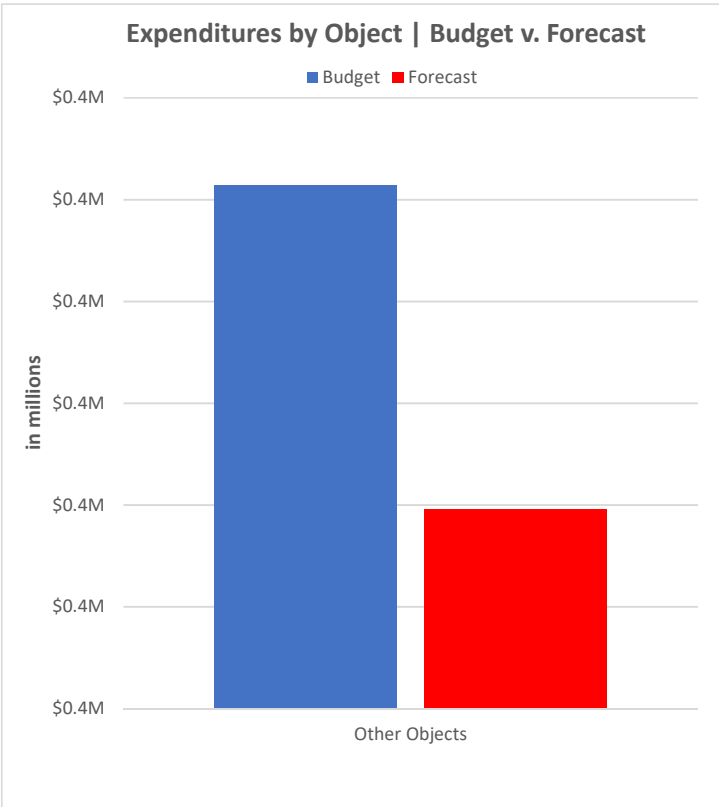
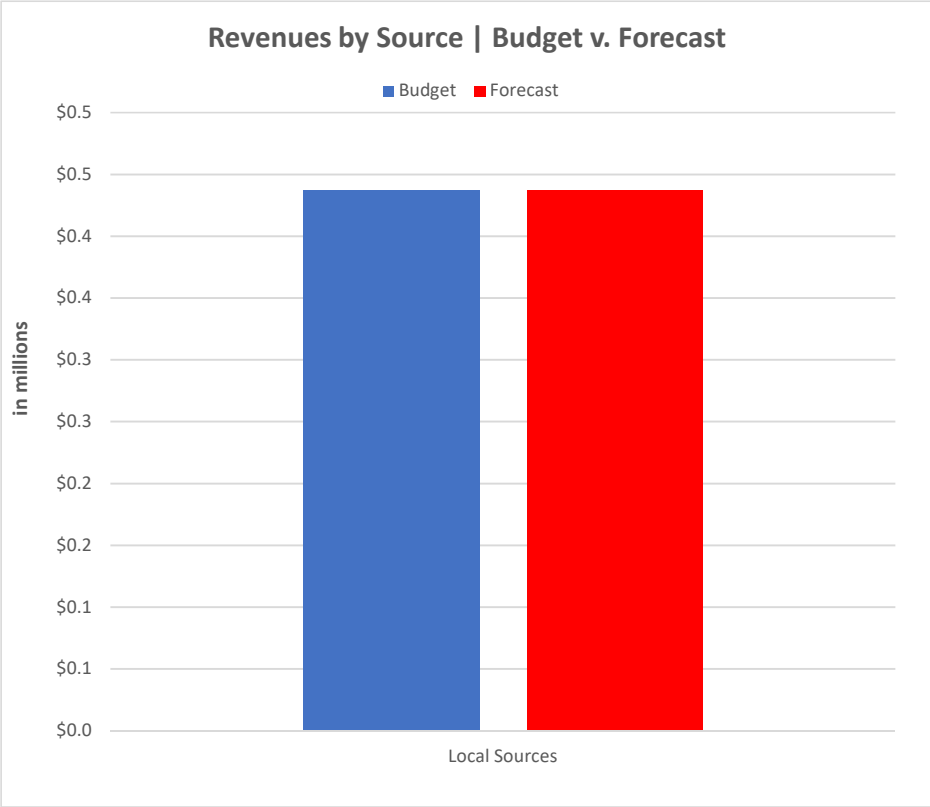
For the Period Ending January 31, 2026

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 479,945	\$ 437,072	\$ 343,700	69.94%	\$ 93,372	\$ 437,072
Intermediate Sources	-	-	-	0.00%	-	-
State Sources	-	-	-	0.00%	-	-
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 479,945	\$ 437,072	\$ 343,700	78.64%	\$ 93,372	\$ 437,072
Beginning Fund Balance	-	50,000	-	0.00%	50,000	50,000
TOTAL RESOURCES	\$ 479,945	\$ 487,072	\$ 343,700	70.56%	\$ 143,372	\$ 487,072
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	21,739	4.97%	413,739	435,477
Transfers	-	-	-	0.00%	-	-
Total Operating Expenditures	\$ -	\$ 437,072	\$ 21,739	4.97%	\$ 413,739	\$ 435,477
Contingencies	-	-	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ -	\$ 437,072	\$ 21,739	4.97%	\$ 413,739	\$ 435,477
OPERATING SURPLUS / (DEFICIT)			\$ 321,961		\$ (270,366)	\$ 51,595

Corbett School District 39

300 GO Bond Debt Service | Financial Projection by Object

For the Period Ending January 31, 2026



Corbett School District 39

400 Capital Projects | Financial Projection by Object

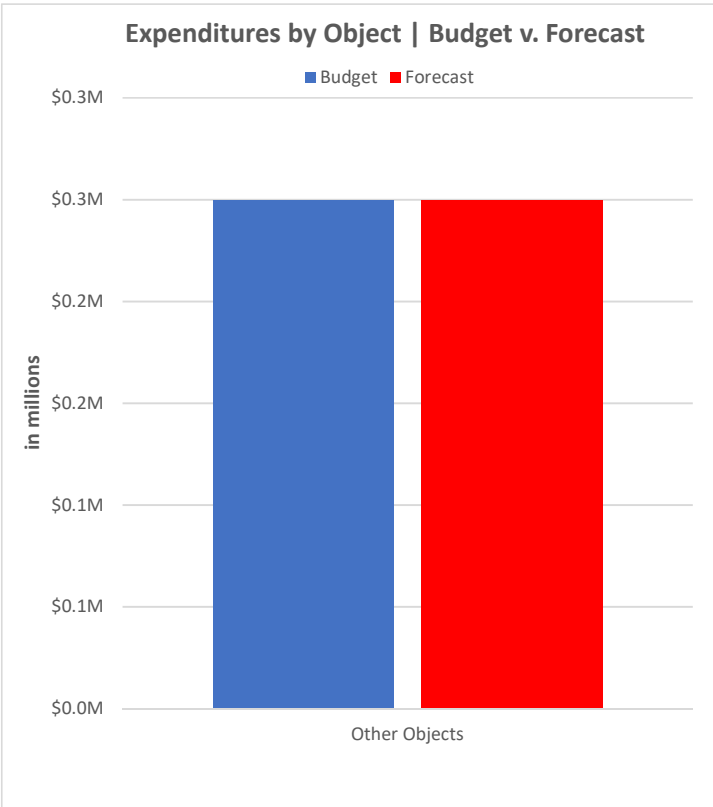
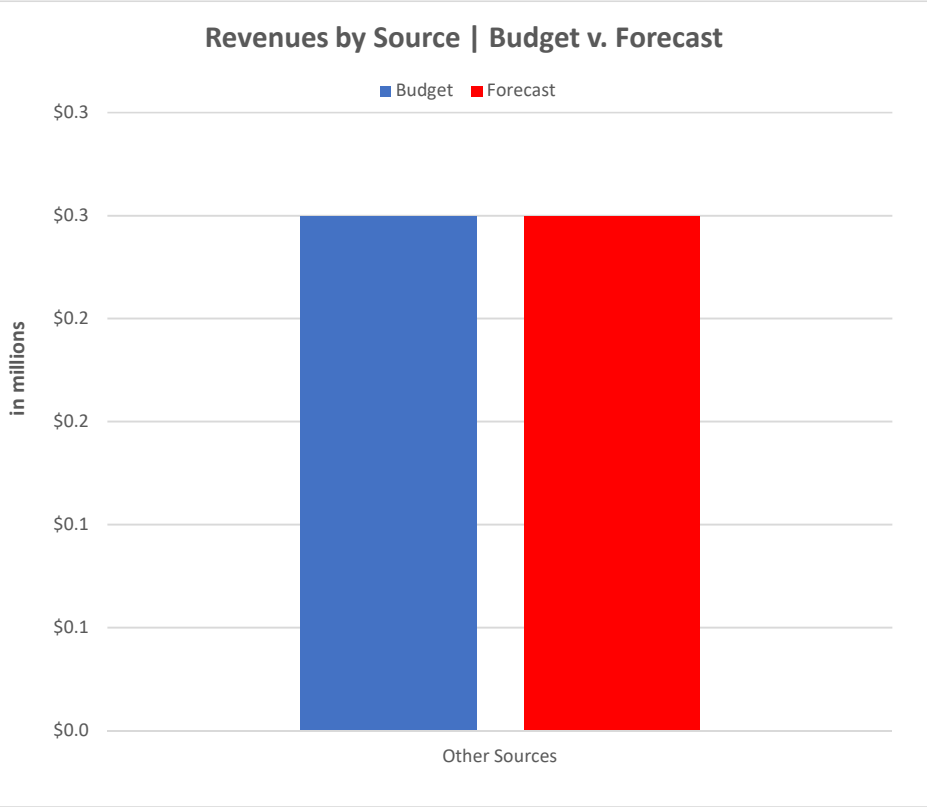
For the Period Ending January 31, 2026

	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 January 31, 2026





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

February 10, 2026 TSCC Update

1 message

TSCC <allegra.willhite@multco.us>

Tue, Feb 10, 2026 at 7:31 AM

Reply-To: allegra.willhite@multco.us

To: rlindeen@corbett.k12.or.us

Tax Supervising and Conservation Commission

Serving Multnomah County Since 1919



TSCC Update - February 10, 2026

Dear Update Readers,

Thank you to everyone who attended our budget law trainings this year, it was wonderful to see your smiling faces! For those of you unable to attend, we have the training materials available on our website: www.tscmultco.com/training.

If you're looking for even more training opportunities, the Oregon Department of Revenue trainings are scheduled in the coming weeks (both online and in-person). Even though they are not Multnomah County specific, much of the same law applies and we encourage you to attend if you can: [Local budget law-DOR-State of Oregon](#).

Looking for training opportunities beyond just budget? The [Oregon Government Finance Officers Association's spring conference](#) is scheduled in Sunriver from March 9th to 11th.



Participants learning during a supplemental budgeting activity at this year's TSCC Comprehensive Budget Law training.

Until next time,

Allegra Willhite
Executive Director
TSCC (tscmultco.com)

Sign Up to Receive the TSCC Update Newsletter

[Allegra Willhite](#)

[Brittanie Abayare](#)



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

[localbudget] 2026 Basic Local Budget Law Training Schedule

1 message

JITAN Jean * DOR <Jean.JITAN@dor.oregon.gov>
 To: "localbudget@omls.oregon.gov" <localbudget@omls.oregon.gov>

Wed, Jan 21, 2026 at 6:24 AM

The Oregon Department of Revenue is pleased to announce the 2026 Local Budget Law training sessions.

These free training sessions are for governing body members, budget committee members, finance directors, administrators, and budget officers who participate in the budget process.

For 2026, training sessions will be offered both **in-person and virtually**. The in-person training sessions will cover the entire Local Budget Law process. The virtual sessions will be broken down into three different classes focusing on the different phases related to local budget law basics.

1. **Proposing the Budget** – covering how to build a district budget including estimating property taxes, resources versus requirements, types of funds, and budget organization.
2. **Approving and Adopting the Budget** – covering putting together a budget committee, the budget committee meeting, the process for revising and approving the budget, the governing body's hearing on the budget, making changes to the approved budget, and budget resolutions adopting the budget.
3. **Changes after Budget**
4. **Adoption** – covering changes that can be made after the budget has been adopted including supplemental budgets, emergency provisions, and exceptions to local budget law

Registration is required for both in-person and virtual training sessions. The training dates and times, along with links to register, are found on the department's Local Budget Law webpage.

Training materials for all sessions are now available for download.

- **For virtual sessions**, the specific PowerPoint presentations will be emailed after registration.
- **For the in-person training**, the PowerPoint materials are available on the website.

NO Hard Copies of the training materials will be provided at the in-person sessions. Please visit our department's webpage to download or print training materials.



Jean Jitan MS, OPMA
 (she/her/hers)

Finance, Taxation & Exemption
 Analyst

125

971-600-4097



- *Please take this brief survey to tell us how we're doing. Thank you!*

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Property Tax (/dor/programs/property)

(/dor/)

[Home \(/dor/Pages/index.aspx\)](#) > [Programs \(/dor/programs/Pages/default.aspx\)](#)
> [Property Tax \(/dor/programs/property/Pages/default.aspx\)](#) > [Local budget law](#)

Local budget law

Overview of Local Budget Law

- Why do we have Local Budget Laws?** +
- Do all local governments have to comply?** +
- What can citizens expect from the process?** +
- What are local governments required to do?** +
- How can I participate in the process?** +

Local Budget Law training and resources

About Local Budget Law

Most local governments in Oregon must prepare and adopt an annual or biennial budget. Schools, counties, cities, rural fire protections districts, and most special districts are subject to budget law.

[Download forms, publications, and budget detail sheets \(/dor/forms/Pages/default.aspx\)](/dor/forms/Pages/default.aspx) by searching "local budget" in our forms center. Budgets must be prepared in a format prescribed by statute.

2026 Local Budget Law Training Handouts

- [2026 Basic Budget Law \(/dor/programs/property/Documents/Basic%20Budget%20Law%202026%20-%20Accessible.pdf\)](/dor/programs/property/Documents/Basic%20Budget%20Law%202026%20-%20Accessible.pdf)
- 2026 Sample Budget - coming soon
- [Statutory references \(/dor/programs/property/Documents/Statutory%20references.pdf\)](/dor/programs/property/Documents/Statutory%20references.pdf)
- [Budget committee and pre-meetings \(/dor/programs/property/Documents/Local%20Budget%20Committee%20Pre-Meeting.pdf\)](/dor/programs/property/Documents/Local%20Budget%20Committee%20Pre-Meeting.pdf)
- [Budget changes after adoption: statutes and explanations \(/dor/programs/property/Documents/Changes%20After%20Adoption2.0.pdf\)](/dor/programs/property/Documents/Changes%20After%20Adoption2.0.pdf)
- [Glossary \(/dor/programs/property/Documents/Glossary%202024.draftV3%28JJ%20review%29CLEAN.pdf\)](/dor/programs/property/Documents/Glossary%202024.draftV3%28JJ%20review%29CLEAN.pdf)
- [Property tax worksheet \(/dor/programs/property/Documents/prop_tax_worksheet.xls\)](/dor/programs/property/Documents/prop_tax_worksheet.xls)

Resources

- [The Local Budgeting Manual \(/dor/programs/property/Documents/Local%20Budgeting%20Manual%2c%20150-504-420.pdf\)](/dor/programs/property/Documents/Local%20Budgeting%20Manual%2c%20150-504-420.pdf), 150-504-420
- [Local Budgeting in Oregon \(/dor/forms/FormsPubs/local-budgeting-oregon_504-400.pdf\)](/dor/forms/FormsPubs/local-budgeting-oregon_504-400.pdf), 150-504-400
- [Administrative rules \(https://secure.sos.state.or.us/oard/ruleSearch.action\)](https://secure.sos.state.or.us/oard/ruleSearch.action), see Chapter 150, Divisions 294 and 310

2026 Local Budget Law Class Recordings

2026 Local Budget Law online class recordings will be posted here after the training sessions have completed for the year. They should be available by April 6, 2026.

Basic Local Budget Law training

The Oregon Department of Revenue is pleased to announce the 2026 Local Budget Law training sessions.

These free training sessions are for governing body members, budget committee members, finance directors, administrators, and budget officers who participate in the budget process.

For 2026, training sessions will be offered both in-person and virtually.

The in-person training session will cover the entire Local Budget Law process.

The virtual sessions will cover the same information as the in-person session. However, they will be broken down into three different classes each focusing on the different phases related to Local Budget Law basics:

- **Proposing the Budget** – covering how to build a district budget including property taxes, resources versus. requirements, types of funds, and budget organization.
- **Approving and Adopting the Budget** – covering putting together a budget committee, the budget committee meeting, the process for revising and approving the budget, the governing body's hearing on the budget, making changes to the approved budget, and budget resolutions adopting the budget.
- **Changes after Budget Adoption** – covering changes that can be made after the budget has been adopted including supplemental budgets, emergency provisions, and exceptions to local budget law.

Registration is required for both in-person and virtual training sessions. Training materials for all sessions are available for [download. \(/dor/programs/property/pages/local-budget.aspx\)](https://dor/programs/property/pages/local-budget.aspx)

- **For virtual sessions**, the specific PowerPoint presentations will be emailed after registration.
- **For the in-person training**, the PowerPoint materials are available on the website.

NO Hard Copies of the training materials will be provided at the in-person sessions. Please visit our departments webpage (/dor/programs/property/pages/local-budget.aspx) to download or print training materials.

Please make sure to sign up for the [Local Budget Law announcement e-mail list \(https://omls.oregon.gov/mailman/listinfo/localbudget\)](https://omls.oregon.gov/mailman/listinfo/localbudget) for any changes or cancellation announcements for our training sessions.

Local budget law Training Schedule:

Training schedule

Date	Class	129
-------------	--------------	-----

Date	Class
February 3, 2026, Tuesday	<p>Basic Local Budget Law – Proposing the Budget</p> <p>Time: 9:00 am to 11:30 am</p> <p><u>Online via Zoom (https://www.zoomgov.com/meeting/register/C-JzxAjsS6CVKQ7wRlnINQ)</u></p>
February 10, 2026, Tuesday	<p>Basic Local Budget Law – Approving and Adopting the Budget</p> <p>Time: 9:00 am to 11:30 am</p> <p><u>Online via Zoom (https://www.zoomgov.com/meeting/register/eHRIQg90S7W8X_9S9uwPQA)</u></p>
February 18, 2026, Wednesday	<p>Basic Local Budget Law – Changes after Budget Adoption</p> <p>Time: 1:00 pm to 2:30 pm</p> <p><u>Online via Zoom (https://www.zoomgov.com/meeting/register/cgkHpl9JTcyZxOabTwHaHg)</u></p>
March 10, 2026, Tuesday, In-Person training	<p>Basic Local Budget Law Training</p> <p>Time: 9:00 a.m. to 3:30 p.m.</p> <p>Forest Grove Community Auditorium</p> <p>1915 Main Street</p> <p>Forest Grove, OR 97116</p> <p><u>Register for the training (https://www.surveymonkey.com/r/JCVYPJJ)</u></p>
March 17, 2026, Tuesday, In-Person Training	<p>Basic Local Budget Law Training</p> <p>Time: 9:00 a.m. to 3:30 p.m.</p> <p>Linn County Expo Center</p> <p>3700 Knox Butte Road E,</p> <p>Albany, OR 97322</p> <p><u>Register for the training (https://www.surveymonkey.com/r/JDCC2ZN)</u></p>

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Sign up now to [receive email updates \(http://listsmart.osl.state.or.us/mailman/listinfo/localbudget\)](http://listsmart.osl.state.or.us/mailman/listinfo/localbudget) about Local Budget Law.

Page references

- [Local Budget Law training and resources \(/dor/programs/property/Pages/local-budget.aspx#lawtraining\)](/dor/programs/property/Pages/local-budget.aspx#lawtraining)

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