

Thursday, February 5, 2026
6:30 PM

AGENDA
Regular Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, February 5, 2026, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

Accessibility: To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*
- II. EXECUTIVE SESSION (5:15-6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(d) to consult with persons designated to carry on labor negotiations.
- III. ACKNOWLEDGMENT OF BLACK HISTORY MONTH

Corvallis School District 509J

Resolution Number: 21-0201

ACKNOWLEDGEMENT OF BLACK HISTORY MONTH

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Black and African American people; and

WHEREAS, in 1926 Black History Month grew out of the establishment of what was then called Negro History Week by Carter G. Woodson and the Association for the Study of African American Life and History; and

WHEREAS, Black History Month was first proclaimed nationally in 1976 and has been celebrated annually ever since; and

WHEREAS, this nation was built upon the stolen labor of African peoples; and

WHEREAS, the descendants of African people forcibly removed from their homes now live in diaspora; and

WHEREAS, The State of Oregon has a documented history of anti-Blackness; and

WHEREAS, inequality and injustice still linger in our cities, states and country, and it is the responsibility of citizens to advance the American notion of life, liberty, and the pursuit of happiness for all; and

WHEREAS, our diverse culture enriches and broadens the American experience of which Black and African American heritage is an inseparable part as it weaves throughout our country's history, profoundly influencing every aspect of our lives; and

WHEREAS, education is a necessary component for creating a more equitable and anti-racist community, nation, and world; and

WHEREAS, The Corvallis School District has made a commitment to equity and anti-racism; and

WHEREAS, The Corvallis School District has a responsibility to honor and respect the diverse histories of our community.

Therefore, let it be resolved by the Board of Education of the Corvallis School District:

do hereby proclaim **February 2021** as well as each February annually, as **Black History Month** in the District and strongly encourage families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade appropriate ways as well as highlight the contributions of Black and African American peoples to the local community, nation, and beyond both historically and in current times.

Adopted this day: 02-18-2021

Signed:



Sami Al-Abdrabbuh
Board Chair

Attested:



Ryan Noss
Superintendent

IV. BOARD MEMBER REPORTS

V. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES



2026 Budget Talking Points

MESSAGE TO LEGISLATORS

- **It is clear that future state budget cycles will be very tight, but the Legislature has enough in reserves to get school districts through this biennium without cutting services to students.** That would give district leaders time to plan ahead and identify future reductions that can be made with the least impact to students.
 - If the State School Fund is roughly 27% of the General Fund, then our “share” of a \$600 million General Fund shortfall is around \$162 million. The Legislature could take this much from the Education Stability Fund and still end the biennium with over \$1 billion in the fund.
- **Time to plan is critical. School district budgets don’t turn on a dime.**
 - Districts work with a variety of vendors and often have multi-year contracts for goods and services. Those obligations don’t change just because state funding is redirected.
 - When possible, it is better to handle reductions in force through attrition and early retirements rather than sudden layoffs.
- **The Legislature has already layered additional costs onto districts in the 2025-27 biennium.** For instance, in order to comply with the Education Accountability Act as written, a number of school districts will need to purchase new interim assessments, potentially facing early-termination fees under existing contracts.
- **Many districts are already seeing increased need to support students whose families are impacted by the recent federal policy changes.**
- **Districts need stability from the state now in order to make thoughtful plans for protecting the most critical services for students in the future.**

Background Context:

- Following the passage of HR 1, otherwise known as the “One Big Beautiful Bill Act,” Oregon is facing a loss of state revenue and a loss of federal funding for programs such as Medicaid (a.k.a., the Oregon Health Plan) and the Supplemental Nutrition Assistance Program (SNAP). Additionally, the federal government is shifting a portion of administrative costs onto the states.
- The federal changes will roll out in phases, with the impact on Oregon growing over the 2025-27, 2027-29, and 2029-31 biennia. That means this biennium (2025-27) will be challenging financially, but it will be the easiest of the three.
- Unlike during a recession, we are not just waiting for the economy to improve. These are long-term changes that will impact Oregon’s budget for the foreseeable future.
- Between federal changes and wildfire costs, the state is facing a roughly \$600 million General Fund shortfall in the 2025-27 biennium. This number is an estimate and may evolve with each quarterly revenue forecast, the next of which will be released in February 2026.
- The State School Fund accounts for roughly 27% of General Fund spending.
- All state agencies have been asked to identify 2.5% and 5% potential cuts lists.
- There remains uncertainty about federal funding for education in Fiscal Year 2026, which could further exacerbate local districts’ budget challenges.

Education Stability Fund Key Facts:

- The Education Stability Fund was established in the Oregon Constitution in 2002 as a reserve fund for public education.
- Each biennium, 18% of net lottery revenue is put into the Education Stability Fund. The balance of the fund cannot exceed 5% of the prior biennium’s General Fund revenue. Once that cap is hit, excess funds go into the Oregon School Capital Matching Fund.
 - The Education Stability Fund is expected to hit the cap in the 2025-27 biennium, with a projected ending balance of \$1.26 billion.
- The Legislature can access the fund with a 3/5 majority vote in the Senate and House if certain economic triggers are met or if the Governor declares an emergency.
 - The Education Stability Fund has been accessed 9 times since its creation, most recently in 2020 when the Legislature utilized \$400 million to help schools get through the pandemic.



Transforming public education, board by board

Fully Fund and Modernize the Individuals with Disabilities Education Act (IDEA)

Why IDEA Matters

For nearly 50 years, the Individuals with Disabilities Education Act (IDEA) has guaranteed students with disabilities the right to a free and appropriate public education. IDEA opens doors to opportunity, inclusion, and lifelong success for millions of students nationwide.

The Federal Funding Gap

When IDEA was enacted, Congress committed to covering up to 40% of the additional cost of special education.

Today, the federal share is only ~14%.

This chronic underfunding forces states and local school districts to fill the gap—straining budgets, limiting services, and exacerbating critical shortages of special education teachers and specialists.

Congressional Request for FY26

1. Fully Fund IDEA (Part B)

A full federal investment would:

- **Hire and retain** qualified special education teachers and support staff
- Provide essential **classroom resources, services, and assistive technologies**
- **Reduce financial pressure** on local districts, supporting all students
- Ensure **fairness** so every child, regardless of ability or ZIP code, can thrive

2. Modernize IDEA

Update the law to reflect today's educational and technological realities by supporting:

- **Data-driven practices** and improved accountability
- **Accessible digital learning tools** and inclusive technology
- **Training and professional development** to meet evolving student needs

Why This Investment Matters

Fully funding and modernizing IDEA is both a moral and legal obligation. It is an investment in:

- Students with disabilities
- Educators and specialists
- Stronger public schools
- Our nation's future workforce and civic life

Our Ask

We urge Congress to:

- Support the IDEA Full Funding Act (S. 1277 and H.R. 2598); the Funding Early Childhood is the Right IDEA Act (H.R. 5141 in the 118th Congress) to restore funding for early intervention services under IDEA Part C and Section 619; and the Keep Our PACT Act (S. 343 and H.R. 869), which would put Congress on a fiscally responsible path to fully fund Title I and IDEA on a mandatory basis.
- **Prioritize IDEA modernization** to strengthen implementation, access, and accountability.



National **School Boards** Association

Transforming public education, board by board

Invest in Educators: Robust Funding for ESEA Title II-A & Innovation in Educator Apprenticeships

Why Title II, Part A Matters

Title II-A is the **only dedicated federal funding stream for educator professional development**. Districts rely on it to recruit, train, and retain high-quality educators—an urgent need amid nationwide teacher shortages and growing instructional demands.

Current Challenge

Many districts face:

- Persistent challenges in retaining quality educators
- High turnover in hard-to-staff fields
- Insufficient access to high-quality, ongoing professional development

Without Title II-A, schools lack the resources needed to ensure educators can deliver effective instruction aligned with today's academic and technological expectations.

Congressional Request for FY26

1. Provide Robust, Sustained Funding for ESEA Title II-A

We urge Congress to:

- Reject House proposals to eliminate Title II-A
- Support the Senate's FY26 Labor–HHS–Education funding proposal for full and continued Title II-A appropriations

Robust Title II-A funding enables districts to invest in:

- Evidence-based science of reading instruction
- Effective and responsible integration of Artificial Intelligence in classroom practice
- High-quality civics education
- Ongoing, standards-aligned, job-embedded professional learning

These investments directly drive student achievement across all subjects.

2. Support Innovation Through Educator Apprenticeships

Teacher workforce challenges require new, sustainable talent pipelines.

Reauthorization of the National Apprenticeship Act (NAA) presents a critical opportunity to expand access to education careers.

We respectfully request that NAA reauthorization:

- **Explicitly designate education sector careers as apprentice-able occupations**
- **Include a specific public-sector funding set-aside** for educator apprenticeships
- **Provide clear federal guidance** to help districts implement locally designed apprenticeship programs
- **Prioritize pathways** that help current paraprofessionals earn teaching credentials, strengthening homegrown educator pipelines

Why These Investments Matter

By strengthening Title II-A and supporting innovative apprenticeship pathways, Congress can help districts:

- Recruit and retain a stable, well-prepared workforce
- Expand high-quality professional development
- Improve educational outcomes for all students
- Build long-term, sustainable staffing solutions

These steps are essential to the success of public schools and the future strength of our nation.

Our Ask

We ask you to champion robust, sustained federal investment in educators by fully funding ESEA Title II-A in FY26 and rejecting proposals to eliminate this critical program. We urge you to support the Senate's Labor-HHS-Education funding level to ensure districts can recruit, retain, and develop a high-quality educator workforce. Additionally, we request your support for reauthorizing the National Apprenticeship Act in a way that explicitly includes education careers and provides dedicated funding for educator apprenticeships. Together, these actions will strengthen educator pipelines, expand high-quality professional learning, and improve outcomes for students in every community.



Transforming public education, board by board

Protecting Schools & Connecting Students: Cybersecurity, Broadband, and Home Connectivity

Why This Matters

1. Rising cyber threats that jeopardize operations and student data.
2. The need for affordable, high-capacity broadband for learning both in school and at home.

Public schools are increasingly targeted by sophisticated cybercriminals. Ransomware and other attacks disrupt learning, expose sensitive data, and overwhelm districts that lack the resources and expertise needed to defend themselves.

1. Support & Study the FCC's \$200M Cybersecurity Pilot Program

The FCC's three-year, \$200 million Cybersecurity Pilot Program is a vital step toward protecting school networks.

We urge Congress to:

- Support the pilot program as it advances
- Ensure robust evaluation and transparent reporting to identify proven tools and strategies
- Use findings to modernize and expand E-rate cybersecurity investments

This pilot will generate essential data to guide scalable, evidence-based solutions that keep students and staff safe.

2. Strengthen the E-rate Program to Ensure High-Speed Broadband for All Schools

E-rate remains the backbone of school connectivity. Continuing and strengthening this investment allows districts to:

- Access affordable, high-speed broadband
- Close the digital divide for underserved communities
- Support digital learning, emerging instructional tools, and AI-powered technologies

Sustained E-rate funding is critical to ensuring every school can participate fully in today's digital education landscape.

3. Restore and Sustain the Affordable Connectivity Program (ACP)

The expiration of the **Affordable Connectivity Program (ACP)** in May 2024 left millions of low-income families without home internet access, cutting students off from:

- Homework and remote learning
- Online curricula and tutoring
- Essential communication and support services

Restoring and sustaining ACP is essential to ensuring that learning continues beyond the school day. In a world shaped by rapid technological change—including at the intersection of **education, AI, and workforce readiness**—reliable home internet is a necessity, not a luxury.

Congressional Requests

We respectfully urge Congress to:

1. **Support the FCC's Cybersecurity Pilot Program** and ensure rigorous evaluation of outcomes.
2. **Maintain and strengthen E-rate funding** to guarantee high-speed broadband for every school.
3. **Restore and provide long-term funding for the Affordable Connectivity Program** to keep students connected at home.

A Commitment to Safe, Equitable Digital Learning

Supporting these programs will ensure students have:

- Secure digital environments
- Reliable access to classroom technologies
- Continuous learning opportunities at school and at home

These investments equip America's students to succeed in a world increasingly shaped by digital innovation.

Our Ask

We ask you to protect students and schools by supporting federal investments that strengthen cybersecurity and expand reliable connectivity. Specifically, we urge you to support and closely evaluate the FCC's \$200 million Cybersecurity Pilot Program and use its findings to modernize E-rate cybersecurity support. We also request your continued commitment to robust E-rate funding to ensure every school has access to affordable, high-speed broadband. Finally, we ask you to restore and sustain the Affordable Connectivity Program so students can remain connected to learning beyond the school day.



Transforming public education, board by board

Invest in Opportunity: Robust FY26 Funding for Title I & Career & Technical Education (CTE)

Why These Investments Matter

Strong federal support for Title I and Perkins Career & Technical Education (CTE) State Grants ensures that every student—regardless of background, income, or ZIP code—has access to high-quality instruction and pathways to meaningful, high-demand careers.

Title I: The Foundation of Educational Fairness

Title I provides essential federal support to schools serving students from low-income families. These resources enable districts to offer:

- Targeted tutoring and literacy interventions
- Evidence-based reading and math supports
- Extended learning opportunities
- Critical programs that close opportunity gaps

The Challenge

Funding has not kept pace with rising needs, and the cuts proposed in the House FY26 bill would significantly weaken schools' ability to serve students who rely on Title I most.

Career & Technical Education (CTE): Pathways to Today's Workforce

CTE programs, authorized under the Carl D. Perkins Act, combine classroom instruction with hands-on learning, industry credentials, and work-based experiences. CTE equips students with in-demand skills and connects them directly to high-wage, high-growth careers.

Why Increased CTE Investment Is Essential

CTE:

- Supports workforce shortages in high-demand industries
- Prepares students for both postsecondary options and direct entry into the workforce
- Serves as a vital pathway to graduation and long-term economic mobility

Significant increases in Perkins CTE State Grants will allow districts to expand high-quality programming, modernize equipment, and ensure equitable access to emerging and technical fields.

Congressional Requests for FY26

We respectfully urge Congress to:

1. **Oppose House-proposed cuts and increase funding for Title I, Part A**, ensuring sustained, evidence-based supports for students in under-resourced communities.
2. **Significantly boost Perkins CTE State Grants** to strengthen and expand high-quality career pathways aligned with workforce needs.
3. **Support school–employer–postsecondary partnerships** to modernize CTE and expand access to priority and emerging industries.

Why This Matters for America's Future

Robust FY26 investments in Title I and CTE are commitments to:

- Stronger schools
- A skilled workforce
- Economic growth in every community
- Students who are prepared to succeed in a rapidly changing world

Our Ask

We ask you to oppose proposed FY26 cuts and instead strengthen federal investments in both Title I, Part A and Perkins Career & Technical Education State Grants. Specifically, we urge you to increase Title I funding to ensure students in under-resourced communities receive the evidence-based supports they need to succeed. We also request a significant boost to Perkins CTE funding so districts can expand high-quality, modern career pathways aligned with workforce demands. By supporting these investments, you will help build stronger schools, a skilled workforce, and lasting economic opportunity in every community.



Transforming public education, board by board

Prioritizing Student Health, Wellness & Safety for Academic Success

Why This Matters

Student health, safety, and wellness are not optional supports; they are the foundation of academic achievement, engagement, and long-term success. Students who feel safe, healthy, and supported attend school more regularly, learn more effectively, and thrive in and beyond the classroom.

To meet this moment, we urge Congress to advance the following critical priorities:

1. Expand School-Based Medicaid Services

Strengthen school-based Medicaid so districts can better support students' physical and mental health needs.

We ask Congress to:

- Increase federal support and technical assistance from CMS
- Encourage all states to fully expand school-based Medicaid
- **Allow coverage for all medically necessary services** for all Medicaid-enrolled students—not only those with IEPs
- Expand the list of eligible providers to include a broad range of mental health professionals

This expansion will help schools meet rising student health needs and reduce local financial burdens.

2. Address Food Insecurity & Ensure Universal Access to School Meals

Consistent nutrition is essential to learning, behavior, and attendance.

We urge Congress to:

- Support passage of the **Expanding Access to School Meals Act** to make school meals **free for all students**
- Sustain and expand the **Summer EBT (SUN Bucks)** program to ensure year-round nutrition

Universal access to healthy meals produces strong academic and health outcomes and reduces stigma for students.

3. Strengthen School-Based Mental Health Resources

The youth mental health crisis is escalating, and schools cannot meet the demand alone.

We ask Congress to:

- Restore and increase funding for Bipartisan Safer Communities Act mental health programs
- Expand grant programs and student loan forgiveness to recruit and retain school-based mental health professionals, including:
 - Counselors
 - Psychologists
 - Social workers

These supports are especially critical in high-need districts.

4. Invest in Evidence-Based School Safety Measures

Safe learning environments require proactive, research-backed approaches.

We urge Congress to continue investing in DOJ's **STOP School Violence Act** programs, including:

- Anonymous reporting systems
- Threat assessment teams
- Crisis management and staff training
- School climate initiatives in partnership with community agencies

These tools protect students while fostering trust and belonging.

5. Invest in Indoor Air-Quality Measures

- Support HR 5123 on Indoor Air Quality: HR5123 targets the widespread problem of poor indoor air quality (IAQ) in schools, which has clear consequences for student health and learning.
- Children are especially vulnerable to pollutants from inadequate ventilation, mold, dust, and chemicals, leading to higher rates of asthma symptoms, respiratory infections, and absenteeism.
- These health impacts translate directly into reduced concentration, impaired cognitive function, and lower academic performance.
- Research consistently shows that improving IAQ results in fewer sick days and measurable gains in student achievement. By providing financial support and a national assessment, HR 5123 enables schools to create healthier environments that promote consistent attendance and better educational outcomes.

A Comprehensive Strategy to Reduce Chronic Absenteeism

Health, nutrition, mental health support, and school safety are deeply interconnected. Together, they form the foundation needed to address the nationwide chronic absenteeism crisis. When students have consistent access to care, food, emotional support, and safe, welcoming schools, they are far more likely to attend and succeed.

Our Ask

We ask you to prioritize student health, wellness, and safety as essential investments in academic success. Specifically, we urge you to strengthen school-based Medicaid services, expand access to nutritious school meals, and restore and increase funding for school-based mental health programs. We also request continued investment in evidence-based school safety initiatives and support for improving indoor air quality in schools, including passage of H.R. 5123. Together, these actions will reduce chronic absenteeism, improve student well-being, and ensure schools are safe, healthy environments where all students can thrive.



Transforming public education, board by board

Ensuring Public Schools Fully Benefit from the Federal School Tax Credit in the OBBBA

Why This Matters

Public schools educate the vast majority of America's students and serve as the backbone of every community. The federal school tax credit created in the One Big Beautiful Bill Act (OBBBA) legislation passed in July presents a meaningful opportunity to strengthen educational resources—if *public schools are able to fully participate and benefit from the program.*

The National School Boards Association remains opposed to voucher programs that are available only to private schools, and appreciates that this tax credit is structured to include public schools as eligible participants.

Congress's decision to include public schools as eligible entities represents an important and welcome recognition of the role public schools play in educating our nation's children.

Appreciating Congressional Leadership

- Including public schools in the federal school tax credit acknowledges their central role in educating students nationwide.
- This action affirms that public schools should have access to federal incentives designed to support students and educators.
- With proper implementation, this credit can provide meaningful support to districts across the country, particularly those serving high-need communities.

Implementation Will Determine Impact

Eligibility alone is not sufficient. As the U.S. Treasury Department develops rules and guidance for the tax credit, implementation choices will directly affect whether public schools can realistically access and use the program.

Past experience shows that when programs allow both public and private participation:

- Private institutions often benefit more due to simpler structures or targeted outreach
- Public school districts may face administrative or structural barriers that limit participation

Without intentional guardrails, public schools risk being unintentionally underrepresented.

Our Ask: Ensure Full and Fair Public School Participation

Congressional oversight is essential. I urge Congress to clearly convey to the Treasury Department the need for rules that explicitly support public school access to the federal school tax credit.

Specifically, Treasury guidance should include:

- **Explicit affirmation** that public schools are intended beneficiaries of the credit
- **Clear, practical procedures** designed for public school districts to participate
- **Transparent distribution mechanisms** that do not disadvantage public entities
- **Targeted outreach and technical assistance** for public districts, especially those serving high-need students
- **Monitoring and reporting** to ensure public schools are benefiting as intended

The Goal

- Ensure the tax credit strengthens public education outcomes
- Deliver a balanced and effective program that reflects Congress's intent to include public schools

Our Ask

We ask you to exercise strong congressional oversight to ensure public schools can fully and fairly benefit from the federal school tax credit established in the OBBBA. Specifically, we urge you to communicate clearly to the Treasury Department that public schools are intended beneficiaries and that implementing rules must be practical and accessible for school districts. We also request that Treasury guidance include transparent distribution mechanisms, targeted outreach, and technical assistance so public schools, especially those serving high-need communities, are not disadvantaged. These steps will ensure the tax credit strengthens public education and fulfills Congress's intent.

VI. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the February 5, 2026, meeting.

National School Counseling Week

This week (February 2-6) is National School Counseling Week, a time to celebrate all that school counselors do to support students in achieving school success and planning for a career. Please join me in thanking them.

Black History Month

February marks the start of Black History Month, a time for our district to celebrate the contributions of Black and African American individuals to our community and our country. Our district believes that honoring history also requires a commitment to the future.

This month, we have highlighted the work happening as part of our African American and Black Student Success (AABSS) grant from the Oregon Department of Education through our social media and in a [news story](#) on our district website.

February is Career and Technical Education Month

February is Career and Technical Education (CTE) Month, a national celebration of programs that prepare students for high-wage, high-demand careers while allowing them to explore their unique passions. This month, we will highlight all our district programs on our social media accounts and in [news stories](#) on our website.

Today was the first highlight of our **Design and Applied Arts** program. The project highlight was the collaboration between ceramics students at Crescent Valley High School and students at Mountain View Elementary. Elementary students designed original characters they called "Pet Pals," and the CVHS students sculpted and fired each of them into a clay sculpture. You can read more about the project and our **Design and Applied Arts** program here: [Building Bridges Through Art: CVHS and Mountain View Students Bring "Pet Pals" to Life](#)

2026 Student Career Fair at OSU LaSells Stewart Center

We still need volunteers for the Benton County Career Convention on Tuesday, March 17th, at OSU. This event is for 11th graders in our community. At it, they will explore at least three career paths, receive feedback on their most current resumé, and participate in two mock interviews.

The roles available for volunteers include:

- **Mock Interviewers:** Help students hone their interview skills by participating in mock interviews.
- **Career Panel Speakers:** Share your professional journey and insights on a career panel.

- **Event Support:** Assist with check-in and direct students to ensure a smooth, organized experience.
- **Community Partners:** Be a valuable community partner by sharing services, internship opportunities, or information on summer employment.

This is an opportunity for community members to actively shape the future of our students. Volunteers can express their interest by completing this [online form](#).

Education Advocacy Day In Salem on February 17

The day creates the opportunity to meet with key elected leaders to discuss our 2026 budget and policy priorities. During the advocacy day, I will:

- Engage directly in the legislative process with a priority focus on protecting K-12 budgets from reductions or cuts.
- Build and strengthen relationships with key elected leaders through meetings and sharing the stories of your schools and students. This will help lawmakers better understand how a proposed budget cut or policy would impact the public schools in their districts and communities.
- Work in partnership with your colleagues from COSA, OSBA, OAESD, and OASBO to present a unified message about the importance of protecting K-12 budgets from mid-year and mid-biennium cuts.

2024-25 Graduation Rates

Last week, the Oregon Department of Education released graduation data for the 2024-25 school year.

Highlights:

- The district's overall graduation rate for 2025 was 90 percent, up three percent from last year.
- 527 out of 583 graduated with their 4-year cohort.
- A standout achievement is our students with disabilities, who achieved a graduation rate of 87%, the highest graduation rate for this student group in the last decade.

It is also noteworthy that this is the first group of students to complete four full years of in-person learning.

Footloose

The end of this month marks the start of our CSD Theaters production of Footloose. In addition to our regular shows, we are offering a one-night-only VIP Dinner & a Show Experience this year, in

partnership with our culinary arts program. This experience features a retro diner-style dinner prepared and served by culinary students, premium show seating, and a swag bag.

Regular showtimes are February 26-March 15. VIP tickets are limited and available for the night of March 13th performance only. To buy tickets for the regular showtimes or the VIP experience, visit the [CSD Theaters Buy Tickets](#) webpage.

Consolidation Updates

Staffing	<ul style="list-style-type: none"> ● Tomorrow is the last day for staff to complete the Preference for Placement form for the 2026-27 school year
Programming	<ul style="list-style-type: none"> ● Completed the staff survey for feedback on the proposed 26-27 school programming structure ● District teams are reviewing this feedback to determine whether adjustments are needed ● Present the final version of the model at the February 19 board meeting
Facilities and Transportation	<ul style="list-style-type: none"> ● Finalizing move services coordinator planning ● Committing to office hours to meet with families to share any concerns about transportation after we share draft bus route
Student Transitions	<ul style="list-style-type: none"> ● Adjusting the April conference schedule to prioritize community open houses, transition planning, and staff connection ● Dedicated time for: <ul style="list-style-type: none"> ○ Community open houses at new school sites on April 16 ○ Supporting families, students, and staff through the consolidation process ○ Transition meetings and collaboration among staff ○ New staff meet-and-greets at their new school sites
Transfers	<ul style="list-style-type: none"> ● Updated the language on the transfer page based on families' questions ● The Early Resident Transfer Window form opens on Monday, February 9
School Transitions	<ul style="list-style-type: none"> ● Staff team from Cheldelin and Linus Pauling has developed a plan and timeline for students to actively participate in creating a school mascot and color scheme for Corvallis Junior High ● The goal is to have a draft of the school colors and a mascot by March 20



Corvallis
SCHOOL DISTRICT

Consolidation Update

Corvallis School Board
February 5, 2026

Staffing

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Programming

Completed the staff survey for feedback on the proposed 26-27 school programming structure

District teams are reviewing this feedback to determine whether adjustments are needed

Present the final version of the model at the February 19 board meeting

Facilities and Transportation

Finalizing move services coordinator planning

Committing to office hours to meet with families to share any concerns about transportation after we share draft bus routes

Student Transitions

Adjusting the April conference schedule to prioritize community open houses, transition planning, and staff connection

Dedicated time for:

- Community open houses at new school sites on April 16
- Supporting families, students, and staff through the consolidation process
- Transition meetings and collaboration among staff
- New staff meet-and-greets at their new school sites

Transfers

Updated the language on the transfer page based on families' questions

The Early Resident Transfer Window form opens on Monday, February 9

School Transitions

Staff team from Cheldelin and Linus Pauling has developed a plan and timeline for students to actively participate in creating a school mascot and color scheme for Corvallis Junior High

The goal is to have a draft of the school colors and a mascot by March 20

QUESTIONS

VII. PUBLIC COMMENT (6:55 PM)*

NOTE: To indicate your desire to comment, please arrive several minutes before the meeting begins, and complete a request card; then, turn it in to the Board Secretary before the meeting begins. See the attached guidelines for providing input to the School Board.

Virtual option: Please contact kimberly.nelson@corvallis.k12.or.us by noon on the day of the Board Meeting to schedule public comment. Please include your name, address, the phone number you will call in from, and the topic of your public comment.



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 02-06-25)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments:

- A. Complete all of the requested information on a “Comment Request” card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.
- B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
- D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at <http://policy.osba.org/corvall/kl/index.asp>.
 - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

Letters, emails, and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails sent to: schoolboard@corvallis.k12.or.us, will reach all Board members as a group as well as the following District staff: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, Communications Coordinator, and Executive Assistant to the Superintendent and Board of Directors (also known as Board Secretary).

Telephone Calls

Luhui Whitebear	541-714-3305	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Bernie Wang	541-704-7298		



PROVIDING REMOTE INPUT TO THE SCHOOL BOARD

(Revised 02/06/25)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, via telephone, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments via telephone during designated meetings:

- A. Email Board Secretary Kim Nelson at kimberly.nelson@corvallis.k12.or.us by noon on the day of the meeting.
- B. Provide your name, home address, and the telephone number you will be calling in on.
- C. You will be provided a telephone number and meeting access code.
- D. At the time designated on the agenda, call the number provided and enter any required access codes.
- E. You will be “in the waiting room” until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
- F. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- G. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to comment after you.
- H. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- I. If you read from a prepared statement, you may choose to email your written comments to Kim Nelson at kimberly.nelson@corvallis.k12.or.us to post online with the informational packet of the meeting and to file with the official minutes of the meeting. It is not required, however.
- J. Speakers may offer objective criticism of District operations and programs, but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at <http://policy.osba.org/corvall/kl/index.asp>.
 - Complaints regarding budget, programs, or other District issues should also be handled by first following the steps outlined in policy KL.
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Telephone Calls

Luhui Whitebear	541-632-3568	Terese Jones	541-230-1673
Sami Al-AbdRabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Bernie Wang	541-704-7298		



Presented to the Board at the February 5, 2026, board meeting. KN

December 2025 Mt. View Water Test Results

1 message

RA Shimabuku <shimabukuray@gmail.com>

Thu, Feb 5, 2026 at 6:45 PM

To: school.board@corvallis.k12.or.us

Cc: kim.patten@corvallis.k12.or.us, hans.boyle@lee.net

I am pasting an unabridged version of hopefully my oral presentation at the school board meeting tonight.

"My name is Ray Shimabuku.

I reside in the School District Boundary at 715 NW Conifer Blvd.

Last fall I participated in the public meeting at Letitia Carlson regarding the proposed consolidation of schools. My concern was the poor water quality at Mt. View School. Over twenty five years ago my sons attended Mt. View during my career with the EPA lab in Corvallis. Mt. View is currently the only school in the district on a well water source. The rest rely on water from the City of Corvallis. The well water then, as it is now, tasted poorly. During my tenure as Mt. View PTA president, a water quality test posted on the school main office revealed a problem with coliform bacteria coupled with some of the sample sites with lead levels exceeding EPA standards. The district remediation at that time was to provide drinking water that was trucked in.

I also attended the subsequent school board meeting eager to share with the full school board and community my concern. Although signing up for public comment, there were a very large number of prior requests for public comments and I was not able to present directly. Fortunately I emailed my concerns to the school board and district facility managers on October 18. I pointed out that the results of the last full water testing that was available on the district website was on August 18, 2023. Of the twenty seven samples taken, only one exceeded the EPA threshold of 15 ppb for lead. The sample was in the kitchen island sink at 30.6 ppb. I pointed out that all of the other current schools in the district are serviced by Corvallis water system. They state that their water supply to 90% of their users is below 1.4 ppb for lead with a range of 1 to 4 ppb. They conduct daily tests on their water supply. I pointed out that 12 of the 27 Mt. View samples exceeded the 1.4 ppb range. To contrast, a water analysis for Letitia Carlson about a year earlier on September 8, 2022 with an equivalent sample size of 26 had none that exceeded the EPA threshold and only two sites, in the kitchen, which barely exceeded the Corvallis threshold of 1.4 ppb. All of the fountains or bottle fillers had levels well below the Corvallis threshold..

I was astonished by the most recent water analysis for Mt. View dated Tuesday December 16, 2025 with a robust study of 76 samples. 56 of the samples or 74% exceeded the Corvallis 1.4 ppb level of which 9 samples exceeded the 15 ppb EPA level. Even more remarkably of the 21 fountains or bottle fillers tested, 8 exceeded the EPA limit of 15 ppb with an average of 21 ppb with one as high of 32 ppb. An additional 5 exceeded the Corvallis 1.4 ppb but with a high average of 11 ppb. Only 8 of 21 were below the Corvallis level or not detected.

This is a crisis! The last time a study of significant sampling at Mt. View was approximately two years earlier which met the state minimum requirement of at least every two years. The source of my information is from the district website but is limited to only lead results. Earlier this week I requested by email for additional historical data for Mt. View from the district's facilities manager.

As I stated. I am now retired and have over the years substantially reduced my community service involvement which focused primarily on youth including those with disabilities. My plan was to be able to arrive at tonight's meeting early enough to sign up to present directly to the board, district and community. To further ensure that I am successful in communicating this concern I am also concurrently sending to you by email this unabridged version of this presentation.

I have closely studied the water quality data posted on the district website for all of the schools in the district. Only Mt. View have water/health issues that are widespread throughout the facility. Since I am retired and no longer part of an active school district culture, I do not have access to current information about how the district plans to remediate this most serious issue nor do I know whether it affects the announced plan for consolidation of schools. In view of the water quality issues that have more significantly manifested itself, I cannot understand not changing Mt. View with Letitia Carson that has proven superior water safety and quality rather than to resort to expensive remediation.

I ask the school board, I ask the District and Managers, I ask the community:
Is it your legacy that you have contributed to poisoning our youth?"

Heather Loyderback
2/5/24

First, I want to express my appreciation to the board for your recent work—particularly *Resolution No. 260102: Rights of Undocumented Students*. I was impressed by the care and thought put into ensuring continued protection for students and our community. That commitment matters.

I also want to acknowledge the December discussion about budget committee participation. Several board members spoke to the value of diverse perspectives, even when opinions differ. I appreciated those who emphasized inclusion and the importance of welcoming a range of voices.

As you know, the board's role is to set policy, approve budgets, ensure accountability, and represent community interests. And while many factors affecting the district—such as economic conditions or low birth rates—are outside anyone's control, others are within it. I'd like to focus on an area where the district has an opportunity to strengthen its longterm planning: understanding and responding to enrollment trends.

Over the last four years, the number of students transferring out of the district has increased annually:

2022–23: 78 students

2023–24: 81 students

2024–25: 105 students

2025–26: 117 students

This steady rise matters. What concerns me most is hearing from families I personally know who chose other districts — and learning that no one from our district reached out to ask about their experience or reasons for leaving. No exit interview, no questionnaire, no followup.

This represents a missed opportunity for insight. While many factors influencing enrollment are outside the district's control, how we gather and use information is within your control. And without collecting basic feedback from families who leave, we limit our ability to identify patterns and make informed decisions.

To support clearer understanding and better longterm planning, the board might consider one of the following approaches:

1. Establish an ExitFeedback Process

A simple questionnaire or outreach protocol for families who transfer out of the district.

2. Develop an Enrollment Insight Policy

A framework describing how student transfer data is collected, reviewed, and used.

3. Request an Annual Enrollment Review Report

A yearly summary of transfer trends, themes, and potential areas for improvement.

For example, an exitfeedback process could be implemented in a straightforward and respectful way. Families who leave could receive a short online form or brief followup call offering them the chance to share their experiences. Even small amounts of consistent data would provide meaningful insight into trends that directly impact planning, resource allocation, and student outcomes.

Taking steps toward more consistent data gathering and analysis is an important part of building a strong, stable, and sustainable future for our district.

Proposal for Board Work Session: Corvallis SD as Co-Plaintiff

To: Corvallis School Board & Superintendent Noss

From: Dave Sullivan, President, OASTL (Oregon Advocates for School Trust Lands)

Subject: Request for Agenda Item regarding Advocates for School Trust Lands v. State of Oregon

Purpose

I am formally requesting a dedicated work session or a presentation slot at the next scheduled Board meeting to discuss the merits of the Corvallis School District joining the ongoing litigation against the State of Oregon as a co-plaintiff.

Context: The "Corvallis Effect" & The Legacy of *Pendleton*

In March 2023, the Oregon Court of Appeals held oral arguments for this case in the Corvallis High School auditorium. On January 28, 2026, the Court issued a historic ruling reversing the lower court's dismissal and affirming that schoolchildren have legal standing to sue the State for breach of trust.

While this case involves the management of the Common School Fund, its most significant impact for the Corvallis School Board lies in its "Adequate Funding" mandate. This litigation is the logical follow-on to the 2007 *Pendleton School District v. Oregon* case. It seeks to finally give "teeth" to Article VIII, Section 8 of the Oregon Constitution, which requires the legislature to adequately fund schools or formally explain why it has chosen not to do so.

The Proposal: Joining the Coalition

Currently, the Siuslaw, Powers, and Oakland school districts are serving as co-plaintiffs. I am proposing that Corvallis joins this coalition to hold the State accountable for both its land-management duties and its funding obligations.

Key Considerations for the Board:

1. **Holding the Legislature Accountable:** Since the *Pendleton* decision, the legislature has consistently failed to meet the funding levels determined by the Quality Education Commission. This suit seeks to require the legislature to either

fund the Quality Education Model (QEM) or provide a transparent, vote-based justification for the deficit.

2. **The Standing Victory:** The 2026 ruling is a breakthrough because it confirms that students have a "legally recognized interest" in this funding. This allows us to move beyond the "reporting" requirements of *Pendleton* and toward actual financial accountability.
3. **Zero Financial Risk:** Oregon Advocates for School Trust Lands (OASTL) covers 100% of all legal fees and costs. There is no financial burden or risk to the Corvallis School District.
4. **Fiduciary & Constitutional Integrity:** The suit ensures that the State manages "School Lands" as a true trustee, maximizing the "Irreducible Fund" for the exclusive benefit of our schools rather than for general state interests.

Requested Action

I respectfully request that the Board schedule a 15-20 minute briefing at the next work session or board meeting. This will allow us to discuss how this litigation serves as a modern tool to enforce the funding promises made in *Pendleton* and the Oregon Constitution. I am prepared to provide the full text of the recent ruling and briefing materials on the *Pendleton* connection in advance.

Thank you for your continued dedication to the students of Corvallis.

Contact: Dave Sullivan drdavesullivan@gmail.com, 541-791-6470

Proposal for Educational Outreach: The Land-Trust Narrative

To: Corvallis School Board & Superintendent Noss

From: Dave Sullivan, President, OASTL (Oregon Advocates for School Trust Lands)

Subject: Proposal to Bridge the "Corvallis Effect" from the Courtroom to the Classroom

The Opportunity

The historic January 28, 2026, ruling by the Oregon Court of Appeals offers a unique "teachable moment" for our students. Because Corvallis High School hosted the oral arguments for this case, I am proposing a guest lecture series to help students understand the local and historical significance of the **School Trust**—a version of U.S. and Oregon history that is often overlooked in standard curricula.

Proposed Framework: From "Subjects" to "Beneficiaries"

With the Board's permission, I would like to offer my services as a guest speaker for U.S. History, Civics, or Government classes at CHS and Crescent Valley. My goal is to present a **Land-Trust Narrative** that shifts the student's perspective from a passive recipient of government services to an active, legal **Beneficiary**.

Proposed Instructional Pillars:

1. **The Pre-Constitutional Trust:** I would like to show students how the commitment to fund schools via land (The Land Ordinance of 1785 and Northwest Ordinance of 1787) actually **predates** the US Constitution. This frames education as a foundational pillar of the American landscape.
2. **Geometry vs. Geography:** I propose an exploration of the 1785 Grid System (Township and Range). We would discuss how this mathematical "Geometry" facilitated national expansion while creating a distinct conflict with the "Geography" (rivers and natural boundaries) utilized by Native American tribes.
3. **The Contract of Statehood:** I would guide students through Article VIII of the Oregon Constitution to explain that statehood was a **compact**—a contract—where the state promised to hold school lands in an "**Irreducible Fund**."
4. **Legal Standing in Real Time:** Using the recent Court of Appeals ruling as a primary source, I want to explain the concept of "Standing." I would describe how the court has officially recognized that **schoolchildren** have the legal right to sue the State to protect the \$2 Billion+ Common School Fund.

Localized Learning

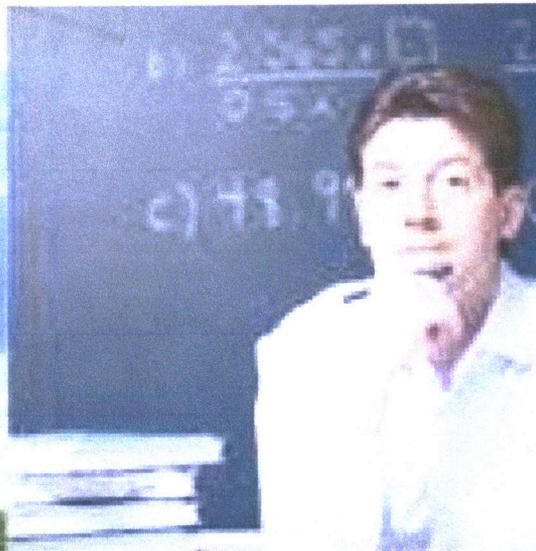
I intend to use local survey data (Willamette Meridian) to show students exactly where the "Section 16" and "Section 36" lands are located in Benton County. The goal is to make history tangible by showing students the specific square miles of land intended to fund their education.

Request for Action

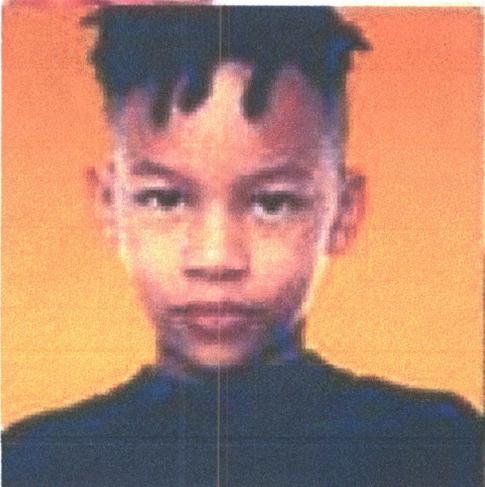
I am asking for the Superintendent's and Board's support in coordinating with CHS and Crescent Valley social studies teachers to pilot these guest lectures. By exploring these topics, the Corvallis School District can model for its students what it looks like to understand and defend a constitutional trust, transforming "Civics" into a live, local reality.



P R O J E C T • L E A R N



A MAGNIFICENT ENDOWMENT:
America's School Trust Lands
Your Guide to Making a Difference



Acknowledgments



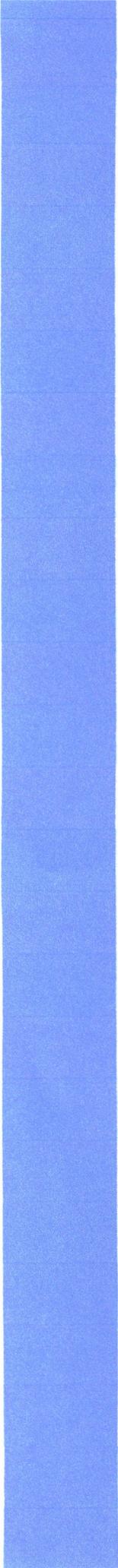
The Land-grant Education And Research Network (Project LEARN) is funded through Grant Number P116Z100173 from the United States Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE) awarded to the Center for the School of the Future at Utah State University. We thank Senator Robert F. Bennett for his unwavering support of this project and acknowledge the support of our federal program officers, Frank Frankfort & Bette Dow.



This publication was produced by Project LEARN at the Center for the School of the Future at Utah State University. Project LEARN is a collaborative effort with the Children's Land Alliance Supporting Schools (CLASS). It seeks to educate and support decision-makers regarding the effective management and use of School Trust Lands, funds, and distributions.

In many states the permanent funds and the proceeds which should have been added to them have been so carelessly diverted, squandered, wasted, and embezzled so shamefully, that what ought to be a magnificent endowment...has dwindled to an almost negligible sum.

- Dr. Fletcher Harper Swift, Columbia University 1911



Thank You:

Senator Robert F. Bennett for his commitment to this project and to public education in America.

Margaret Bird, Paula Plant, and the Board of Governors of the Children's Land Alliance Supporting Schools (CLASS). These individuals have worked tirelessly to preserve the legacy and protect the future of School Trust Lands for America's schoolchildren.

The Western States' Land Commissioners Association (WSLCA) for their assistance in assembling the data used to create this handbook.

Richard West, Matthew Taylor, Kimilee Campbell, Cade Charlton, John Maynes and all the staff at the Center for the School of the Future for support of Project LEARN and production of this handbook.

Michael Pons, Pons Consulting, for helping spread the message of School Trust Lands.

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Foreword

-Margaret Bird

There are many important issues related to School Trust Lands. I could tell you about history, the law, distribution of funds and on and on. The problem is getting you to hold still long enough to tell you and then motivate you to take action. It is my hope this handbook will simplify the issues and motivate you to act on behalf of the beneficiaries – the children in America’s public schools.

School Trust Lands is a particularly obscure, complex, and difficult aspect of school finance. Evidence shows that even many of the people directly responsible for administering School Trust Lands don't always fully understand many of the issues related to them.

It is difficult to make generalizations about School Trust Lands and Permanent School Funds. For example, only some states with School Trust Lands use the term Permanent School Funds. Others use terms such as Permanent Common School Fund, Common School Trust Fund, and Permanent Trust Fund (see page 17). States also have their various terms for School Trust Lands.

Of 20 states, seven have Commissioners appointed by the Governor, six have Commissioners who are elected. Virtually all of the key people responsible for School Trust Lands and Permanent School Funds have other competing

responsibilities. States have a variety of Boards, Committees, and Trustees who make judgments about investments, disbursements, and policies.

This means the best way to find out what is happening in your state is to talk to advocates for children and public education in your state. Not only will you get a better handle on the facts and figures, but it's also the best way to find out how to make a difference.

It's not easy to generalize about how states go about administering School Trust Land funds, but it is possible to describe some principles we should all be working toward:

- Because land has intrinsic, irreplaceable value School Trust Lands should be managed wisely to benefit current and future generations of schoolchildren.
- School Trust Lands and Permanent School Funds trustees should be held to the highest standards for competence in investments, fairness in distribution, undivided loyalty to the beneficiaries, and duty to grow the value of the trust.
- School Trust Lands and Permanent School Funds need to be open in all transactions to ensure that leases, sales, and investments are consistent with market values and best practices.
- Trustees must be competent to evaluate the quality of investments. That's why everyone involved in the Trusts – bankers, lawyers,

and managers – share in the obligation to provide accurate and timely information.

These principles are simply a restatement of the legal obligation of every Trustee involved. The courts have affirmed these principles time and again, regardless of varying particulars from state to state. In addition your own state and partner organizations may have other statements of principles or goals to achieve.

The granting and management of School Trust Lands are part of a well-crafted plan that has served education in the United States for over 200 years. This plan to support and sustain public schools is embodied in many state constitutions and the provisions that enabled statehood.

This plan is a promise that School Trust Lands will always be used for the benefit of public school children, and a promise to generations to come that the legacy will continue.

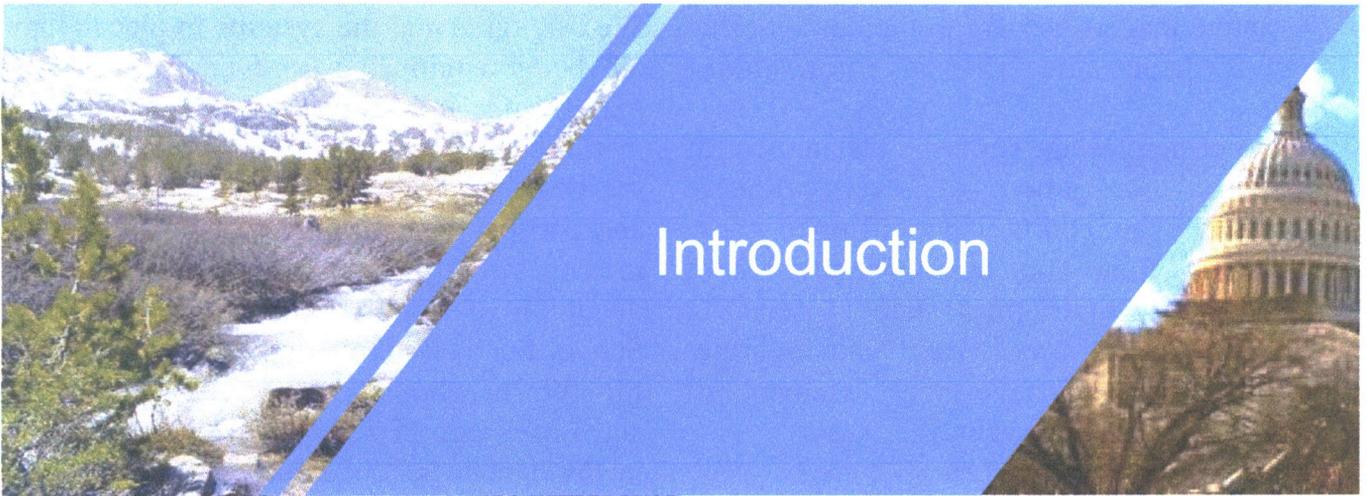
Unfortunately this legacy has been threatened repeatedly. A century ago, Dr. Fletcher Harper Swift conducted an exhaustive study of the Permanent School Funds and found that two-thirds of the lands and funds granted for the support of schools were lost or squandered. He attributed those losses to:

- redefining school children's interests and diverting the funds for other purposes,
- carelessness and incompetence in management,
- lack of responsibility or lack of a clear line of authority, and
- inadequate oversight by public officials, overwhelmed with other responsibilities.

We can agree that the systems in place today are better equipped to prevent the kind of malfeasance and collusion that have occurred in the past. But history shows such things are possible. Current pressures to cut taxes and cut spending for public schools create as great a threat as past corruption. Similarly, diversion of resources from the Permanent School Funds is significantly cutting revenue for future schoolchildren. The 45 million acres of School Trust Lands and \$40 billion in Permanent School Funds will continue to be a target for politicians and profiteers.

Only an army of informed citizens can protect this legacy. It's time to get informed.

Margaret Bird, CLASS co-Director



Introduction

Every generation has a solemn responsibility to make the world a better place for those who come after. In the United States, our nation’s founders set aside School Trust Lands to ensure quality public schools were a part of every American community in perpetuity.

Paula’s Story

As a young girl in Utah, summers at the farm were among my happiest memories. I would tread on the back of my grandfather's heels as he followed his daily routine.

On the farm, the work might be done for now, but it was never done. Tomorrow the cattle would need to be moved to another pasture. Next week the garden would need to be tilled and weeded. The farm, the land, was part of a continuous, never-ending cycle. You keep working the land so it will be better; you take care of it so it will produce and be fruitful for another generation.

I loved being part of this cycle, this sense of stewardship.

One of my favorite trips with Grandpa was to feed and water the cattle. One morning over our traditional bacon and eggs he talked of going out to the “school” section.

All the way out over the dusty, bumpy road, I sat with my nose pressed to the glass looking for the school. When we stopped to open the last wire gate, I looked around and asked, “Where is the school?”

He chuckled, “There isn’t a school out here, just school lands.”

“Grandpa,” I asked, “Then why do you call these lands the ‘School Lands’?”

“Darling, that isn't my land. It's land I'm taking care of for the school children. I get the benefit of the crop and they get the benefit of the income. It all works to support good

schools like the one you're going to now. I'm just taking care of it, adding my little bit to making sure those schools are good and the land is well kept until the next person takes it over."

"It's there for you, and your grand-children and your great-great-great grandchildren."

I remember puzzling over how far into the future you could imagine your descendants, how far into the past could you imagine your family tree? Since biblical times good people have been making something ready for the people yet to come, and there are always generations yet to come.

Call it a legacy. Call it a vow. Call it a solemn obligation to do for those what has been done for you.

School Trust Lands are no more or less than what my grandfather described. And they are no less important today than they have ever been. And it has never been more important for good people to step up and make sure this legacy continues.

- Paula Plant, CLASS co-Director



Today, 20 states have retained large endowments of School Trust Lands. Other states have converted all or part of their original land grants into Permanent School Funds. Many of the states that have made this conversion have used the funds for short-term needs, thereby losing the trust's potential to benefit future generations.

You'll find the answers here.

The Law Is On Your Side

This handbook is designed to guide you in preserving the legacy of School Trust Lands in your state. It is meant to assist you in defending the rights of your state's schoolchildren in whatever role you play. It is for teachers, school principals, parents of schoolchildren and anyone who cares about public education. It addresses:

In every state, the courts have reiterated that School Trust Lands and Permanent School Funds are intended to benefit public schools and students – and no one else. Even so, lax enforcement, competing priorities, and even malfeasance have reduced School Trust Lands by two-thirds nationwide. Although much of the original grants have been lost, some states have preserved and strengthened the legacy of School Trust Lands through careful management.

- What do you need to know to make a difference in your state and community?
- Who makes decisions concerning School Trust Lands and what is the best way to influence them?
- Who are your partners in this essential effort to preserve a legacy and promote education quality?

Protecting this legacy takes work. Every state needs dedicated people to keep an eye on policies, protocols, audits, and annual reports to make sure that *every person who has a role in managing School Trust Lands is held responsible according to the legal obligations of a Trustee.*

We, the people who care about our state's schoolchildren, have a right to

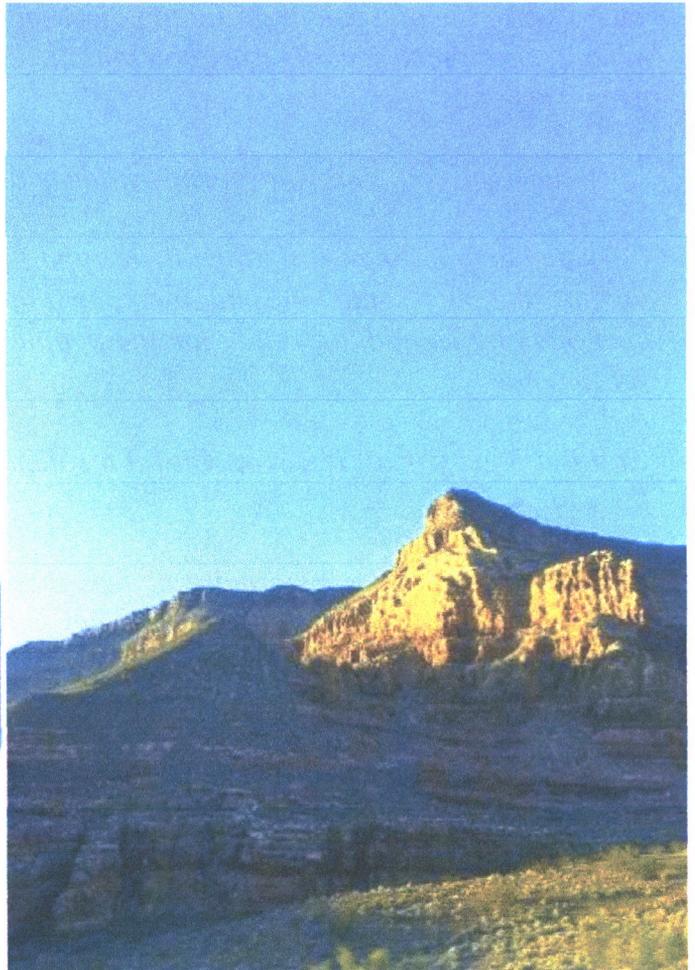
observe and analyze what is happening, inform others, and encourage advocates for children and public education to take action. We have a responsibility to prevent acts of commission or omission that threaten School Trust Lands and Permanent School Funds.

What's more, we have friends. Thousands of other people in our states care about public education. And we have tools, including media contacts, organizational outreach, awareness, and extensive capacity for activism.

Every person who has a role in managing School Trust Lands should be held responsible according to the legal obligation of a Trustee.

This handbook will help you to emphasize the bright line between the School Trust Lands and the beneficiaries – public schools and students.

You don't need to know everything about the law or current practices to get involved. All it takes is a strong desire to be a part of a vital effort to preserve and enhance quality public education in every state.





History of School Trust Lands

To penetrate and dissipate these clouds of darkness, the general mind must be strengthened by education.

-Thomas Jefferson

School Trust Lands are based on the ideas that every community should have public schools, that education benefits the student and the community, and that prudence dictates there should be sustained support for quality public schools and students.

School Trust Lands are any lands provided by the state or federal government intended to generate revenue to support public school children.

The first large scale School Trust Lands granted in America were established by Congress in the Ordinance of 1785. The first grants set aside Section 16 in every township for the benefit of schoolchildren (for an explanation of townships and sections, see page 12). Two years later the Northwest Ordinance set forth the conditions for territories and statehood, but the Ordinance of 1785 first set the standard that each state designate lands that would be exempt from federal taxation and maintained and improved for the benefit of public schools

and students.

Later, the federal grant set aside two sections as School Trust Lands. When dealing with the arid states of Arizona, New Mexico, and Utah, four sections were set aside.

From the 1820's through 1959, the federal government outlined the conditions for a territory to become a state. The framework for these conditions is called an enabling act. Passage of enabling acts preceded statehood and drafting of the state constitution. One of these conditions was that new states were to set aside lands for the support of public schools. In the enabling acts, lands for the support of public schools were provided to every state except the original 13 colonies, Kentucky, Maine, Texas, and West Virginia. Kentucky and West Virginia were originally part of Virginia; Maine was part of Massachusetts. These states granted themselves School Trust Lands.

State Supplemental Grants

Some states granted lands for the support of public schools above and beyond those required by the federal government. By 1788, Massachusetts had set aside School Trust Lands in the west to encourage settlement. Various other states

As states were settled, they were divided into townships. A township is 6 miles x 6 miles and divided into 36 square sections. Originally states set aside Section 16 for the benefit of schoolchildren. Later, additional sections in each township were granted for schoolchildren.

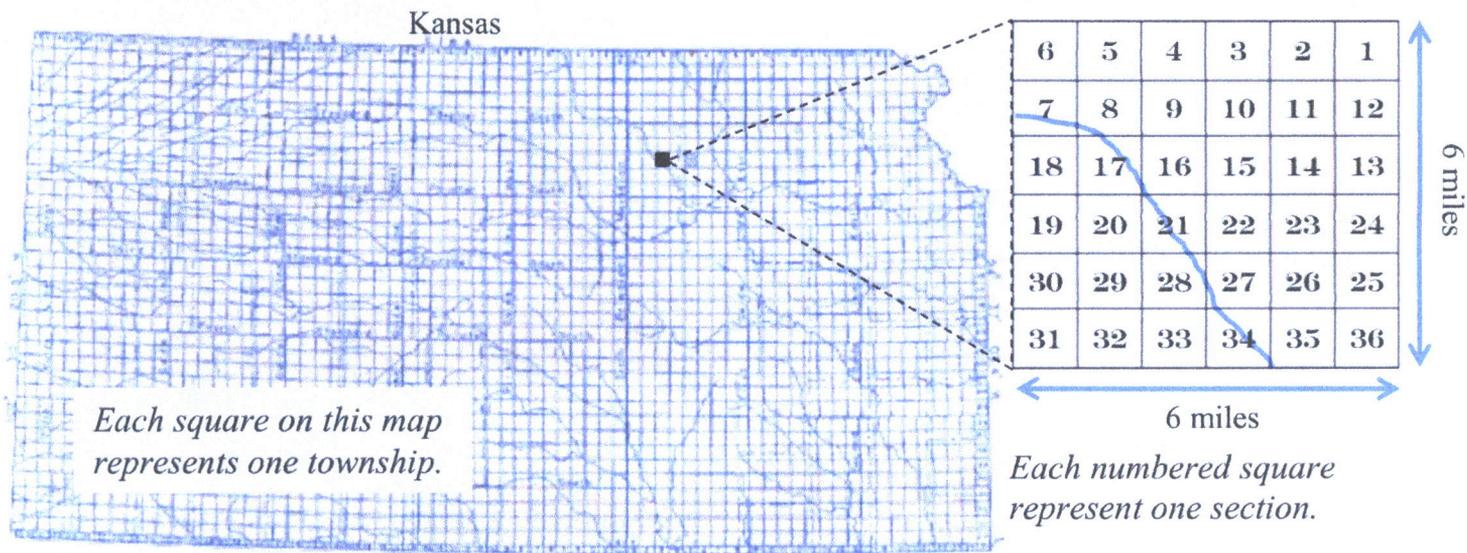


Image source: Kansas Historical Society

States that received one section in each township for the benefit of schoolchildren:

- | | |
|----------|-------------|
| Alabama | Ohio |
| Arkansas | Louisiana |
| Florida | Michigan |
| Illinois | Mississippi |
| Missouri | |

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

States that received two sections in each township for the benefit of schoolchildren:

- | | | |
|------------|-----------|--------------|
| Alaska | Kansas | North Dakota |
| California | Minnesota | Oklahoma |
| Colorado | Montana | Oregon |
| Idaho | Nebraska | South Dakota |
| Iowa | Nevada | Washington |
| | | Wisconsin |
| | | Wyoming |

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

States that received four sections in each township for the benefit of schoolchildren:

- Arizona
New Mexico
Utah

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

expanded School Trust Land holdings to varying degrees. North Carolina, for example, set aside swampland as part of the School Trust Lands. Other states set aside lands seized for non-payment or other causes.

Texas entered the union as an independent republic and therefore was not required to grant lands for the support of public schools. By that time, Texas had set aside almost 42 million acres for the support of public schools.

Ultimately 134 million acres of federal and state lands were granted to support public schools and students by the year 1959.

A Legacy Nearly Lost

In the beginning, a state's School Trust Lands represented a significant share of its total surface acreage – at least 3 percent of states that were granted one section, 6 percent of states that were granted two sections, and 11 percent of states with four sections.

Today, 20 states still hold and administer 45 million acres of School Trust Lands. Over the years, about two-thirds of the School Trust Lands have been sold or traded with proceeds placed in Permanent School Funds. School Trust Lands generate revenues in many different ways, from timber and mining to recreation and agriculture (see pages 28-29).

States Listed By Total Trust Acreage 2011 (Surface Rights)	
State	Acres
1. Arizona	8,100,000
2. New Mexico	6,800,000
3. Montana	4,600,000
4. Utah	3,400,000
5. Wyoming	3,000,000
6. Colorado	2,880,000
7. Minnesota	2,500,000
8. Idaho	2,100,000
9. Washington	1,800,000
10. Nebraska	1,300,000
11. Mississippi	838,000
12. Oregon	768,000
13. South Dakota	761,000
14. Oklahoma	743,000
15. Texas	719,000
16. North Dakota	632,000
17. California	469,000
18. Alaska	103,000
19. Nevada	3,000
20. Wisconsin	5

As a Republic, Texas set aside almost 42 million acres for support of schools. By 1906, Texas had the largest Permanent School Fund. It has maintained that place through strict adherence to the principles of the Trust, growing the fund and preserving the legacy.

The lands granted at statehood by the federal government were granted in trust for the support of public schools. Funds used from the sale and investment of School Trust Lands are to be used for the benefit of schoolchildren without exception, without question, in perpetuity.

One could argue that the beneficiaries are still entitled to the *value* of the original grants. In no instance have Permanent School Funds outperformed the growth in the value of the original land grants. However, turning back the clock would be difficult. *But protecting the current*

holdings and looking to build for the future – is something we can and must do.

School Trust Lands were intended – and continue to have the potential – to enhance education quality: establishing quality facilities, providing for high quality teachers, and designing and modeling successful practices. Although education advocates and policymakers in each state have their own vision of what it means to improve education quality and meet the needs of students, every state is required to use these resources to support and enhance public schools.

What Do I Need to Know About the History of School Trust Lands?

- From the nation's earliest beginnings, School Trust Lands and public schools were created to establish and maintain universal quality education.
- Where School Trust Lands have been poorly managed – whether through neglect or wrong-doing – public schools and students have lost an irreplaceable resource to support quality education.
- Where School Trust Lands have been managed well, they have provided resources to states to support on-going and future educational opportunity.
- Citizen advocates working to keep a focus on the legacy of School Trust Lands are the best defense against future neglect or abuse. The Children's Land Alliance Supporting Schools (CLASS) is an excellent resource for connecting with other advocates in your state. To learn more about CLASS, visit www.childrenslandalliance.com.

This section is a brief introduction into the 225-year history of school lands. For more background and context, read A History of Federal Land Grants to Support Public Schools, by Margaret Bird, available at:
http://www.childrenslandalliance.com/pdf/history_fed_land_2005.pdf

Permanent School Funds

"A well-instructed people alone can be permanently a free people."
-James Madison

Connecticut, New York, and Massachusetts were among the first states to establish Permanent School Funds. These trusts were partly funded by the sale of state-owned lands. Over the next 100 years, various states converted some or all of their School Trust Lands to Permanent School Funds.

Permanent School Funds are trusts established by states, often funded in part through the sale of school lands, intended to generate revenue to support public school children through investment.

Today, 30 states have no School Trust Lands, but many of them still have a Permanent School Fund. Most states have mechanisms for ongoing contributions to the Permanent School Funds capital gains, land sales, and other revenues.

States use a wide range of investment strategies for Permanent School Funds.

Some states are bound by specific constitutional or legislative provisions that prescribe investment policies.

Investments

Permanent School Fund trustees are risk averse, and rightly so. They are bound by law to protect and grow the Permanent School Fund, and they are held to a higher standard of prudence and care than normal business practice. In some states Trustees are also elected or appointed officials. These Trustees face unique political consequences for any dramatic decrease in the Fund or its annual revenues.

Still, all trustees are expected to stimulate and manage the Permanent School Fund. States have different strategies for increasing their Permanent School Funds. Many states dedicate fees (such as hunting access fees) to grow the Permanent School Fund or designate other sources (e.g. foreclosures and abandoned property) to add to the fund.

In recent years, New Mexico and Utah have given the Trustees more flexibility in determining investments by expanding the list of acceptable investments. However, in both states the Prudent Investor Rule was determined to be the standard of care.

Several states, including California, Colorado, Idaho, Montana, and Oklahoma, have unsuccessfully sought similar flexibility.

Returns

Investment returns are an important part of growing the Permanent School Funds and supporting local schools.

States use a variety of benchmarks available in the private sector to measure performance. Trustees in the various states generally use different indexes for different types of investments – such as fixed income (money markets), domestic equity (stocks), and international equity.

Capital gains and losses are treated quite differently from state to state. The Permanent School Funds in Alaska, Oklahoma, Utah, and Washington retain all realized capital gains as principal to be reinvested. In Idaho and Wyoming, capital gains and losses affect the allocation for schools in the current years, which can lead to wide shifts in school resources from year to year. North Dakota amortizes capital gains income over a period of several years, eliminating large spikes and valleys in the funding stream.

The prudent investor rule carries specific legal meaning, Trustees must “observe how men of prudence, discretion and intelligence manage their own affairs, not in regard to speculation, but in regard to the permanent disposition of their funds, considering the probable income, as well as the probable safety of the capital to be invested.”

Today no investor can claim to fully understand all of the investment accounts available. *However, trustees must be able to demonstrate they did due diligence before making their investment decisions.*

What We Can Watch For

No one investment plan can be said to be the ideal for every state. But

advocates for children and public education can monitor activities with an eye toward certain principles:

- School Trust Lands have always outperformed Permanent School Funds because land has intrinsic, irreplaceable value. Therefore Trustees should be cautious in selling School Trust Lands.
- School Trust Lands and Permanent School Fund trustees should be held to the highest standards for competence, fairness, undivided loyalty, and their ability to grow the value of the trust.
- School Trust Lands and Permanent School Funds must be open in all transactions to ensure that leases, sales, and investments are all consistent with market values and best market practices.
- Professional management is best served when the boards and trustees are competent to judge, and that requires accurate and timely reporting from all bankers, lawyers, and investment managers involved in the trusts.

What Do I Need to Find Out About Permanent School Funds?

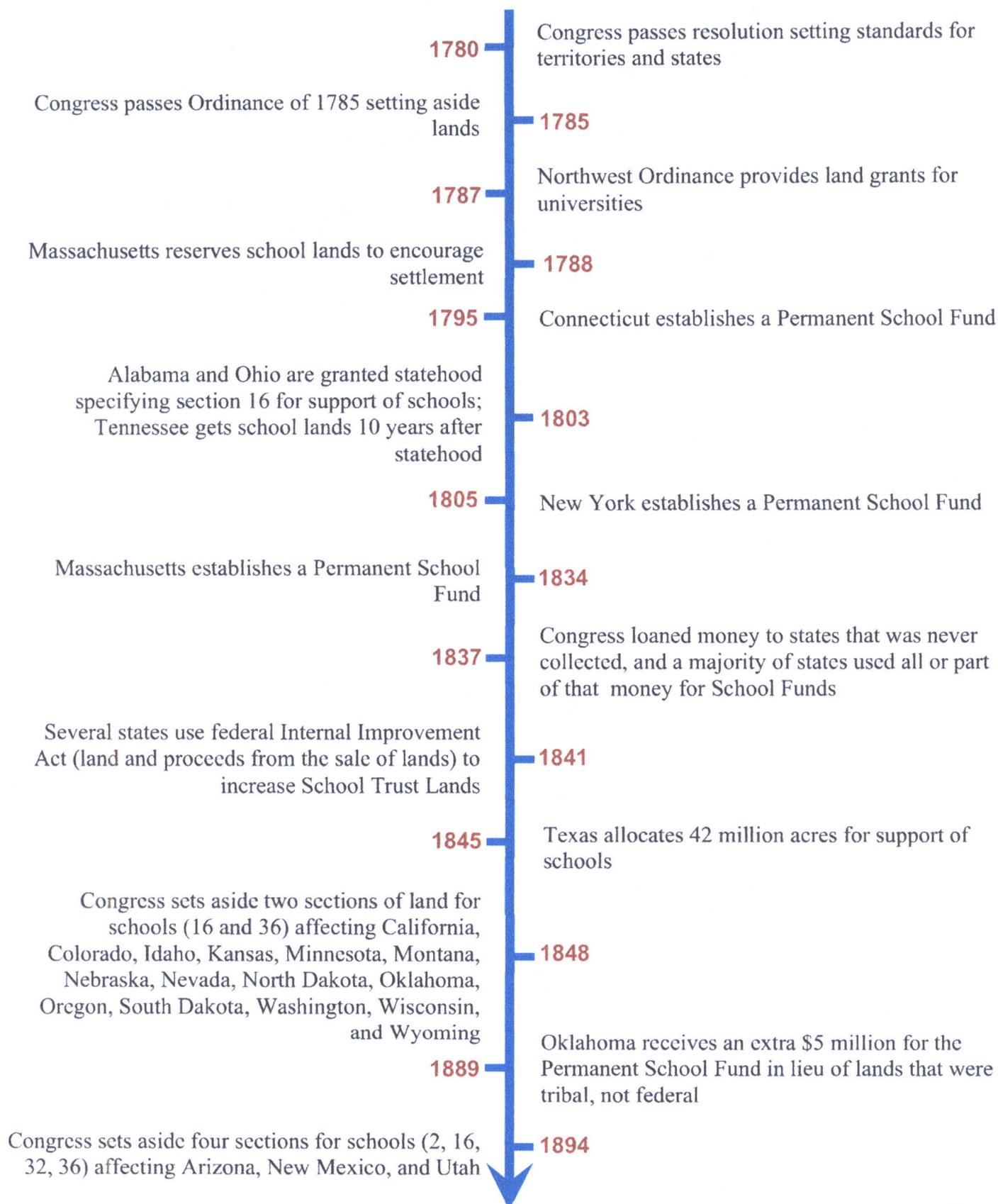
- Many states have Permanent School Funds in addition to School Trust Lands. What is the history of the Permanent School Fund in my state and its relationship to School Trust Lands?
- Many states set specific investment requirements for Permanent School Funds. What are the limits and opportunities in my state?
- Does the state's mix of investments, money markets, equities, etc., advance the dual goals of ongoing support and growth?
- How are states that are heavily invested in equities doing over the past five, 10, and 20 years?

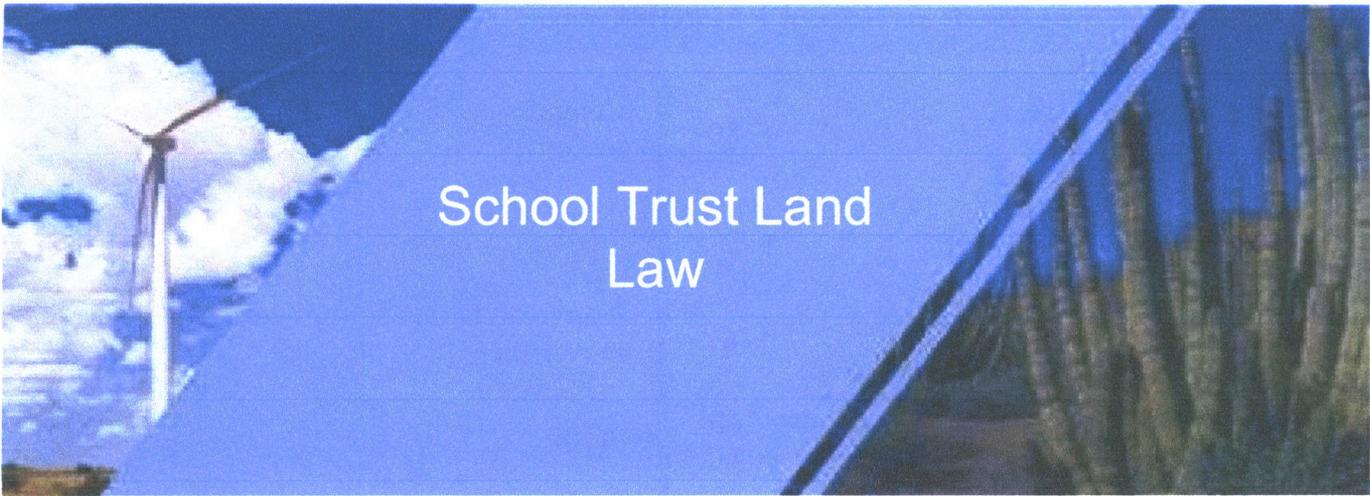


Permanent School Fund Names

Alaska	Public School Trust Fund
Arizona	Permanent Common School Fund
California	School Land Bank Fund
Colorado	Public School Permanent Fund
Idaho	Public School Endowment Fund
Minnesota	Permanent School Fund
Mississippi	Education Improvement Trust Fund
Montana	Trust and Legacy Fund
North Dakota	Common School Trust Fund
Nebraska	Permanent School Trust Fund
New Mexico	Land Grant Permanent Fund
Nevada	Permanent School Fund
Oklahoma	Common School Permanent Fund
Oregon	Common School Fund
South Dakota	Permanent Trust Fund
Texas	Permanent School Fund
Utah	State School Fund
Washington	Permanent Common School Fund
Wisconsin	Permanent School Fund
Wyoming	Common School Permanent Land fund

School Trust Lands Timeline





School Trust Land Law

Constitutional Law

The foundations for all School Trust Lands are the enabling acts under which territories were admitted as part of the United States and each state's constitution. A state's constitution sets out its principles of government, and state after state enshrined public education as a right of the people and a duty of the state. Each state expresses its individuality in how it conveys that core value:

The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature of Idaho, to establish and maintain a general, uniform and thorough system of public, free common schools.

The [Mississippi] Legislature shall, by general law, provide for the establishment, maintenance and support of free public schools upon such conditions and limitations as the Legislature may prescribe.

It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state [Montana].

In addition to language concerning free public schools, all state constitutions also include language specifically pertaining to School Trust Lands and Permanent School Funds:

No lands now owned or hereafter acquired by the state [Nebraska] for educational purposes shall be sold except at public auction... The general management of all lands set apart for educational purposes shall be vested...in a board of five members to be known as the Board of Educational Lands and Funds.

The permanent school fund of the state [New Mexico] shall consist of the proceeds of sales of Sections two, sixteen, Thirty-Two and Thirty-Six in each township of the state, or the lands selected in lieu thereof...such portion of the proceeds of sales of land...granted by congress; all earnings, including interest, dividends and capital gains from investment...

All the public lands granted to the state [Washington] are held in trust for all the people and none of such lands, nor any estate or interest therein, shall ever be disposed of unless the full market value of the estate or interest is disposed of...

All state constitutions reflect an enduring commitment to quality public education. Additionally some state constitutions are very specific about what kinds of trust investments can be made, and how and when they can be made.

Laws Made to Last

States have various mechanisms for changing their constitutions, but constitutional changes were intended to be difficult. The state constitutions all include language that acknowledges the paramount interest of public schools and students. In a number of legal cases, advocates for children and public education have forced policymakers to honor their duties as trustees.

The enabling act cannot be changed without an act of Congress and a vote of the people of the state – final firewalls to protect the beneficiaries. Part of the agreement that enabled statehood was a trade off: the state agreed that federal lands would not be taxed, and, in return, the state received lands to be set aside in perpetuity for the benefit of public schools and students.

These lands were not simply a gift. They were part of a compact between each new state and the United States. By enacting the state constitution, the state accepted the responsibilities of a trustee, requiring the state to act in the best interests of the beneficiaries – public schools and students, as well as any other named beneficiaries, such as specialized state schools.

In 1978, the 10th Circuit U.S. Court of Appeals reaffirmed this, ruling “The specific purpose [of the school trust land grants] was to create a binding permanent trust which would generate financial aid to support the public school systems...The nature of the Congressional land grant program was 'bilateral' in effect. It constituted a solemn immunity from taxation of federal lands...in return for the acceptance by states of the lands to be granted...for the perpetual benefit of the public school systems.”

What Do I Need to Know About Constitutional Law?

- Each state's constitution includes language regarding the establishment and administration of School Land Trusts and Permanent School Funds.
- State constitutional language ensures the protection of School Land Trusts and their uses. Enabling acts – federal agreements with each new state – affirm that the land is meant for the benefit of public schools and the schoolchildren who attend them.
- Together constitutional and enabling act law provide the framework to support and enhance free, universal, quality public schools in perpetuity.

Trust Law

Being a trustee carries specific obligations. The U.S. Supreme Court has held that “A trustee is held to something stricter than the morals of the marketplace...Uncompromising rigidity has been the attitude of courts of equity when petitioned to undermine the rule of undivided loyalty...”

The words pertaining to School Land Trusts have their dictionary definitions, but they also have legal definitions that are even more nuanced.

The governors, legislators, land board members, trust administrators, and all the people involved in decisions about School Trust Lands and Permanent Funds are trustees, and trustees have a number of specific legal duties.

The trustees' duties include:

- Duty of undivided loyalty to the beneficiary.
- Duty to preserve trust property.
- Duty to exercise reasonable care and skill.
- Duty to make a trust property productive.
- Duty to furnish information that is timely and accurate.
- Duty to pay income to the beneficiaries.
- Duty to keep trust property separate from other accounts.

Trustees have other obligations, including the responsibility not to relinquish control and to keep and render accounts.

In every instance where landowners, speculators, or politicians have tried to argue that the purpose of School Trust Lands is more general, state and federal courts

have ruled time and again that *public schools and students are the sole beneficiaries* – not the general population, taxpayers, business interests, champions of economic development, or anyone else (for example, see *State of Utah v. Kleppe [1978]* or *Lassen v. Arizona [1967]*).

Trustee (*n.*) *a natural or legal person to whom property is legally committed to be administered for the benefit of a beneficiary (as a person or a charitable organization).*

Fiduciary (*adj.*) *founded on faith or trust.*

Beneficiary (*n.*) *the person designated to receive the income of a trust estate.*

School Trust Lands were not designated as green spaces, nor were they intended as a refuge for energy exploration when private options have been exhausted. School Trust Lands can be used as green spaces; they can be used for energy extraction or other purposes – but such activities must be consistent with the duties to optimize revenue from the lands. All transactions involving School Trust Lands must be conducted with an eye toward real market value.

Fiduciary Trusts

Fiduciary isn't a word we normally use in casual conversation because there's nothing casual about fiduciary responsibility.

The law is clear. The purpose is clear. *A trustee's paramount responsibility is to manage School Trust Lands and Permanent Funds to provide financial support for public schools.*

Undivided loyalty means every action on those lands should be for the benefit of schools. Any argument, regardless of its merit, that sounds like – “It’s good for everybody,” “It would promote economic development that we need,” or “Things have changed” – is irrelevant. The only question that matters is “*Does this action or policy benefit the public school students of our community now and in the future?*”

Some states specify other institutions, facilities, and programs that may be supported with additional lands granted for those specific purposes. These trusts must be accounted for and managed independently from the School Trust Lands.

By participating and observing the practices in your state, you can help enforce standards that benefit schools. If anyone involved is not acting as if his or her *paramount responsibility is to manage School Trust Lands and Permanent School Funds to provide maximum financial support for public schools* then we have a right and obligation to speak up.

What We’re Guarding Against

History has proven that some of these “permanent funds” do not stay permanent. Some states have squandered their lands and their trust funds to meet short-term political goals, some have lost their permanent funds due to incompetence and malfeasance. Many states have borrowed the funds and never repaid them. At various times, advocates for children and education have had to fight to make sure that public schools and students were being treated as the true beneficiaries. For more information, please read the case law summary.

Writing in 1911, Dr. Fletcher Harper Swift, who has written the most exhaustive study of School Trust Lands yet, stated,

“In many states the permanent funds and the proceeds which should have been added to them have been cared for so carelessly, diverted, squandered, wasted, and embezzled so shamefully, that what ought to be a magnificent endowment, whose income would today be yielding an appreciable relief from taxation, has dwindled to an almost negligible sum, or exists as a permanent state debt on which interest is paid out of the taxes levied upon the present generation.”

In the current political and economic environment, where tax cuts and economic development are considered the top priorities, School Trust Lands and Permanent School Funds are at serious risk. Only an informed and vigilant citizenry is equipped to protect against diversion, squander, waste, and embezzlement. When School Trust Lands are traded for property that is not as valuable, the trust is violated and the beneficiaries suffer. When School Trust Lands are not getting fair market value for surface uses or mineral rights, the trust is violated and the beneficiaries suffer. When trust lands are rendered useless because they are inaccessible, the trust is violated and the beneficiaries suffer.

The trustees are the watchdogs, most of the time they do a great job. But sometimes even the watchdogs need watchdogs. That is where you come in.

Who Has Legal Standing?

School Trust Lands are charitable trusts, therefore the Attorney General’s office has responsibility to enforce any breach in the trusts and to represent the

beneficiaries. The Attorney General is specifically empowered to institute action against any party to protect the interests of the trust beneficiaries.

In some states, the Attorney General is a part of the board that oversees public lands. Where the Attorney General cannot carry out this duty with undivided loyalty, he or she can appoint an independent counsel to protect the beneficiaries' interests.

Education organizations and coalitions of parents and education organizations have sued and been determined to have standing representing the interests of public school students. This means they too can take legal action on behalf of the beneficiaries.

What Do I Need to Know About Trust Law?

- State and federal courts have consistently held that the trustees of School Trust Lands and Permanent School Funds have the obligations of trustees as defined by law.
- Trustees have a *paramount* responsibility to protect the interests of the beneficiaries – public schools and students.
- Because these are public trusts, the public has the right to review, analyze, and comment on policies and practices of the Trusts.
- Trust law places exacting responsibilities on trustees, and it is important that they pay close attention to those responsibilities.

Why These Laws Matter

Despite all the differences in governance structures and state and Trust Board policies, one principle remains. The funds are to be used to support public schools. Every court ruling has come to the same conclusion:

- *The Trustees must meet high standards with undivided loyalty.*
- *The Trustee is held to something stricter than the morals of the market place.*
- *Trustees have specific legal obligations to:*
 - *Have undivided loyalty to the schools.*
 - *Make the trust property productive.*
 - *Be prudent.*
 - *Provide regular, honest information.*



*Knowledge will forever govern ignorance;
and a people who mean to be their own
governors must arm themselves with the
power which knowledge gives.*

-James Madison

States have a variety of systems for administering School Trust Lands and Permanent School Funds. It is virtually impossible to make generalizations about what structures states have in place to fulfill the obligations of trustees. It is possible, however, to make some generalizations about what the goals in governance and administration should be.

Governance

Various types of governance structures are represented in the different ways states establish their trustees and commissioners.

In some cases, trustees are identified in the state constitution. In some cases, the designated person has that responsibility by virtue of holding another office, such as Secretary of State. In addition, states have a host of arrangements with individuals and corporations to tend, manage, maintain, improve, extract minerals from, harvest timber, or fish on School Trust Lands.

Of the 20 states that hold School Trust Lands, seven have an elected Commissioner, six have a Commissioner appointed by the Governor, and one has a Commissioner selected by a Board of Trustees. Additionally, in some states people are Commissioners by virtue of holding another state office, such as Secretary of State. In some states, the person responsible for School Trust Lands is also responsible for natural resources in the state.

The best thing you can do as an advocate is to look at your own state structure. Understanding the system and how it works is best learned from long-time observers of School Trust Lands.

Your state's information concerning administrative structures can be found at www.childrenslandalliance.com/states.php.

Because of the trustees' "responsibility to keep control," everyone who acts on behalf of the state or interacts with School Trust Lands is acting as an agent of the Trustee and holds the same obligation to keep the beneficiaries' interests as their paramount concern. Trustees must fulfill their fiduciary obligation by monitoring all activity that takes place on School Trust Lands – from the farmer who leases fields to grow corn to the mining company that extracts coal.

Dedicated Revenues

In some states, a portion of land and fund resources are dedicated to specific purposes:

- Arizona - alternative teacher compensation, classroom resources
- Colorado - school construction and repair
- Montana - timber resources dedicated to classroom technology
- Utah - funds provided to a parent-teacher council to improve student academic performance
- Washington – funds are used for school buildings, mostly in rural areas
- Wisconsin - funds are dedicated to school libraries

Other Educational Institutions

Most states have additional grants of land for specific needs within states; for universities, schools for deaf and blind, miners' hospitals, veterans, and others.

What Do I Need to Find Out About the Financial Impact of School Land Trusts On the Beneficiaries?

- How much money is distributed from School Land Trusts and Permanent School Funds for ongoing support and for future support?
- How are these revenues distributed – as part of the general fund, as dedicated revenues, or as funds allocated for specific institutions or purposes?
- Is the state getting the biggest “bang for the buck” in the allocation of Permanent School Fund distributions? Should these funds be focused on specific purposes or targeted outcomes or should they simply maintain operations?

Preparing For the Future

Part of our role is to consider if there are better ways to serve the beneficiaries. When the revenue stream from School Trust Lands is small, many believe it makes more sense to focus those resources on things that can make a difference.

There should be a bright line connecting the School Trust Lands with the beneficiaries. Focusing School Trust Land resources on programs such as foreign languages, math and science, or effective use of educational technology would be another way to leverage these funds and help meet future needs.

The framers were visionaries who saw a sustainable future for quality public schools. We, too, can help realize that vision by making sure the next generation has all the advantages quality public education can provide.

How To Measure Impact

You should be able to:

- *Identify educational programs funded from School Trust Funds*
- *Determine whether School Trust Land revenues merely offset other budget demands or affect education quality*
- *Connect School Trust Land revenues with state and local priorities*

Revenue Sources

How do we make money from School Trust Lands? Revenues from School Trust Lands come from a variety of sources, including selling mining rights, oil and gas royalties, grazing rights, and harvesting forest products. Below are listed the total major surface and mineral revenues from the twenty states which still have School Trust Lands. The revenue sources are listed in order by amount of revenues generated nation-wide in FY 2010.

1. Oil and Gas

Oil and gas make up the largest sources of revenue from School Trust Lands. New deep-well technologies are increasing revenues for a number of western states.



\$1.4 billion

2. Forest Products

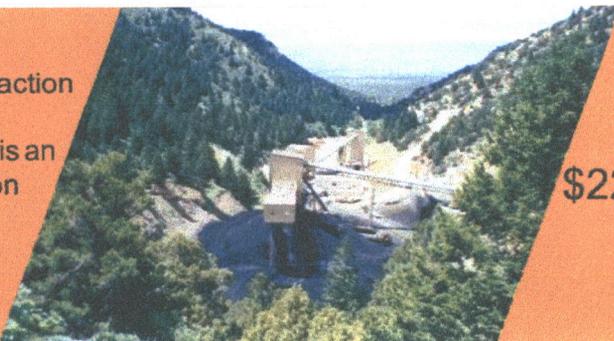
Timber generates millions of dollars each year for schools and is a renewable resource. In addition to harvesting timber, other forest products which generate significant revenues include mushrooms and salal, which is an evergreen used in sweeteners and by florists.



\$242 million

3. Other Minerals

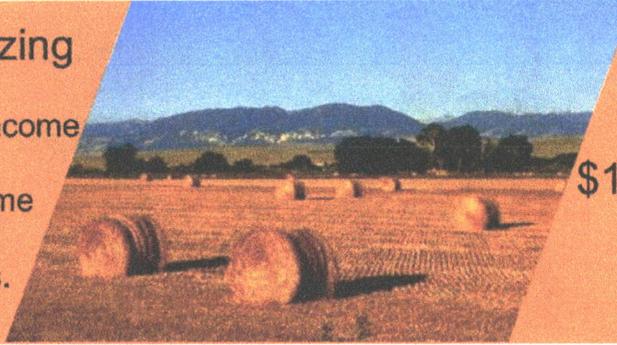
Royalties are received for the extraction of minerals such as coal, potash, phosphate, and taconite. Taconite is an iron-bearing rock used to make iron and steel. Since most high-grade iron ore has been mined out, taconite, with lower iron content, is in increasing demand.



\$220 million

4. Agriculture and Grazing

Once the primary sources of income on school lands, grazing and agriculture still generates income in every state. It is the primary revenue source in some states.



\$100 million

5. Commercial and Residential Leasing

For years, School Trust Lands were sold off. Today, when possible, the lands are leased for development and use. This ensures that School Trust Lands provide sustainable funding, not just deposits in the permanent funds from sales when lands are sold.



\$94 million

All Other Surface Revenues

There are many other minor sources of income that combine to form a large portion of revenue to contribute to Permanent School Funds. These sources include: aquatic revenues from dredging water ways, unclaimed properties, and hunting and recreation.



\$184 million



A Vision of Quality

“Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”

-Northwest Ordinance, 1787

The founders of our nation had a vision of continued growth and prosperity. They established the towns and governments and businesses and schools in the image of a United States that was capable of anything. Over the years, public schools have played a central role in defining and uniting communities and providing opportunity for every school child. America's public school graduates have imagined the impossible and made it part of our everyday reality.

When America faces daunting challenges, it turns to the public schools because they have been so successful economically and socially. There is growing evidence to support the link between American-style public education and worker productivity, creativity, and innovation.

Many advocates for children and public education believe that School Trust Lands should be used to supplement, rather than supplant, educational opportunities. In states where the revenues from School Trust Lands are small, supplemental spending

could restore some of the local control that has been lost by state and federal requirements on when and how to spend money.

In Arizona and Utah, School Trust Land revenues aren't just thrown into the general fund. In these states School Trust Land revenues supplement local and state funding to implement local priorities. In Arizona, the emphasis is to determine if alternative teacher compensation models can affect student outcomes. In Utah, assessments are used to gauge student and school progress. Participating schools get feedback on what is working, and parent-teacher committees are better able to make data-driven decisions about reform.

Each state has defined quality in its own way and determined how School Trust Lands and Permanent School Funds fit in. In Colorado, all of the net revenue is dedicated to capital improvements. In Wisconsin the Permanent School Fund provides books, computers, and software for libraries.

School Trust Lands should promote education quality, not just maintain the status quo. The framers had a vision of quality. We must realize that vision today and ensure it is a reality forever.

What Do I Need to Know About School Quality?

- States have various ways of using School Trust Lands, but in every case the founding generation intended those resources to be used for quality educational opportunities.
- Education and parent advocates in your state have positions on key education issues in your state that are frequently used by CLASS members and advocates to provide direction to school reform and improvement.
- Providing School Trust Land resources directly to school districts or schools can enhance local control and parental involvement – two key ingredients in the success of America's public schools.



School Trust Land Issues

Laws for the liberal education of the youth, especially of the lower class of the people, are so extremely wise and useful, that, to a humane and generous mind, no expense for this purpose would be thought extravagant.
-John Adams

Each state is a product of its particular legalities, traditions, and interpretations. It is clear that the intent of School Trust Lands and Permanent School Funds was to provide an on-going, substantial share of school costs. Today, that is true in only a few states. In most states, School Trust Lands and Permanent School Funds represent less than five percent of the total education budget.

In each state, advocates for children and public education are struggling with a range of issues that affect School Trust Lands. The following sections will briefly review these issues and provide some context as you learn about the issues specific to your state.

Growth

Some states have taken steps to grow the Funds in new ways. Montana dedicated new fees from recreation to the Fund. Arizona and Oregon have branched into real estate acquisition. North Dakota has benefited from an expansion in oil shale

development, and other states in the region are also likely to realize increased revenues as a result of energy development.

Many states have increased returns on their Permanent Funds by investing a larger share of the Fund in equities

CLASS members support a balanced approach to managing lands and investments; a balance between risk and stability, and a balance between current and future needs.

Stability

There are pressures in every state to err on the side of stability in the administration of these Trusts. A number of states, including Idaho, North Dakota, and Oregon have made changes in their distribution formulas to average annual distributions to schools. Obviously the need to stabilize distribution of School Trust Land revenues is more significant as they become a larger share of total education expenditures.

Advocates for schoolchildren recognize the importance of maintaining stable revenue sources to support consistent, quality public education. However, assets shouldn't be sold at a loss to meet distribution quotas.

Investment Policies

All states have standards and requirements for investments embodied in their state constitutions, statutes, and Trustee Board policies. Financially astute states have implemented the Prudent Investor Rule in statute to govern investments.

Advocates for schoolchildren support a balance that recognizes the need for stability and growth, and transparency in investment, returns, and fees so the public can judge performance.

All Trustee actions should be aimed to protect the principle and growth of the Permanent School Fund.

Governance Structures

The way School Trust Lands and Permanent School Funds are overseen has an impact on their productivity. Almost every kind of governance structure is represented in the different ways states have established its trustees and guardians. No one can say which structure is best – whether Commissioners should be elected or appointed, for example.

However, CLASS members believe governance structures should enhance the Trustees' ability to carry out their obligations, including undivided loyalty, accountability to the beneficiaries, and transparency.

Supplement vs. Supplant

The vast majority of states put some of the School Trust Land revenue and returns on investment of the Permanent School Fund into the fund for education.

In most states, the share of overall education

funding contributed by School Trust Funds is ten percent or less. There are some notable exceptions to this rule, namely Texas and New Mexico.

Some states dedicate School Trust Land revenues to specific educational tools or activities. For example, Texas and Wisconsin set aside School Trust Land revenues for textbooks and school library books. All of Wisconsin's School Trust Land and investment revenue is set aside for school libraries. Montana has dedicated specific revenues from School Trust Lands to instructional technology.

Colorado devotes most of its School Trust Lands revenues to construction. Washington state dedicates interest on the Permanent Common School Fund to the Common School Construction Fund. Wisconsin Trusts have loaned more than \$100 million to municipalities and school districts for building, equipment, or to shore up retirement systems.

By contrast, in many cases the total resources from School Trust Lands and Permanent School Funds are combined with state General Funds for education. State funding formulas vary widely so that some uses are prescribed by the legislature and in other instances local districts have greater autonomy. Most states use some form of weighted per pupil expenditure that takes into account local costs and student needs. In most states, the education budget is the largest single line item, and it is frequently the last issue settled in a legislative session.

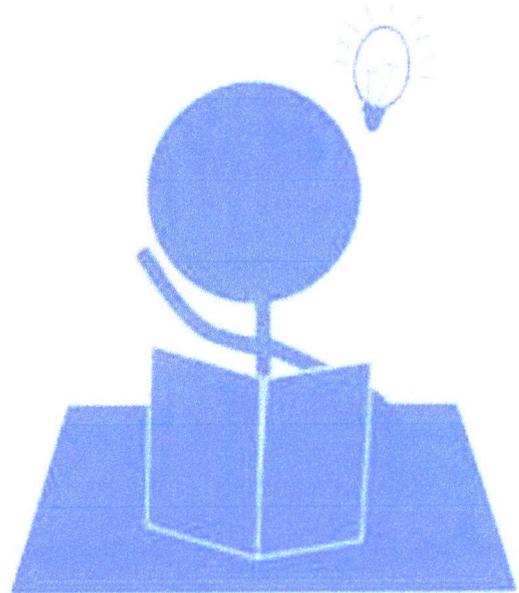
Commingling School Trust Land and Permanent School Fund revenues with the total education budget means that the only practical effect of those resources is to offset the overall state tax rates. Only

in Arizona and Utah are funds set aside and provided to the school districts for local priority. In Arizona, the emphasis for such funds is alternative teacher compensation. In Utah, local parents and teachers have the right to decide for themselves how to best use the money to improve student academic performance.

Unfortunately, in some states School Trust Lands do not directly benefit public schoolchildren. The enabling act granted schools in Alaska over 20 million acres which should have significantly funded schools, but they received only a few hundred thousand acres. No disbursements are being made from the Alaska School Trust Lands, but advocates are pursuing legal action to make these resources available once again.

California sold most of its land and currently holds less than half a million acres. Proceeds from the Lands and Trusts are dedicated to the Teacher Retirement Fund or are reinvested in the trust – neither directly benefits schoolchildren.

These issues are only examples. Advocates for children and public education in your state are working on specific actions to strengthen the legacy of School Trust Lands. Find out more about how you can make a difference by visiting the website of the Children's Land Alliance Supporting Schools at childrenslandalliance.com.





What Can You Do?



How Can I Get Started?

Admittedly, some of the issues related to School Trust Lands are complicated. Don't worry. Before long, you will be comparing returns on investment with the best of them.

Read up, ask questions, go to meetings, hearings, and news conferences, and it will all become much clearer.

Where Can I Get Information?

Little information is available in books and libraries. Some of it is in government and committee reports. Most of it is not available in any easily accessible form.

The most essential information you will need will come from mentors and allies who are also involved in these issues. With the perspective of people who have been watching out for this legacy for many years, you can get a more complete picture of what's going on.

Government reports are loaded with facts, but they don't always tell the whole story. Currently, no government reports on education funding include a description of the contribution from School Trust Lands to public education.

Your research will include conversations

with knowledgeable people, as well as reading reports to find out historical trends, current practices, issues, and opportunities. Depending on your state, some information may be housed at state agencies, other information at the legislature. Once again, knowledgeable friends and allies can steer you in the right direction.

Who Else Is Involved?

CLASS (the Children's Land Alliance Supporting Schools) was organized to bring together advocates for public schools and school children from the 20 states that have School Trust Lands. Members include teachers, legislators, commissioners, representatives of education organizations, and citizen activists who care about the legacy and who care about the future.

How Can I Help?

In the immortal words of Yogi Berra, "You can see a lot just by observing." Your first step to being an effective advocate is being an attentive observer and listener.

Information is power, and the most significant role you can play is helping in the enormous task of speaking up for children. As you observe and collect information, you will be a more effective advocate for schoolchildren.

Advocates are interested in finding out:

- Is the state doing everything in its power to protect School Trust Lands and maximize their return?
- Are current practices and fees in line with standard compensation practices and rates?
- Are there issues in administration that need attention?
- Are there opportunities for investment the state has overlooked?

Gathering and analyzing the information to answer these questions is beyond the capacity of any individual. The trustees, as defined in the state, are ultimately responsible, but hundreds of people are involved in decisions that affect School Trust Lands, including state agency employees, legislative staff, and private contractors.

CLASS and its allies rely on volunteers and others who make time to advocate on behalf of children. Attending hearings, reading reports, and interviewing people at agencies and elsewhere are time-consuming, yet invaluable activities. To preserve this legacy requires constant vigilance.

As part of the Duty to inform, trustees must provide timely and accurate information about their activities and policies. These reports – issued by land management staff, state and private auditors, state regulatory agencies – can be pretty dry reading, *but a good advocate will look beyond the reports and ask questions:*

- What were the Permanent School Funds' earnings compared to a good money market last year, over the past five, and over the past 10 years?

- Are the grazing fees and leasing rights for agriculture, timber, oil and gas, minerals, etc. consistent with current market fees in those areas?

It's important to pull back from the minutiae and look at real world comparisons. If a state isn't being a savvy manager of School Trust Lands or a savvy investor of Permanent School Funds, it has failed in carrying out its Duty to Make Trust Property Productive and its Duty to Pay Income to the Beneficiaries.

Understandably, various states will have their practices and traditions for keeping track of trustees' responsibilities. But the legal underpinnings represent principles – and enforceable standards – that should be followed now and forever.

Will What I Do Make Any Difference?

Every advocate amplifies the voice of the schoolchildren. Every individual makes a difference. While it's not your job to become an instant expert on every topic in the use of School Trust Lands and Permanent School Funds, your efforts will have an impact.

What is important is to be part of the group of people who are asking the right questions, questions about prudence and growth, about current expenditures and future support, and about fair and timely distribution of resources.

The support and oversight surrounding School Trust Lands should ensure good practices and transparency. The courts have reaffirmed the fiduciary responsibilities of the trustees and the state and provide the impetus for refining these systems. The founders of our nation also envisioned that the citizens themselves would play a role in preserving this legacy. They expected that

citizens would tend, preserve, and improve the School Trust Lands and Permanent School Funds, and they expected citizens would stay informed and engaged so that the legacy is available for future generations.

As 18th century Irish political philosopher Edmund Burke said, “All that is required for evil to triumph is for good men to do nothing.”

The sad history of neglect and abuse that has squandered some two-thirds of the original legacy is a warning to us. Preserving and enhancing the legacy for the future requires good people to do something, and that something is keep their eyes and ears open.

It all boils down to these key responsibilities:

- *Protect the lands and trusts.*
- *Make sure the lands and funds are used for the benefit of schoolchildren.*
- *Help others to understand the legacy and the importance of School Trust Lands.*



How You Can Make a Difference

Upon the subject of education ... I can only say that I view it as the most important subject which we as a people may be engaged in.

-Abraham Lincoln

You are now part of the Pro-School Trust Lands Army. You have the right – and now many of the tools – to learn more, ask questions, and speak out. Above all, attend hearings, read reports and audits, and talk to elected and appointed officials.

Attend Hearings

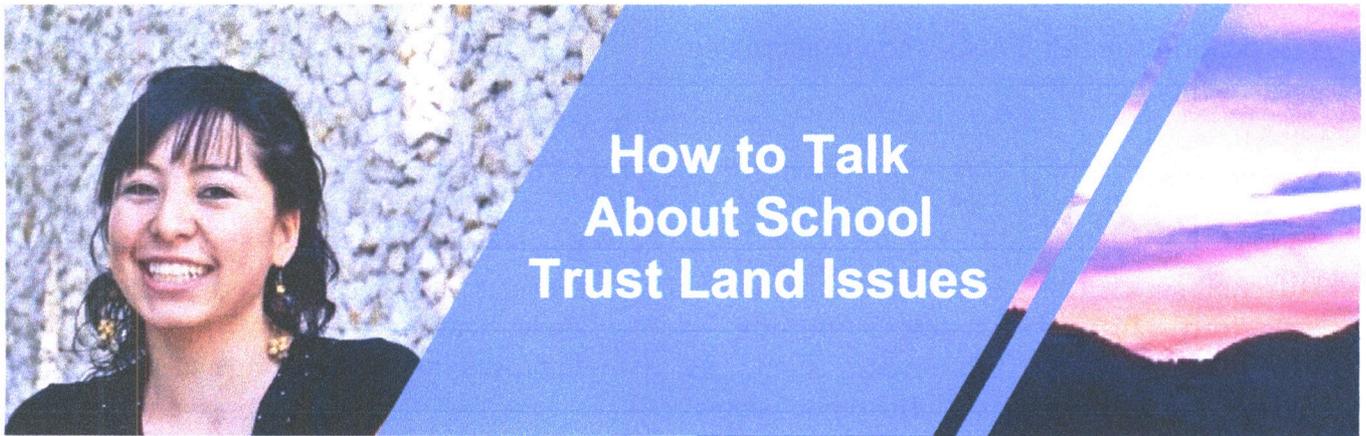
As part of the Duty to Inform, Trustees are required to provide accurate and timely data. As part of this requirement, Trustees generally hold meetings that are open to the public to discuss their assets and audits, vote on future investment policies, and listen to reports and presentations. Most of these meetings provide information and opportunities to talk to others about what's happening in your state.

Read Reports and Audits

Reports and audits are essential reading for any citizen advocate, and if something doesn't make sense, ask about it. Your critical reading skills will serve you well as you investigate the data.

Talk to Elected and Appointed Officials

As a parent or education advocate, share your insight with policymakers. They generally do not know about or understand the complex issues surrounding School Trust Lands. As you research, you will quickly become an expert with valuable insight.



How to Talk About School Trust Land Issues

As advocates for children and public education, it falls to us to help others understand School Trust Land issues. Our primary focus should be on communicating with those who are with us, as well as those who are undecided. Trying to persuade those against us is not the best use of our time. Sharing information with our friends and allies makes it more likely they will focus on the same issues, and help expand the pool of people who can be encouraged to understand and care.

For the most part, the people who will listen are elected and appointed policymakers, boards, agencies, legislative and administrative committees, legislative and administrative staff, and the media. Our primary audience is small, and it is also interconnected. How we communicate in each state affects how we are perceived in every state. It helps to have a common vocabulary – even when some of the details are drastically different.

Making the Connections

The term “School Trust Lands” evokes the history, the legacy, and the long-term commitment to children and public education. Whatever the official name, the more we can emphasize the concepts of “school” and “trusts” and “lands” the better.

Another way to evoke that connection is to continually emphasize the core principles:

1. The law is clear that public school students are the *sole beneficiaries* of School Land Trusts. National and state history, Enabling Acts, Constitutional language, statute, and the courts are all on our side. There is neither partisan angle nor marginal differences. School Trust Lands were set aside to benefit public school students. Period.
2. The School Land Trustees have a dual obligation to *sustain quality educational opportunities in the present and enhance the legacy for the future.*

Historically, problems have arisen when the goals of growing the School Lands Trust and improving public schools are out of balance. The Trustees must be aggressive and market-savvy in growing the value of the School Trust Lands and Permanent School Funds. At the same time, the distribution of School Land Trust funds must be focused on public schools and public school children.

There is no magic formula for this balance, except that the Trustees' obligation is to consider the needs of the present and future. Trustees are duty-bound not to rob future students by spending too much on current students and vice versa. At all times,

any benefits of the Trusts should accrue to public school children.

3. The School Land Trusts were established to support *quality* public schools.

Different states use School Trust Land funds differently. In some states, a portion is dedicated to specific uses, such as technology or libraries. In other states, School Trust Land funds represent a significant share of expenses.

Even if one doesn't accept the idea these funds were intended for school improvement, there is no question about whether the funds were intended to support *quality public schools*.

We have a responsibility to make sure School Trust Lands have the greatest impact on school quality.

Many advocates believe that when such funds are limited, it makes sense to concentrate on specific goals and uses. Utah and Arizona are two states that have dedicated School Trust Lands revenues to education innovation and reform. Montana has dedicated a portion of School Trust Lands resources to education technology.

Whatever the law and traditions in your state, we can agree that *support for school quality* should be the focus, and all discussions about these issues must include the impact on schoolchildren. Talking about the students is not only the most engaging part of the message; it is also the most solid legal argument we have to stand on.

As we help others understand the issues, it is helpful to draw contrasts.

Drawing Contrasts

CLASS and its member advocates are for a proposal, if it:

- Benefits students,
- Balances the need of current and future students, and
- Improves student achievement.

We are against a proposal, if it:

- Jeopardizes the long-term future,
- Fails to make an adequate investment in the present, or
- Isn't used to sustain and enhance school quality.



Final Review

What You Need to Know

School Trust Lands and Permanent School Funds were established by our founders with wisdom and foresight. They valued public education and believed it should be maintained and improved in perpetuity. They established land grants because land has enduring value.

Our founders depended for protection – as with every aspect of our democracy – on informed and active citizens to watch closely what elected and appointed officials do. And they were aware of the dangers that unscrupulous individuals would try to use the land and the law to their advantage. Our efforts to protect School Trust Lands link us to the tradition of our founders and the promise of future generations.

Get Involved

The present time presents its own unique dangers to the legacy of the School Trust Lands.

Pressures on tax rates, volatile markets, and changes in resource development opportunities all create their own threats. This is no time to make radical decisions that jeopardize those beneficiaries' interests now and in the future, nor is it time to squander that legacy through neglect or shortsighted decisions.

In every generation, there must be those who speak up for the legacy. We are those people.

What You Can Do

The states were provided millions of acres for sustained support of public schools. For many people the biggest mistake made in this area over the years is confusing the cost of school lands when they were sold with the value of those lands in the present time. The theory has been, and continues, that investments in a Permanent School Fund will fare as well, but as Mark Twain said, “Buy land. They're not making it anymore.”

We have an obligation to

- Protect the lands and trusts.*
- Make sure the lands and funds are used for the benefit of schoolchildren.*
- Help others to understand the legacy and the importance of School Trust Lands.*

Open Book Quiz

1. What is the name of the Permanent School Fund in my state?
2. Who is the Commissioner/Commissioners of the School Trust Lands and Permanent School Funds and how are they selected?
3. What is the total value of School Trust Lands in my state?
4. What is the total value of Permanent School Funds in my state?
5. What are the annual revenues School Trust Lands and Permanent School Funds in my state?
6. What percentage of total elementary and secondary education spending do School Trust Lands and Permanent School Funds represent in my state?
7. Does my state dedicate any of its School Trust Lands and Permanent School Funds to specific purposes?
No ____ If yes, list _____
8. What kind of requirements does my state have for Trustee investments?
9. What is the percentage of investments in my state among:
Fixed Income ____ (bonds and interest-bearing instruments)
Domestic Equities ____ (United States stocks)
International Stocks ____
Other ____
10. What is the five-year average annual revenue from:
The School Trust Lands?
The Permanent School Fund?
11. What are the top three revenue producers in my state?
Oil and Gas
Mining
Ranching and Agriculture
Timber
Commercial/Residential Leasing
12. Who can I contact in my state who would know more about:
The economics?
The education impact?
The responsibility of citizen advocates?

VIII. MATH UPDATE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Jennifer Vomocia, K-12 Math Specialist

Kimberly Johnson, Middle School Coordinator

Byron Betards, Director of Student Growth and Experience

Meeting Date: February 5, 2026

Mathematics Program Update

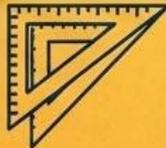
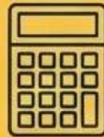
NO ACTION REQUIRED

Background

The District continues to refine math programming to align with state standards and support consistent instruction across grade levels. Current efforts are focused on strengthening core instruction, supporting educators through professional learning and coaching, and ensuring appropriate access to intervention and enrichment. Additional updates will be provided to the Board on student outcome trends and decisions related to math programming.

7th and 8th Grade Math Program:

Pathways to Academic Excellence and High School Readiness

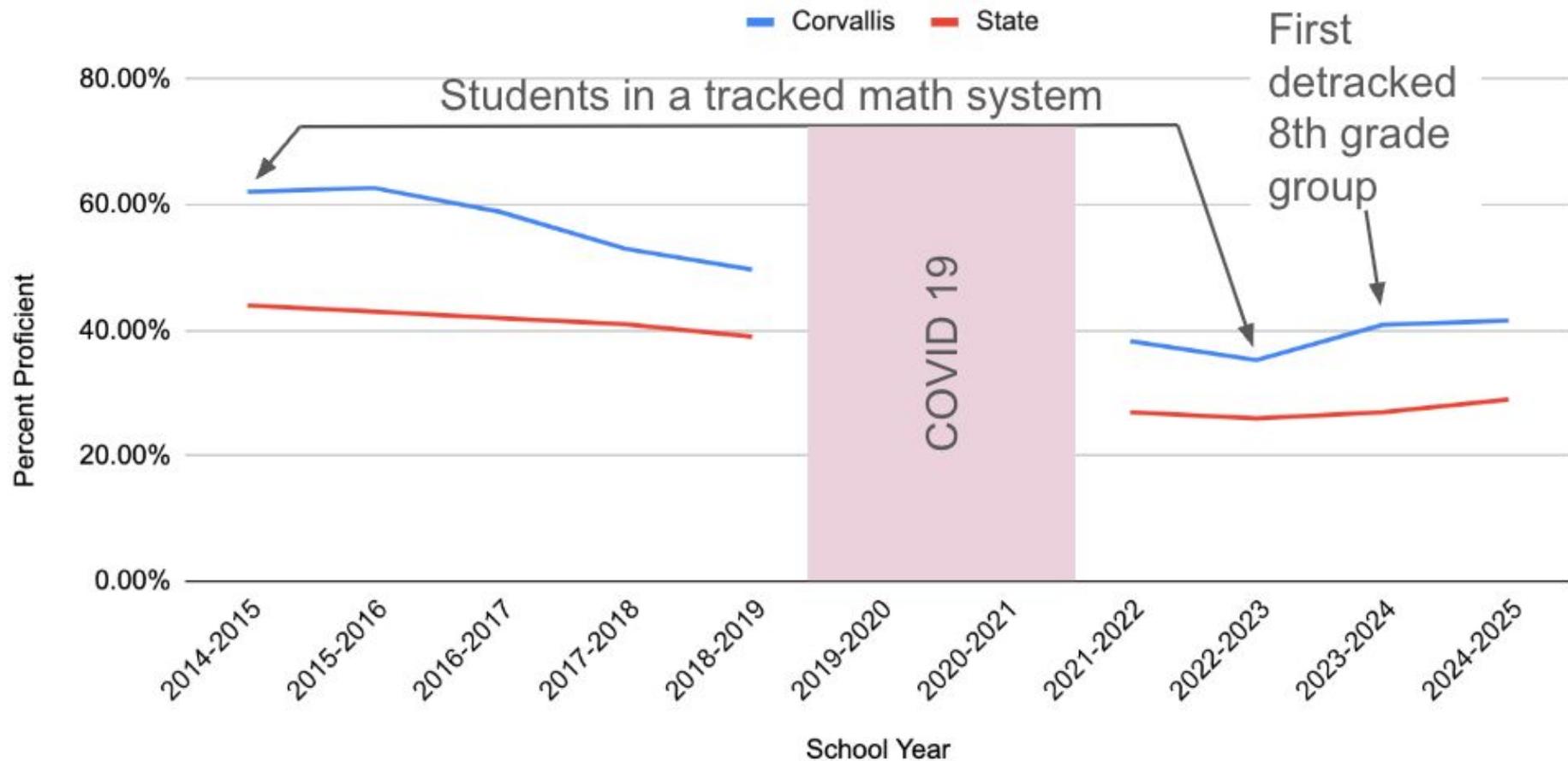


Corvallis School District

Today we will...

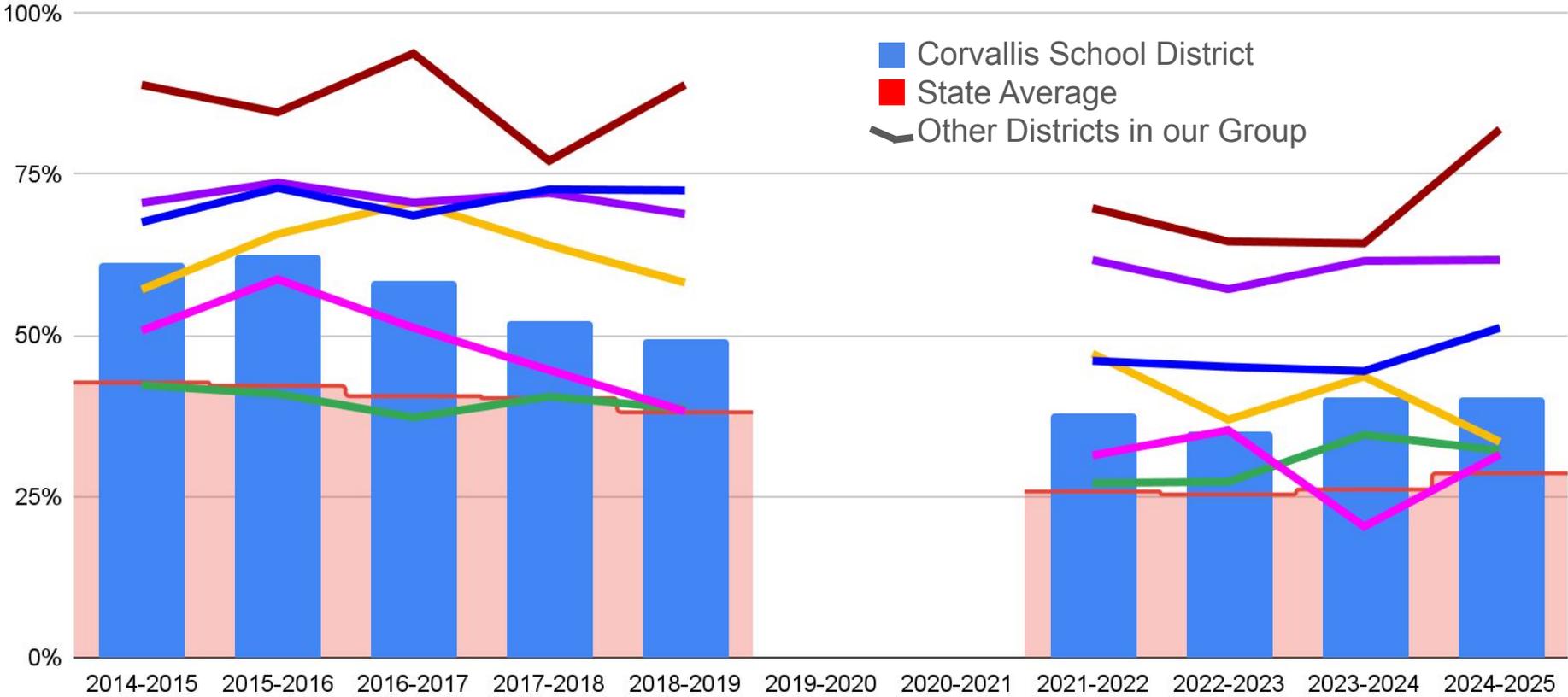
- Review math data and trends
- Reaffirm math instruction philosophy
- Preview 7-8 math program updates

OSAS proficiency in 8th grade Math (all 8th grade students)

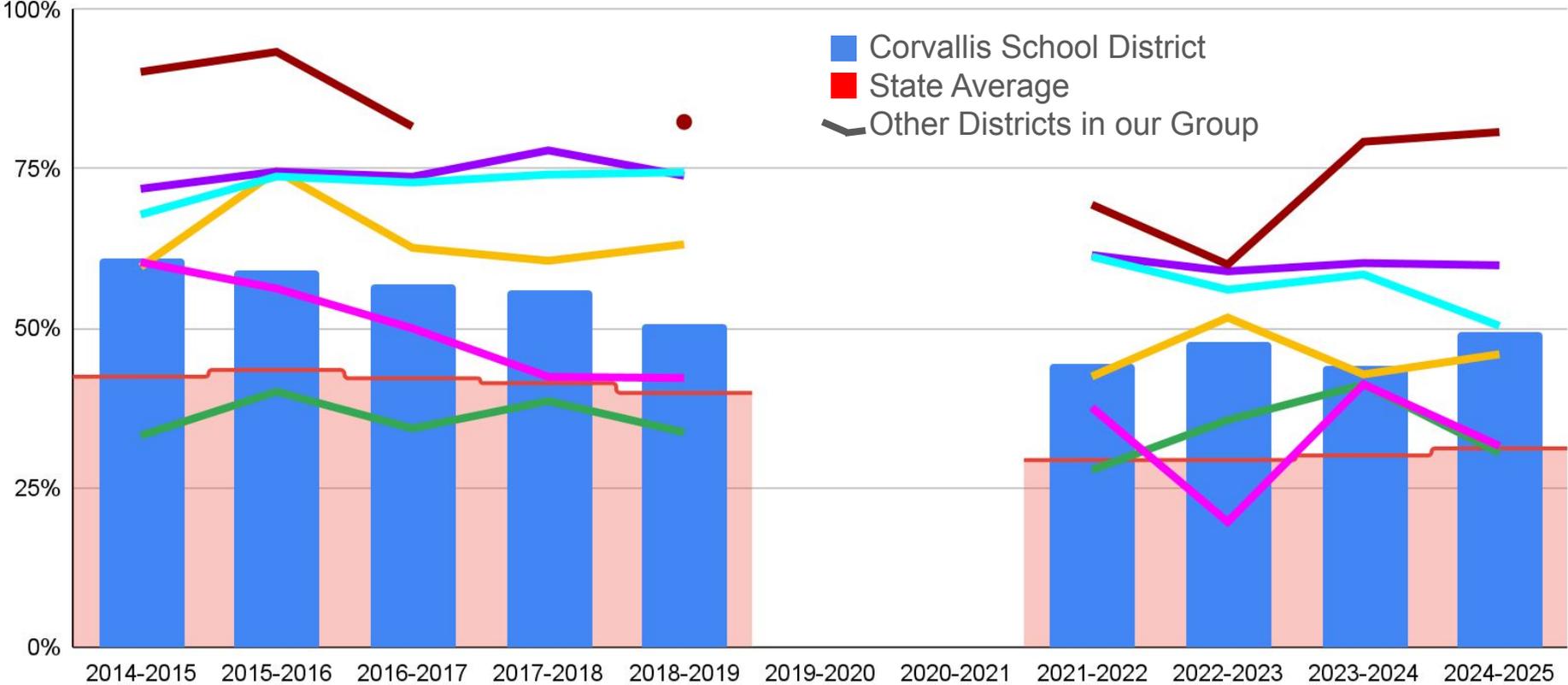


District Name	District Group and Cluster (Charter Separate and After Appeals)	Total Students	Students Historically Experienced Disparity	Ever English Learners	Poverty	Mobility
Riverdale SD 51J	Group 2, Cluster 1	561	22.6	<5%	<5%	<5%
Lake Oswego SD 7J	Group 2, Cluster 1	6,860	33.8	7.0	7.3	6.2
Sherwood SD 88J	Group 2, Cluster 1	4,551	28.1	8.0	10.6	5.8
Corvallis SD 509J	Group 2, Cluster 1	5,813	35.7	16.1	26.1	10.4
Philomath SD 17J	Group 2, Cluster 1	1,424	19.5	<5%	22.5	13.3
Ashland SD 5	Group 2, Cluster 1	2,458	26.4	<5%	27.3	12.2
Grants Pass SD 7	Group 2, Cluster 1	5,519	26.8	<5%	44.6	20.8

OSAS Proficiency in 8th Grade Math with Districts in our Group



OSAS Proficiency in 7th Grade Math with Districts in our Group



Percent of students scoring at each level over time.

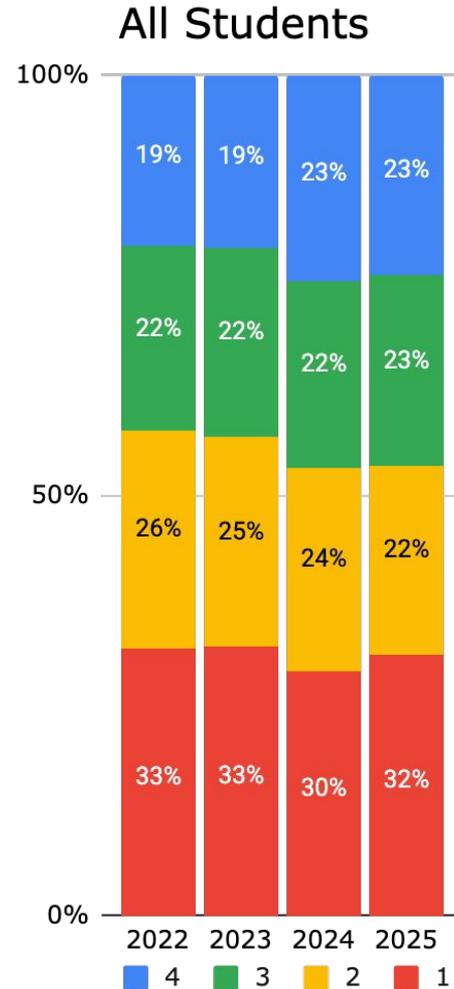
Pre-pandemic, we saw our percent of students scoring 1 (the lowest level) increasing.

Post-pandemic, we have seen the percent of students scoring 1 (the lowest level) remaining steady.

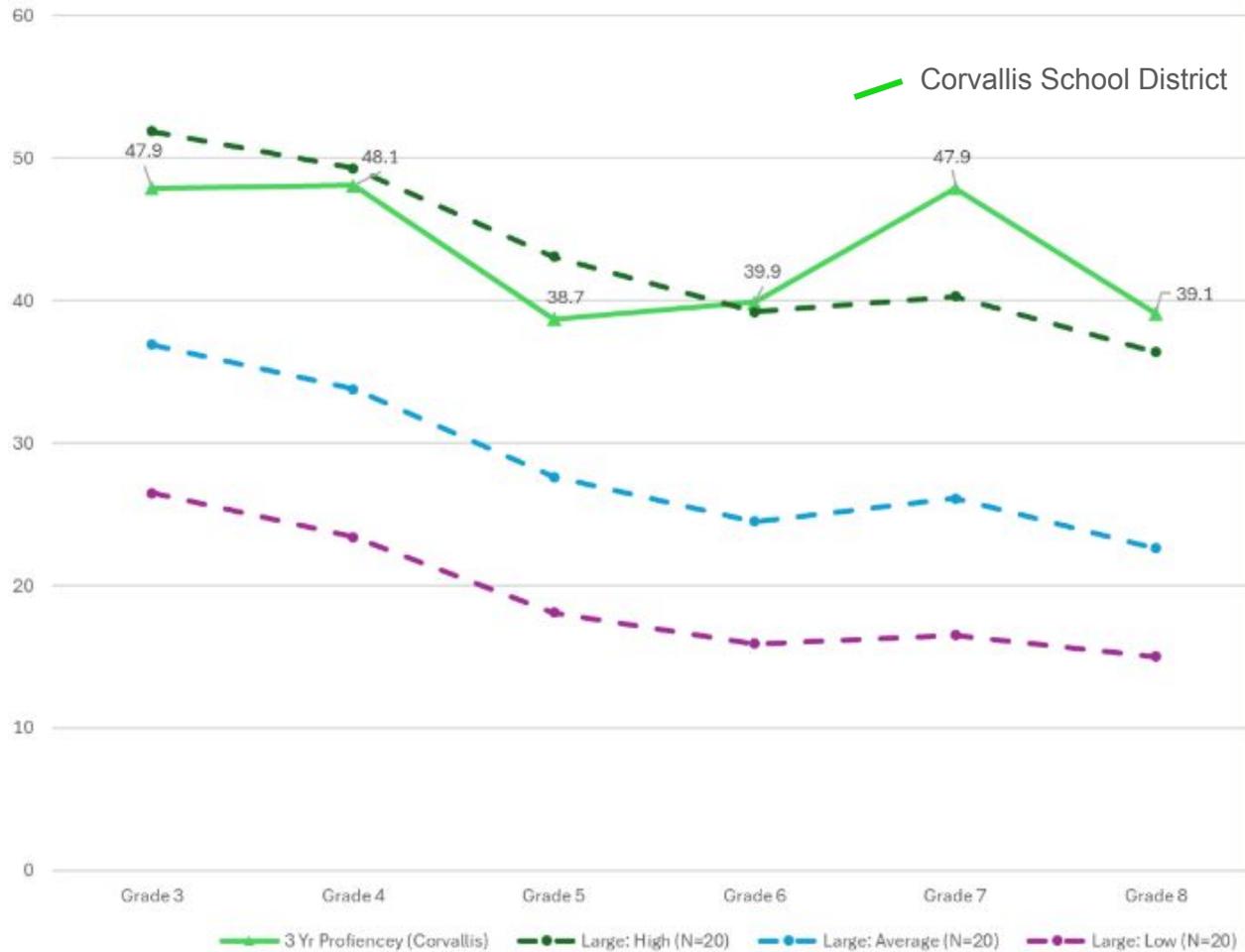
While this plateau shows we are not increasing the percent of students scoring 1 (the lowest level), we continue to plan systemic interventions.

We strive to decrease percent of students scoring 1 (the lowest level).

This school year we added two math intervention classes at the middle school level. Those will stay in place within next year's model.



Three Year Proficiency Average (Level 3 or 4) [District Report]
[2022-2023][2023-2024][2024-2025]



AP, EOP, & College Now options in CSD



College Now Courses

- MTH 105Z, 111Z, 112Z, 251Z
- STAT 243Z



AP Courses

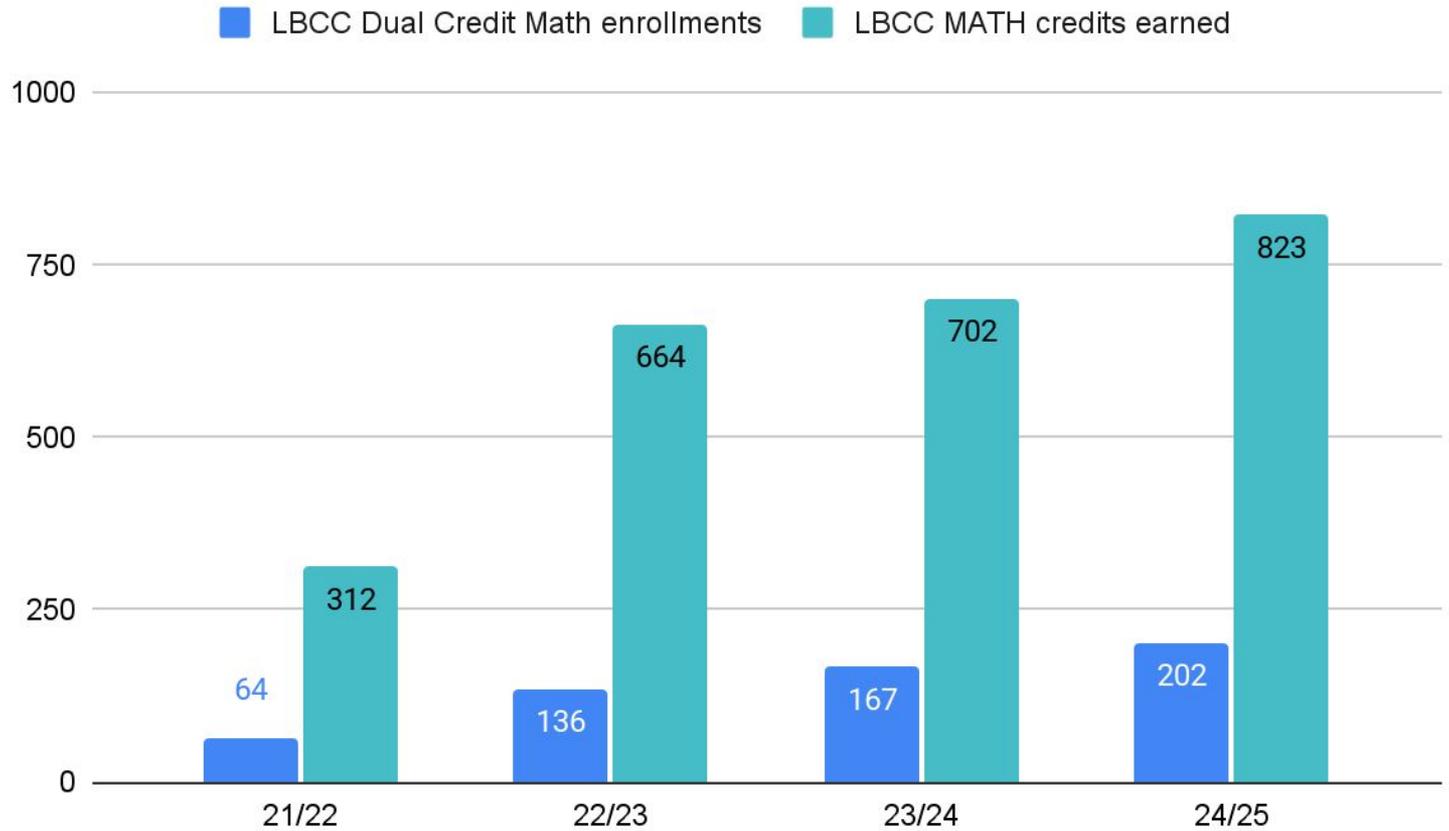
- Pre-Calculus
- Statistics
- Calculus AB
- Physics C
- Computer Science Principles
- Computer Science A



Expanded Options Program Enrollments

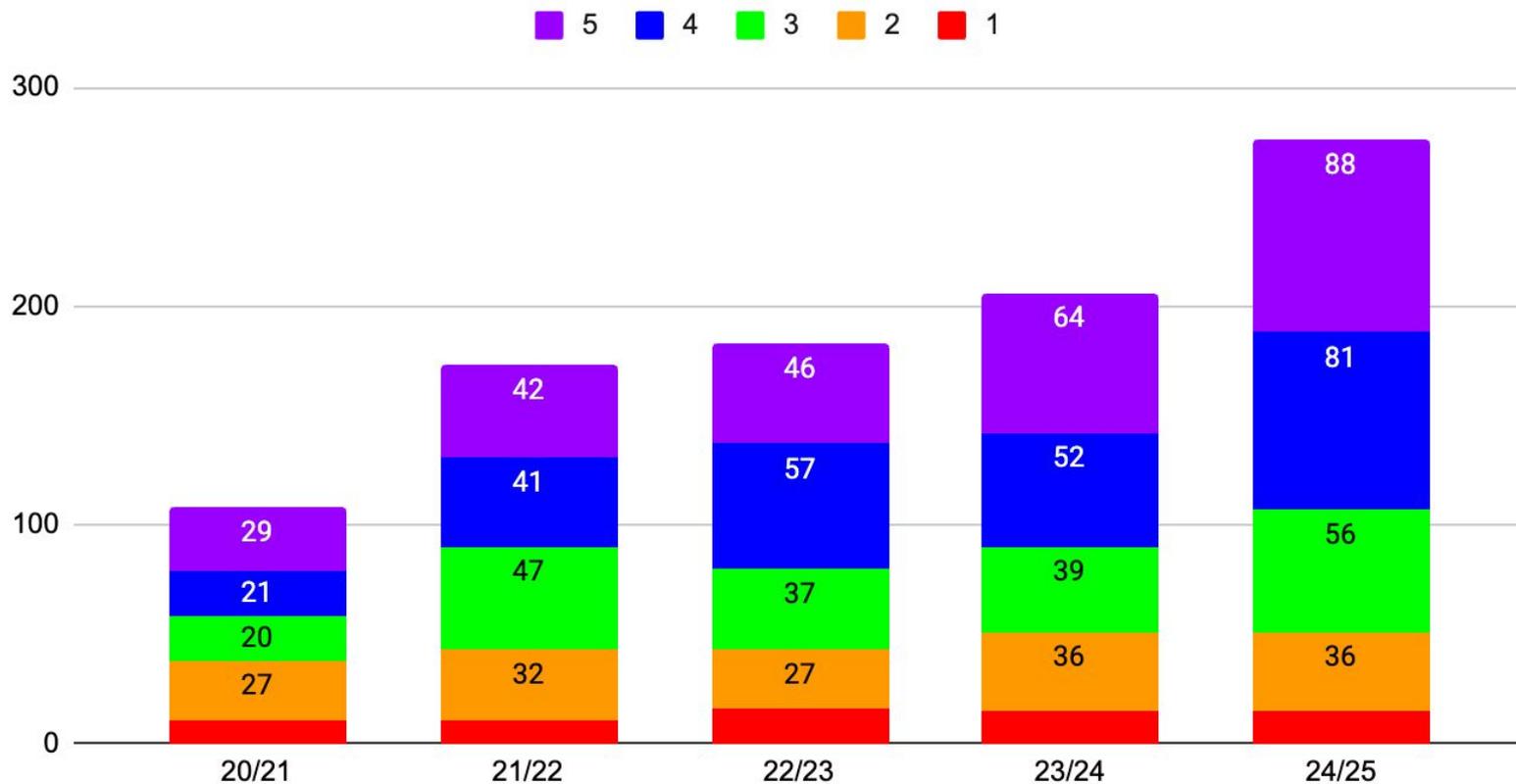
- Students can take any college course that we do not offer for example:
MTH 252Z
MTH 253Z (Calc BC)

LBCC Math enrollments and Math credits



AP Exams Taken in Math, Physics, and Computer Science

Scores shown in colors



Built on Three Pillars of Student Success



Academic Rigor

Challenging every student to reach their potential through high-quality instruction and complex problem-solving.



Equitable Experience

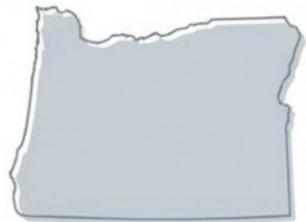
Providing multiple entry points and flexible pathways so every student has access to the level of math that serves their growth.



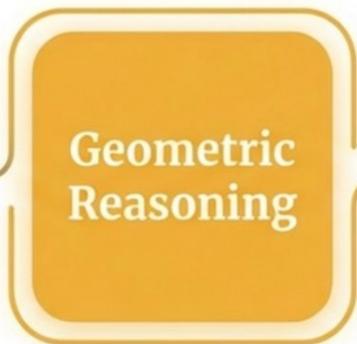
Mastery

Moving beyond memorization to deep understanding, ensuring students own the concepts before moving forward.

Fully Aligned with Oregon State Standards



- Formulating and reasoning about expressions, equations, and functions.



- Building understanding of spatial relationships, modeling, and proof.



- Collecting, analyzing, and describing data to draw inferences about populations.

Required for High School Readiness & State Mastery

Spotlight on Data Reasoning

A critical skill for the modern world interwoven through all pathways.



What it is

Identifying statistical investigative questions and collecting data.



The Skill

Analyze, summarize, and describe data using technology and functions.

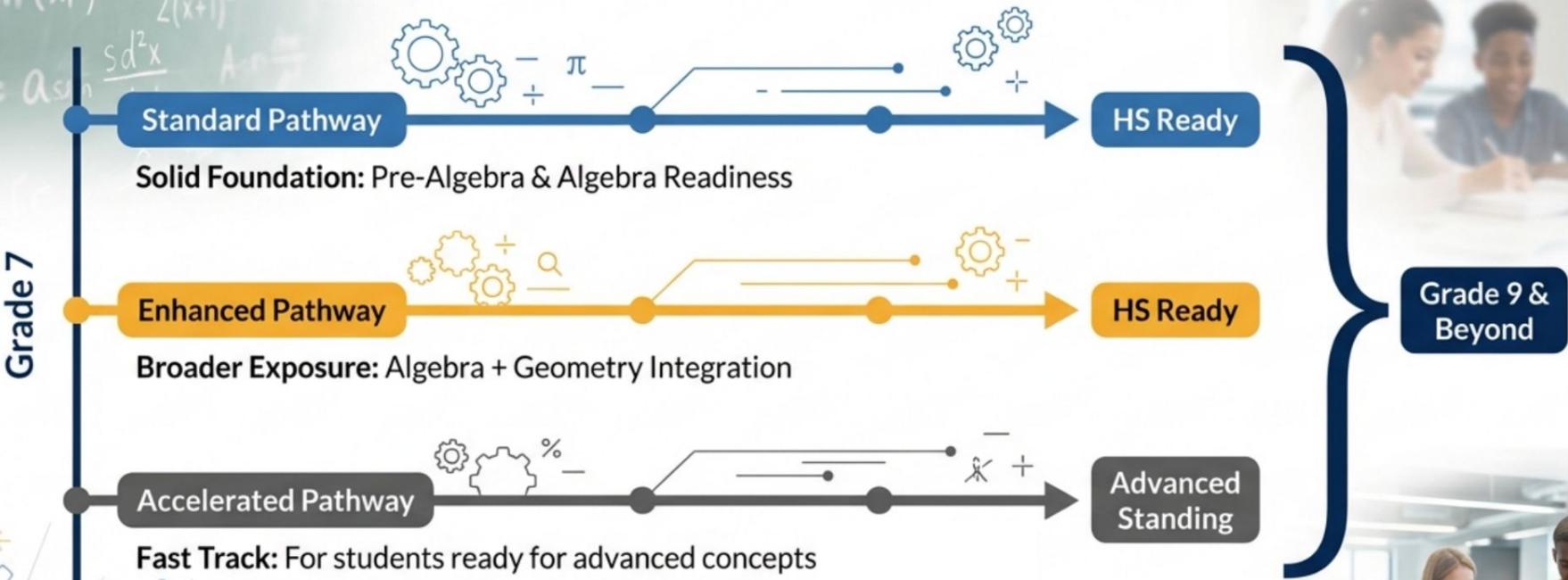


The Goal

Drawing inferences about populations based on samples and modeling statistical situations.

Data Reasoning is a key component of the Oregon State Standards

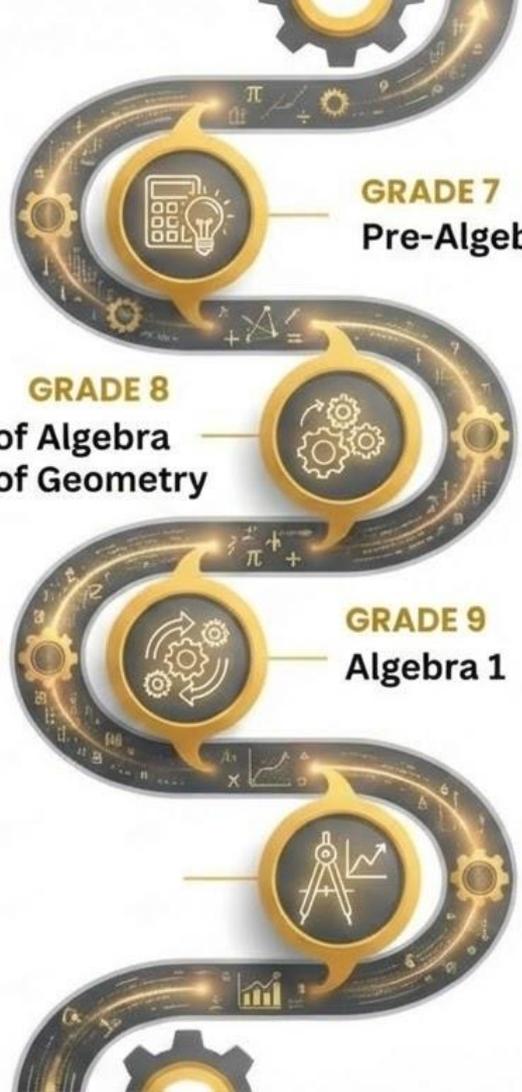
Three Distinct Pathways to High School Readiness



All pathways align with Oregon State Standards.



STANDARD PATHWAY



GRADE 7
Pre-Algebra

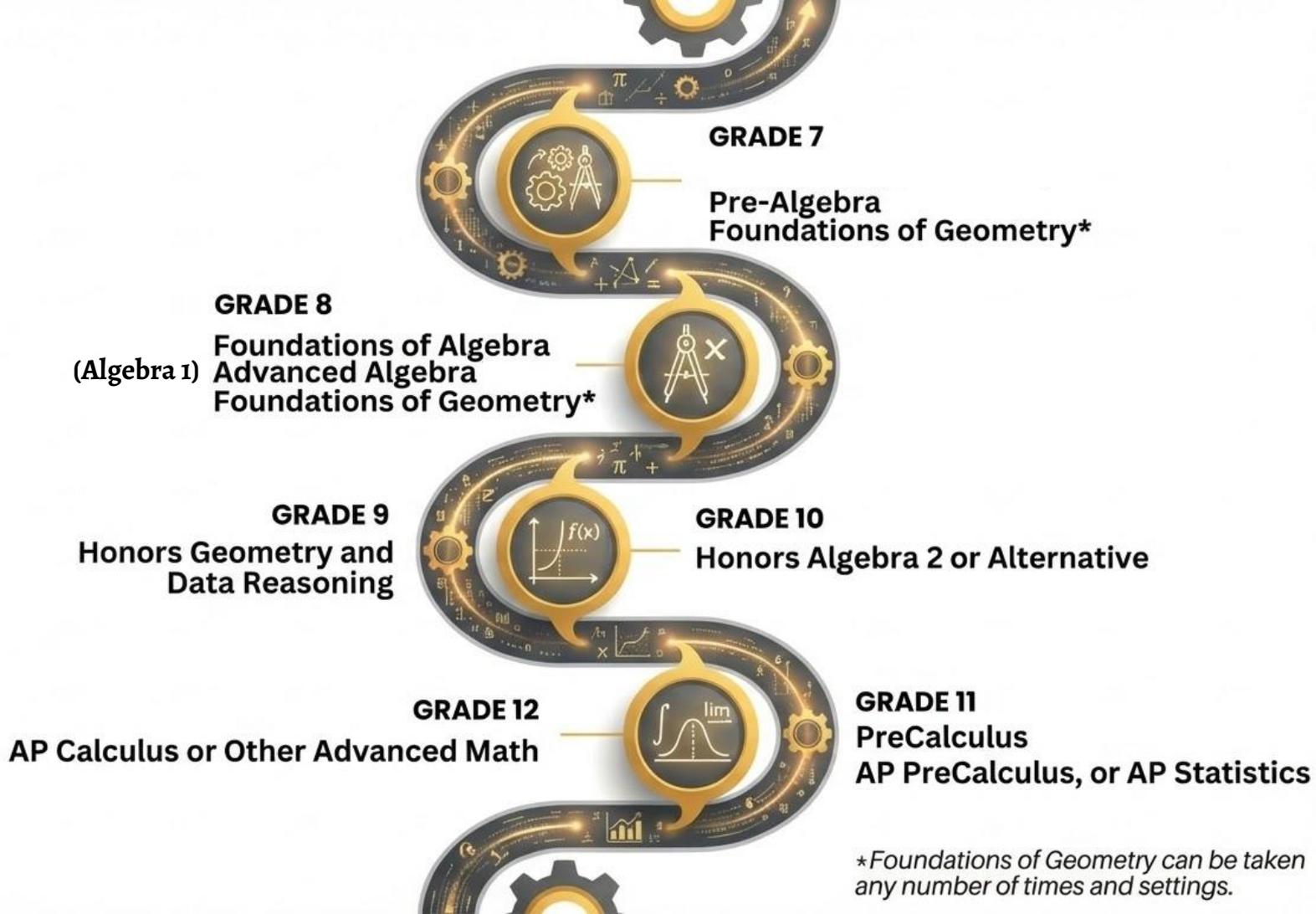
GRADE 8
Foundations of Algebra
Foundations of Geometry

GRADE 9
Algebra 1

GRADE 10
Geometry
Data Reasoning

**Foundations of Geometry can be taken any number of times and settings.*

ENHANCED PATHWAY



ACCELERATED PATHWAY

GRADE 7
(Algebra 1)

Foundations of Algebra
Advanced Algebra
Foundations of Geometry

GRADE 6
Math 6

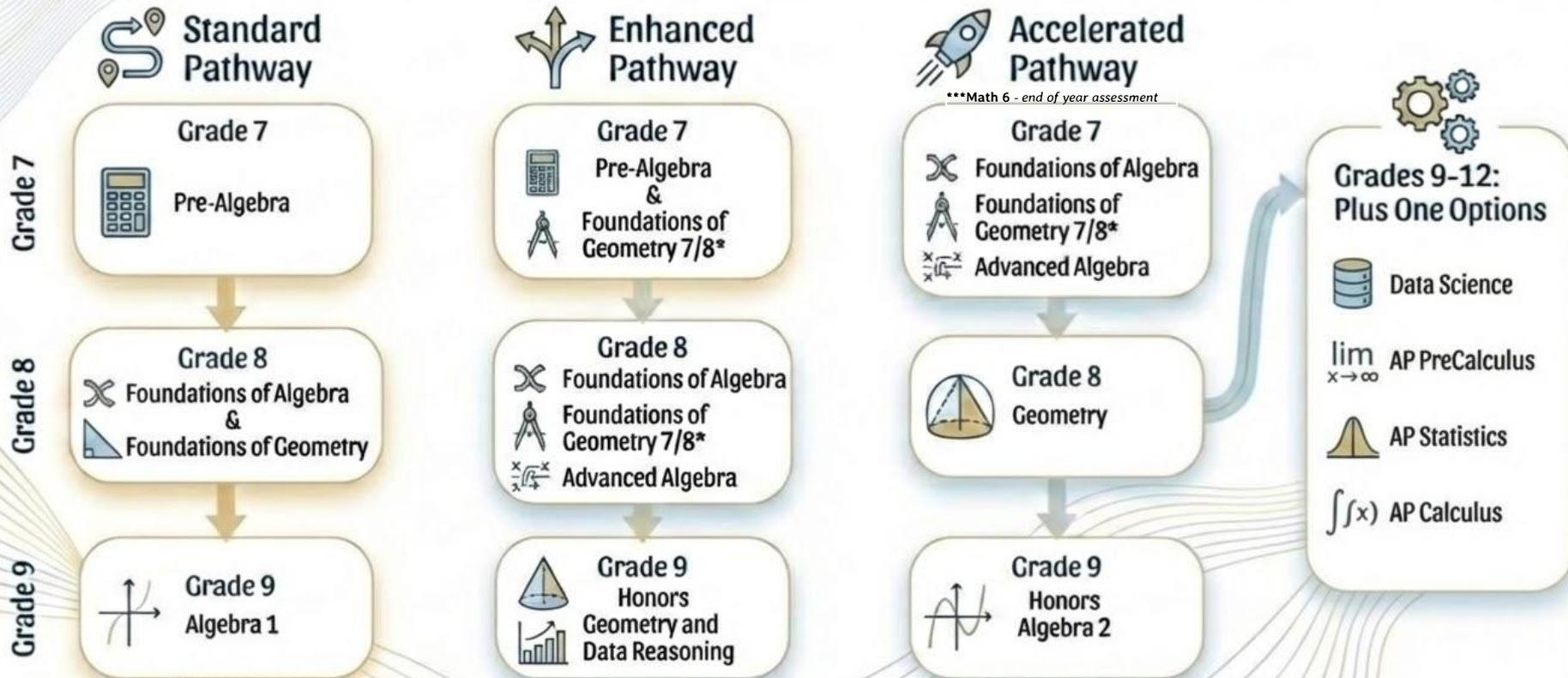
plus end of year assessment

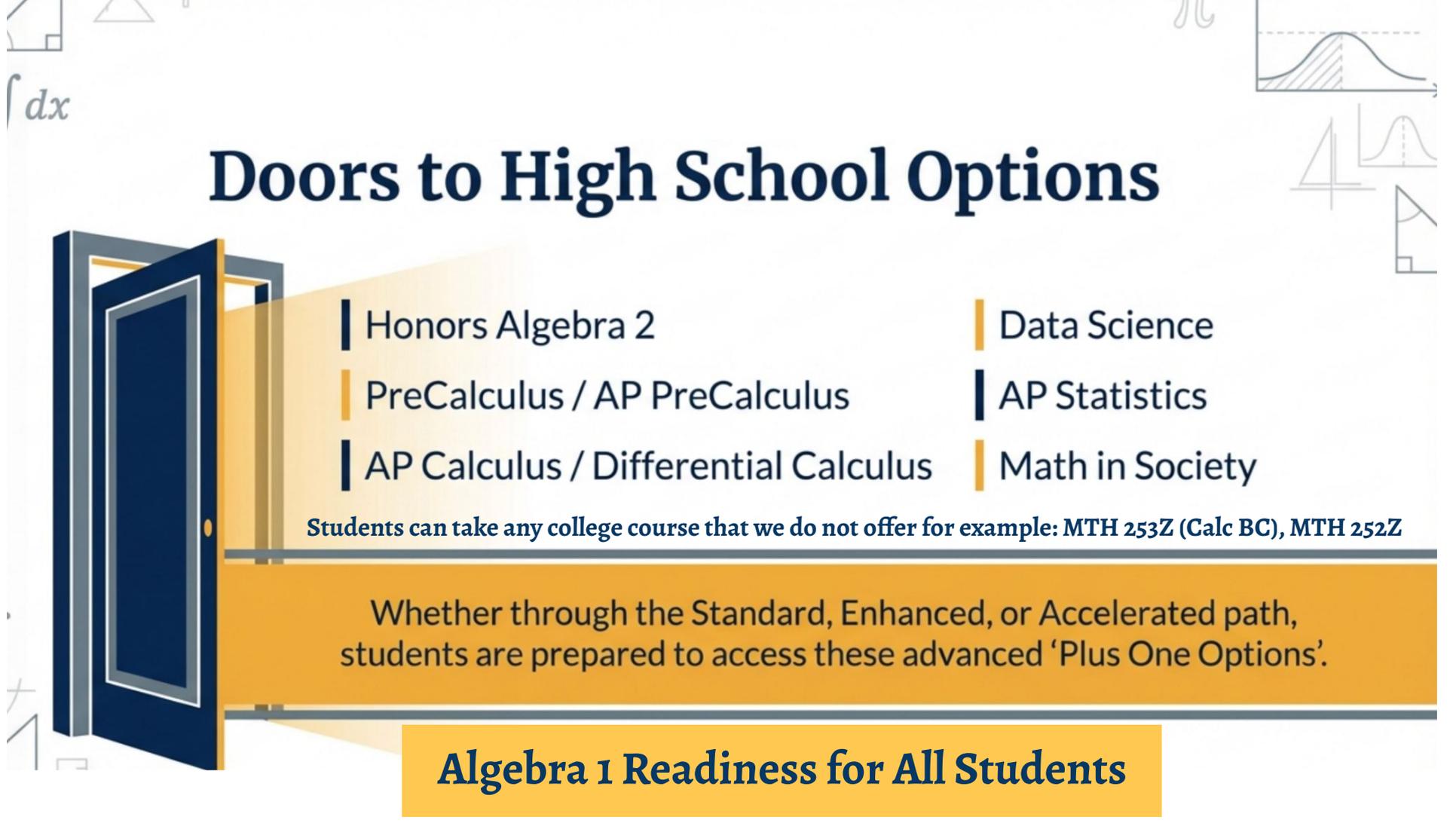
GRADE 8
Geometry

GRADES 9, 10, 11, and 12
Plus One Options

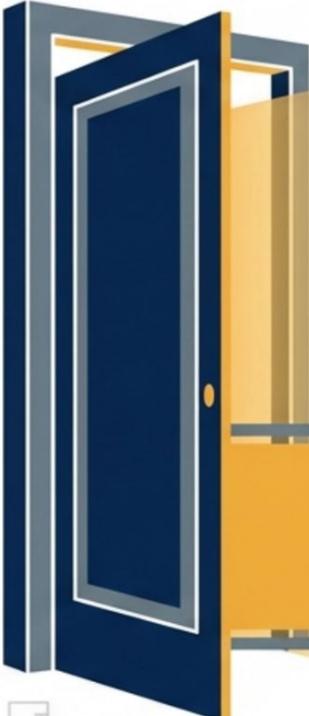
Honors Algebra 2
Data Science
AP PreCalculus
AP Statistics
AP Calculus

Math Course Pathways: Grades 7-9 & Beyond





Doors to High School Options



| Honors Algebra 2

| PreCalculus / AP PreCalculus

| AP Calculus / Differential Calculus

| Data Science

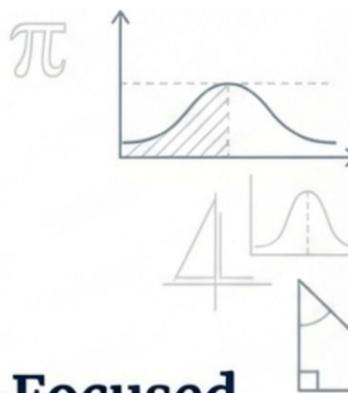
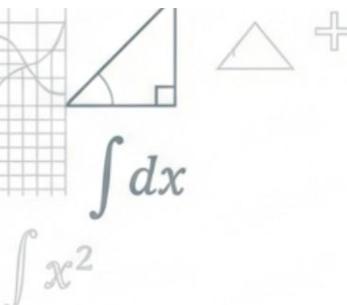
| AP Statistics

| Math in Society

Students can take any college course that we do not offer for example: MTH 253Z (Calc BC), MTH 252Z

Whether through the Standard, Enhanced, or Accelerated path, students are prepared to access these advanced 'Plus One Options'.

Algebra 1 Readiness for All Students



Ready for the Future

Student-Centered

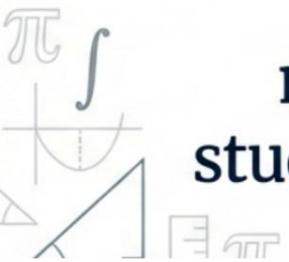
Pathways designed to meet students where they are.

Standards-Aligned

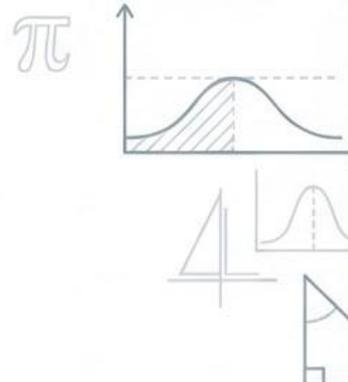
Rigorous curriculum based on Oregon's requirements for Algebra, Geometry, and Data.

Future-Focused

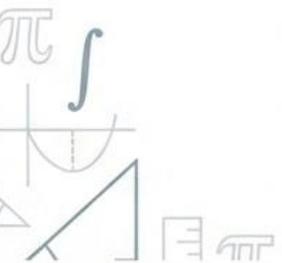
Clear progression toward college-credit and career-ready High School courses.



We are committed to an equitable, rigorous mathematics experience that empowers every student to master the skills they need for the future.



**What questions can we
answer for you?**



IX. DOWNTOWN VITALITY STRATEGY TASK FORCE UPDATE

Prepared for: Corvallis School Board

Prepared by: Steve Clark, Corvallis Downtown Vitality Strategy Task Force

Meeting Date: February 5, 2026

Downtown Vitality Strategy Presentation

The Corvallis School Board will receive a brief update by Steve Clark, one of the chairs of the city of Corvallis Downtown Vitality Strategy Task Force. The Task Force is engaged in ongoing efforts to evaluate and recommend strategies to improve the vitality and safety of downtown Corvallis, and is seeking to inform the School Board of its work and receive input from members of the board.

The task force has developed a number of initial draft actions and strategies to improve downtown. The task force leaders will share those draft actions with School Board members and seek their input as part of a community-wide engagement process underway by the task force.

This list is shared on the Task Force's webpage linked here

... www.corvallisoregon.gov/downtownvitality

The webpage also provides additional background on the work of The Task Force and ways in which community members can provide input and feedback concerning the action items and their own current interactions with downtown.

Downtown Vitality Strategy – Priority Actions (Dec. 2025)

The Downtown Vitality Strategy Task Force created this draft list of priority action statements to guide future activities and investments downtown. The priority actions are grouped around nine broad categories. The Task Force is seeking feedback on what matters most to the community and downtown stakeholders.

These priority actions were published in December 2025 and will be revised based on community feedback and engagement in 2026.

Safety: Enhance downtown cleanliness and safety.

- ___ Enhance streetscapes by significantly improving landscaping and curb appeal amenities.
- ___ Invest in street, walkway, alley, and storefront lighting improvements.
- ___ Contribute to an attractive environment that encourages people to gather, shop, and take pride in the downtown community.
- ___ Address all downtown sidewalk safety hazards.
- ___ Provide clean and safe public restrooms throughout downtown.
- ___ Identify and address behavioral safety and social service gaps downtown to reduce harm, improve access to support, and enhance overall community wellbeing.

Economy: Foster a vibrant and successful retail, service, office, and entertainment economy.

- ___ Promote downtown as a compelling and welcoming destination to shop, dine, celebrate, experience history and culture, and engage in human connections.
- ___ Support start-up businesses and community events with simple and understandable processes.
- ___ Provide business friendly city policies and incentives, including tax incentives.
- ___ Promote opportunities to enjoy and explore civic and cultural spaces, restaurants, and events.
- ___ Develop and support strategies to reduce storefront vacancies.

Transportation: Emphasize walkability within downtown and multiple transportation connections to downtown from neighborhoods and OSU.

- ___ Improve safety and travel comfort by improving pedestrian crossings at key 3rd and 4th street intersections with Jefferson, Madison, and Monroe avenues.
- ___ Emphasize collaboration and transportation investments by the state, county, and city to ensure transportation mobility and safe travel and support the regional and downtown economy.
- ___ Emphasize downtown accessibility, walkability, and biking by providing safe corridors of travel.

- ___ Improve and promote downtown access for all people and abilities:
 - Increase signage and way-finding enhancements within downtown.
 - Provide wayfinding signage promoting downtown within nearby neighborhoods.
 - Expand OSU's scooter program to include downtown.
 - Complete missing segments of bicycle and pedestrian connections to downtown.
 - Implement recommendations of the Downtown Parking Task Force.

Housing: Support housing opportunities that contribute to a vital downtown community.

- ___ Continue efforts by the city, state, and private developers to expand housing and housing options in existing and new downtown buildings.
- ___ Emphasize diverse housing styles within downtown that serve a variety of income levels and needs.

Brand Identity: Implement strategies that contribute to and promote a unique and welcoming downtown identity.

- ___ Differentiate and promote downtown Corvallis as a destination of choice for visitors by collaborating with businesses and cultural partners to provide compelling, memorable experiences.
- ___ Focus on marketing approaches that support steady economic development and draw investments to the downtown area.
- ___ Develop gateway signage leading into downtown.

Public Spaces and Buildings: Invest in public gathering spaces, facilities, and services.

- ___ Retain and enhance municipal buildings, meeting facilities, staff, and services within the downtown area.

Sustainability: Contribute to downtown's success, sustainability, and resilience.

- ___ Advance environmental and economic resilience through strategic investments, policies, and partnerships among utility service providers, property owners, and government:
 - Modernize downtown's power infrastructure.
 - Expand green energy solutions, such as solar energy panels and electric vehicle charging stations.
 - Invest in resilient infrastructure.

River Connections: Make the Willamette River an integral part of downtown.

___ Expand downtown's connection to the Willamette River with:

Improved viewing areas

Improved recreational access to enable year-round engagement with the river

___ Support efforts that enhance river water quality and contribute to riverside natural habitat and vegetation.

Urban Renewal and Private Investment: Invest in public and private sector strategies to advance the Downtown Vitality Strategy.

___ Prioritize and complete a downtown urban renewal and tax increment financing feasibility study and report to the community.

___ Advance strategic private sector investments and leadership in downtown strategies and outcomes.



Downtown Vitality Strategy Task
Force



Task Force Charge

The Council formed the Task Force to **create a Downtown Vitality Strategy** to advance its Strategic Plan priority to “**nurture a thriving Downtown as the hub and character of Corvallis.**”

Continuing the Momentum

2023 – Downtown Parking Study

2024 – Council prioritizes “nurturing a thriving downtown” in its FY 25-29 Strategic Plan

2024 – Civic Campus Facility Outreach and Concept Selection

2025 – Downtown Corvallis Organization receives Main Street USA designation

2025 – Civic Campus Facilities Funding Study

2025 – Downtown Vitality Task Force created to develop strategies for downtown vitalization

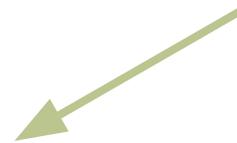
Task Force Structure & Focus

40 Members

4 Subcommittees

Meetings on Tuesdays

Executive Committee



Economy Subcommittee

Strategies to energize and measurably improve the **downtown economic vitality**, including private investment and urban renewal.

Infrastructure Subcommittee

Strategies to invest in downtown **infrastructure and amenities**, including City of Corvallis facilities.

Environment & Safety Subcommittee

Strategies to invest in and improve Downtown's overall **environment, cleanliness and safety**, including sustainability, welcoming and accessible culture, and housing options.

Where are we in the process?



Task Force's work so far:

Task Force members are developing a **preliminary set of actions and ideas** to take to the community and stakeholders for feedback and input.

Immediate work ahead:

The Task Force is beginning a **wide-ranging effort to hear from the community and downtown stakeholders** about what actions they want to see prioritized in the coming years and how the community is currently engaging with downtown.

What will come next:

Refine a set of actions based on community and stakeholder feedback to **develop the Downtown Vitality Strategy** to present to City Council.

How can you and others engage?

Visit corvallisoregon.gov/downtownvitality to:

- ❑ Answer our questionnaire about how you engage with downtown.
- ❑ Share your input with the task force through online form.
- ❑ Attend a Task Force meeting.
- ❑ Sign up for updates on the project.

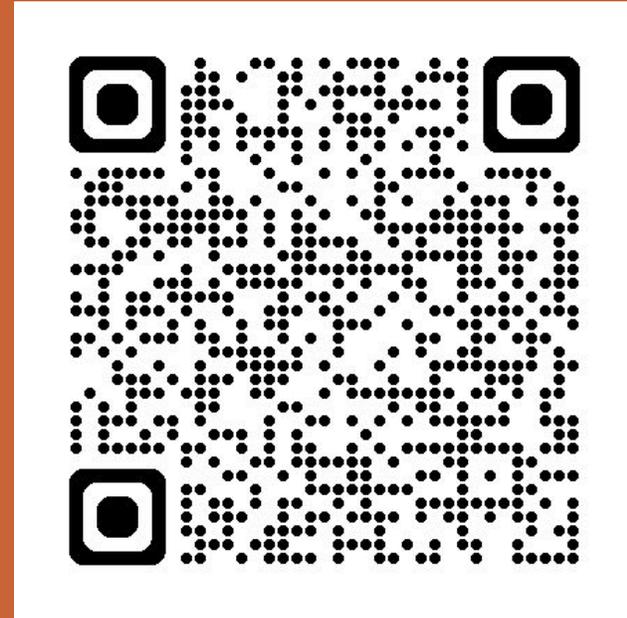
Coming Soon (early December):

- ❑ Set of preliminary actions for you to review and provide feedback
- ❑ Upcoming community events and outreach





Find More & Stay Engaged



corvallisoregon.gov/downtownvitality

X. TRANSPORTATION UPDATE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Operations
Meeting Date: Thursday, February 5, 2026

Transportation Status Report 2026

Information

BACKGROUND:

Student Transportation of America will provide an update on pupil transportation services, including updates on on-time performance, recruitment strategies, and communications with families and schools.



This Photo by Unknown Author is licensed under [CC BY](#)

Presented by: Angela Taylor
Operations Manager, STA Corvallis

2025-2026 Transportation Update



2024-2025 Challenges

- On Time Performance
- Communication with families
- Staffing



Action Items

Driver Pool / Driver Retention

- Increase starting wage
- Added medical & dental benefits
- Increased sign-on bonuses

Communication with Families

- Troubleshoot GPS tracking issues
- Increase Communications

On Time Performance

- Review routes for efficiencies
- Strategic planning
- Adjust middle school bell time
- Accident frequency rate

2025-2026 Update Driver Retention



Staffing

- 19 hired 25/26 to date
- 40% Increase in driver retention
- Driver attendance 96% up from 85%

Recruiting

- Renewed contract for billboard advertising
- Continuous recruiting efforts
- Increased rates & sign on bonuses

2025-2026 Update Communications

Discontinue use of GPS tracking – Focus on communications

9% increase in ridership

21% Increase in parent registration for My Ride communications

Decrease in delays = 23% decrease in outgoing My Ride communications

Better communications resulted in 37% less incoming calls

Implemented disciplinary action for Drivers not calling in delays

2025-2026 Update – On Time Performance

84%
NAF

Cut down on accidents causing delays

- Enhanced training
- AFR is down from >3.3% to <1.4%

Route restructuring

- Middle School bell change successful
- Additional routes added to alleviate capacity issues & ride times
- Improved turn around time when implementing route changes

2024-2025		2025-2026	
September	NA	September	80%
October	NA	October	84%
November	75%	November	87%
December	82%	December	94%
January	83%	January	92%

QUESTIONS

XI. 2026/2027 SCHOOL CALENDAR CHANGES



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Nikki McFarland, Teaching and Learning Coordinator
 Meeting Date: February 5, 2026

2026/2027 School Year Calendar adjustments

ACTION REQUESTED

Background

The 2026/2027 calendar was approved by the School Board on March 20, 2025

As a reminder, the 2026/2027 calendar deviates from previous Corvallis School District calendars, with school beginning the week before Labor Day.

Approved key dates for the 2026-2027 and recommended changes to the calendar are in the table below.

Highlighted dates indicate proposed changes.

	Approved Key Dates	Recommended Changes
Orientation for k, 6, 9, and new students	Tuesday, September 1, 2026	No change
First Day of School	Wednesday, September 2, 2026	No change
Holidays and Breaks	Labor Day 9/7 Veterans Day 11/11 Thanksgiving break 11/25-11/27 Winter break 12/21-1/1 (return to school 1/4) Martin Luther King Day 1/18 President's Day 2/15 Spring break 3/22-3/26 Memorial Day 5/31	No change
Non-School days	10/29-30 12/4 1/25-26 3/12 4/15-16	10/28 10/29-30 No change 1/25-26 No change 4/14 4/15-16 No change
Last Day of School	Friday, June 11, 2027	No change
Weather make-up days	June 14-18, 2027	No change

These changes are recommended because:

- Corvallis Junior High will be on a semester schedule beginning next school year. December 4, 2026, and March 12, 2027, were scheduled non-school days between trimesters and intended for middle school grading and elementary and high school professional development.
- The new proposed non-school days reduce interruptions to the regular school routine by clustering non-school days together. Five-day school weeks are a community priority.

MOTION REQUESTED:

"I move to approve the 2026/2027 School Year Calendar adjustments.

XII. FALL 2025 REVISION — LINN BENTON LINCOLN EDUCATION SERVICE
DISTRICT 2025-2027 LOCAL SERVICE PLAN



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: February 5, 2026

Fall 2025 Revision – Linn Benton Lincoln Education Service District 2025-2027 Local Service Plan **ACTION REQUESTED**

Background

At least 90 percent of the annual State School Fund (SSF), property tax, and other qualifying resources allocated to the Linn Benton Lincoln Education Service District (LBL ESD) are expended on resolution services, as outlined in the Local Service Plan (LSP). Member district superintendents determine service offerings for a two-year period. Under Oregon law, each component school district board must affirm the resolution adopting or revising the Local Service Plan.

At its December 16, 2025, meeting, the LBL ESD Board of Directors approved the 2025-2027 Fall 2025 Revised Local Service Plan, including the addition of new Board directors and Budget Committee members, as well as the addition of one new service—Creative Services—listed on page 52.

Involvement

Superintendents of the member districts of the LBL ESD.

Cost Impact

Costs will be factored into the annual budget.

ACTION REQUESTED

Approve the revised LBL ESD 2025-2027 Local Service Plan.

MOTION REQUESTED

“I move to affirm the resolution adopting the Fall 2025 Revision of the LBL ESD 2025-2027 Local Service Plan”.



LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT

2025-2027

Fall 2025 Revision



LOCAL SERVICE PLAN

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Serving the Counties of Linn, Benton, Lincoln, and Beyond!

Linn Benton Lincoln Education Service District (LBL) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students, and families meet Oregon's educational goals.

LBL is one of 19 Education Service Districts in Oregon that serve all 36 counties. The purpose of Oregon's Education Service Districts is defined in Oregon Revised Statute (ORS) 334.005. Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing equitable education opportunities for all of Oregon's public school students.



LBL comprises 12 component districts and 96 schools with approximately 34,512 students in Linn, Benton, and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

Education Service Districts and Oregon Revised Statutes

Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statutes concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."

ORS 334.005 defines the mission, purpose, and accountability of an ESD. The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective, and locally responsive educational services at a regional level.

An education service district plays a key role in:

- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation among education, social service, health care, and employment training agencies.



Per ORS 334.175, Education Service Districts must provide regionalized core services in the following areas:

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:
 - 1.** Services designed to support component school districts in meeting the requirements of state and federal law;
 - 2.** 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;
 - 3.** Services designed to support and facilitate continuous school improvement planning;
 - 4.** Services designed to address schoolwide behavior and climate issues;
 - 5.** Services designed to support career and technical education.
- 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.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.

Equity Lens

We believe that every student, staff and community partner should be treated equitably. Our focus is to eliminate disparities among all groups.

Equity:

Just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential.



Purpose:

Provide a common vocabulary and protocol to produce and evaluate policies, practices, processes, programs, services or decisions that result in more equitable outcomes.



Procedure:

Consider the following four questions for any policy, practice, process, program, service or decision::

1

Who Does It Impact?

Who are the groups affected?
What are the potential impacts on these groups?

2

Who Has the Opportunities and is Included and Who is Not?

Are existing disparities ignored or worsened?
Are there unintended consequences?

3

Whose Voices Are at the Table?

Have we intentionally involved our partners?

4

Can We Do About It?

How will we mitigate the negative impacts and address the barriers identified above?

Non-Discrimination: LBL ESD prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability, veterans status, or the protected status of any other person with whom the individual associates

Meet our **BOARD OF DIRECTORS**



Bill Hays
Zone 1
Term Expires 6.30.28



Lori Greenfield
Zone 2
Term Expires 6.30.28



Michael Thomson
Zone 3
Term Expires 6.30.28



Denise Hughes-Tafen
Zone 4
Term Expires 6.30.28



Amy Vctor
Zone 5
Term Expires 6.30.27



Miriam Cummins
Zone 6
Term Expires 6.30.27



Eddie Symington
Zone 7
Term Expires 6.30.27

GOALS & BOARD OBJECTIVES

Board Performance Objective 1

Pursue innovation through service delivery, equitable resource allocation, evaluation and improvement, staff development, and use of technology.

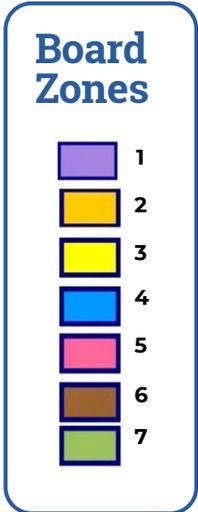
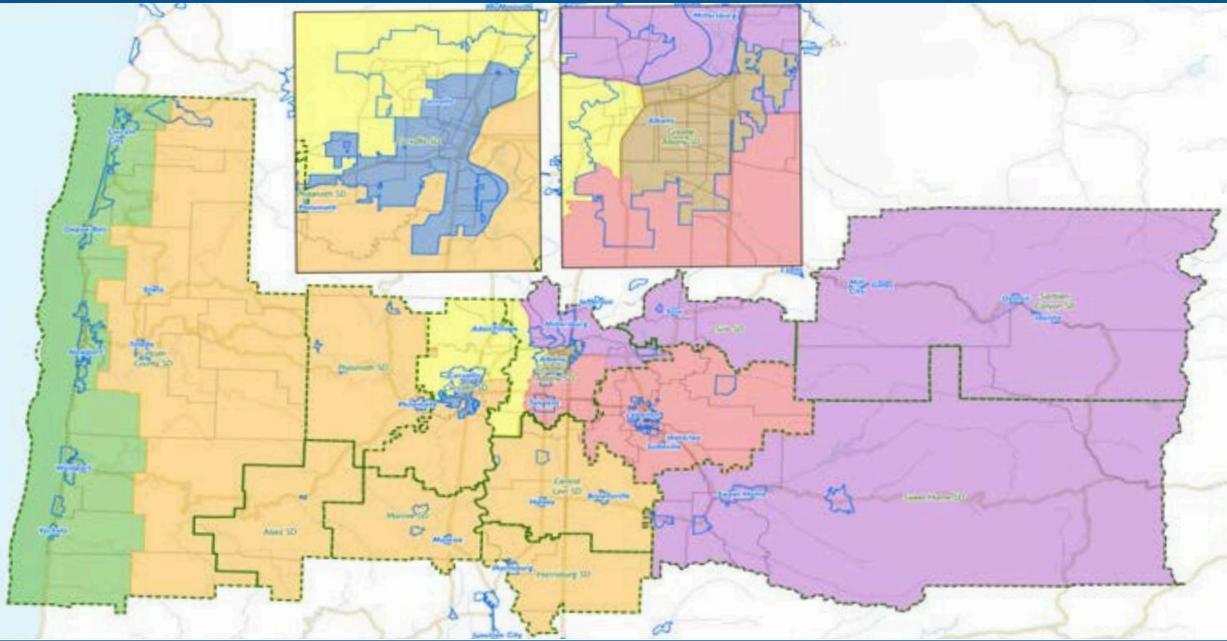
Board Performance Objective 2

Continue to enhance collaborative relationships and effective communication with LBLES D employees, school districts, and communities.

Board Performance Objective 3

Prudently and sustainably manage fiscal resources. Maintain a forward looking financial plan and anticipate and accommodate economic changes.

Board Zones



Zone 1

Greater Albany (part),
Sweet Home, Scio,
Santiam Canyon

Zone 2

Central Linn, Harrisburg,
Monroe, Alsea, Philomath,
Lincoln Co. Schools (part)

Zone 3

Corvallis (North)
Greater Albany (part)

Zone 4

Corvallis (part)

Zone 5

Lebanon
Greater Albany (part)

Zone 6

Greater Albany (part)

Zone 7

Lincoln County (part)

Budget Committee

Jim Gourley

Zone 1 Term Expires:
6/30/27

Sarah Finger McDonald

Zone 4 Term Expires:
6/30/2027

Vacant

Zone 7 Term Expires:
6/30/2025

Risteen Follett

Zone 2 Term Expires:
6/30/2029

Nichole Piland

Zone 5 Term Expires:
6/30/2027

Jean Wooten

At Large Term Expires:
6/30/2029

Todd Noble

Zone 3 Term Expires:
6/30/2029

Ryan Mattingly

Zone 6 Term Expires:
6/30/2027

Meet our **EXECUTIVE TEAM**



Jason Hay
Superintendent



Nancy Griffith
Assistant Superintendent



Rocco Luiere
Executive Financial Officer



Kristina Wonderly
Executive Director
Human Resources



Tim Jones
Executive IT Officer



Autumn Belloni
Executive Director of
Early Intervention and SpEd



Mission

Through services and collaboration with community schools and families, we empower every child with the skills and resources needed for success, fostering innovation and responsiveness in education.

Vision

Enhancing education through collaboration.

Values/Voice Personality

- Children and families first
- Equity, inclusivity, & Honoring differences
- Competency and Expertise
- Kindness, Caring, & Humility
- Trust & Connection
- Teamwork & Collaborative leadership
- Health & balance
- Sustainability

Education **LEADERSHIP TEAM**



Catie Dalton
Early Intervention/Early
Childhood Special Ed.



Alex Nalivaiko
Long Term Care
and Treatment



Sonya Hart
Special Education and
Evaluation Services



Steve Martinelli
Cascade Regional
Inclusive Services



Tina Linn
Early Intervention/Early
Childhood Special Ed.



Liz Wallace
Strategic Partnerships
for Student Success



Kimberly McCutcheon Gross
Early Intervention/Early
Childhood Special Ed.

The Education Leadership Council is composed of leaders supporting direct student service providers. Along with the Cabinet, it includes the Directors and Coordinators of Cascade Regional Inclusive Services (CRIS), Early Intervention/Early Childhood Special Education (EI/ECSE), Long Term Care and Treatment (LTCT), Special Education and Evaluation Services (SEES), and Strategic Partnerships for Student Success (SPSS).

Enterprise **LEADERSHIP TEAM**



September Johnson
Human Resources



Jennifer Kessel
Technology and
Information Services



Katie Davis
Technology and
Information Services



Kayla Stuck
E-rate Services



Lisa Schoen
Administrative
Services



Nathan Rouzard
Marketing and
Business Development



Richard Thomas
Technology and
Information Services



Sean Yoder
Business Services



Lisa McConnell
Facilities
Coordinator

The Enterprise Services Leadership Council is composed of those leaders that are not supporting direct service providers. Along with the Cabinet, it will include the leaders of Administrative Services, Business Services, E-rate Services, Facilities, Human Resources, Marketing and Branding, and Technology and Information Services.

LBL Component School Districts



Alsea 7J

P.O. Box B 301 South 3rd
Street Alsea, OR 97324

Superintendent: Stacy Knudson

<http://alsea.k12.or.us/>

541-487-4305



Central Linn 552C

P.O. Box 200 32433 Highway
228 Halsey, OR 97348

Superintendent: Dr. Robert Hess

<http://centrallinn.k12.or.us/>

541-369-2813



Corvallis 509J

1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Dr. Ryan Noss

<https://www.csd509j.net/>

541-757-5841



Greater Albany 8J

718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Andy Gardner

<https://albany.k12.or.us/>

541-967-4511



Harrisburg #7

P.O. Box 208 865 LaSalle Street
Harrisburg, OR 97446

Superintendent: Steve Woods

<https://www.harrisburg.k12.or.us/>

541-995-6626



Lebanon Community #9

485 S Fifth Street
Lebanon, OR 97355

Superintendent: Jennifer Meckley

<http://lebanon.k12.or.us/>

541-451-8511

LBL Component School Districts



Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

Superintendent: Dr. Majalise Tolan
<https://lincoln.k12.or.us/>
541-265-9211



Monroe 1J
365 N 5th Street
Monroe, OR 97456

Superintendent: Bill Crowson
<https://monroe.k12.or.us/>
541-847-6292



Philomath 17J
1620 Applegate Street
Philomath, OR 97370

Superintendent: Susan Halliday
<https://www.philomathsd.net/>
541-929-3169



Santiam Canyon 129J
P.O. Box 197 150
SW Evergreen Street
Mill City, OR 97360

Superintendent: Krista Nieraeth
<http://santiam.k12.or.us/>
503-897-2321



Scio 95
38875 NW First Avenue
Scio, OR 97374

Superintendent: Kim Roth
<https://scio.k12.or.us/>
503-394-3261



Sweet Home 55
1920 Long Street
Sweet Home, OR 97386

Superintendent: Terry Martin
<http://sweethome.k12.or.us/>
541-367-7637

LBL Planning Calendar for Developing & Approving Resolution Services



September/October

Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.

October/November

Present VCSA draft resolution Local Service Plan for the next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) with input from Superintendents.

November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.

January

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.

February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.

March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.

April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

Resolution Services

Enrollment for Year 1 of the 2024-2026 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw.

ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY25/26

District	2021-2022 ADMw	2022-2023 ADMw	2023-2024 ADMw	3 Year Average	% of Allocation
Alsea	1,120	613	399	711	1.7%
Central Linn	724	715	705	715	1.7%
Corvallis	7,439	7,407	7,243	7,363	17.4%
Greater Albany	10,622	10,596	10,519	10,579	25%
Harrisburg	942	972	1,034	983	2.3%
Lebanon	4,657	4,707	4,678	4,681	11.1%
Lincoln County	6,549	6,489	6,328	6,456	15.2%
Monroe	513	539	539	531	1.3%
Philomath	1,847	1,896	1,981	1,908	4.5%
Santiam Canyon	3,831	3,344	3,502	3,559	8.4%
Scio	2,313	2,025	2,139	2,159	5.1%
Sweet Home	2,603	2,738	2,688	2,676	6.3%
Total	43,161	42,043	41,754	42,319	100%

The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts to stay within the constraints of the agreement, yet provide flexibility in the use of funds.



Resolution Service Funding and Allocation

Funding for LBLESD is governed by ORS 344.177, which mandates that at least 90% of resolution funds be spent directly on services or programs for component school districts. The allocation of these funds follows a two-tier system:

Tier 1 Budget

The LBLESD superintendent proposes the annual budget to cover the Tier 1 Services listed in the Local Service Plan. The proposed budget is discussed with the VCSA superintendents, who may request changes to the proposed amounts with the understanding that certain funding decisions may impact service levels. VCSA superintendents ratify total Tier 1 budgetary expenditures with approval requiring a two-thirds vote from districts representing over 50% of the students final ADMr based on the most recently published fiscal year as provided by the Oregon Department of Education. In the absence of a ratified budget, the Tier 1 budget will roll forward from the prior school year, adjusted for inflation. Payroll, software, and travel (mileage) expenses will reflect direct inflationary factors, while all other budgeted expenditures will include a 4.00% inflation adjustment. Any unused Tier 1 funds roll over into Tier 2 for the next school year.

Tier 2 Distributions

Remaining funds are distributed to districts based on their proportionate share of a trailing 3-year ADMr, with a minimum distribution of 1%. This distribution includes unutilized Tier 1 funds from the prior school year. Districts can carry forward unused Tier 2 funds indefinitely.

Estimates of available resolution funding will be provided in April. All funding and distributions are approved and governed by the LBLESD Board of Directors and must be appropriated before spending.

Tier 1 Resolutions Services

Tier 1 includes services that are essential to all districts, ensure equitable access, and/or benefit from economies of scale. The ESD is responsible for managing the service distribution of each program to ensure all 12 districts receive equitable access. Approval to add or remove a Tier 1 service requires a two-thirds majority vote from the districts, representing over 50% of the students, based on the final ADMr from the most recent fiscal year as reported by the Oregon Department of Education.

Tier 1 services are intended as long-term commitments to students and staff in all Component Districts, providing the ESD stable funding and operational consistency, allowing for the most efficient and effective delivery of services. While services can be reviewed annually, they are generally approved on a biennial basis. If a service is canceled, any existing long-term contracts or commitments made by the ESD to support that service will be covered by the Tier 1 budget until the ESD can legally and ethically exit those agreements.

Additions to Tier 1 services may be subject to the approval of the LBLESD Board of Directors.

CORE SERVICES

ORS.334.175



Special Education Services



School Improvement Services



Technology Support Services



Administrative Services



LBI

SPECIAL
EDUCATION
SERVICES

TIER 1

Special Education Services



Audiology Screening

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

Mass hearing screenings are provided to all kindergarten, 1st, and 2nd grade students who attend public schools in the LBL ESD region through Tier 1 services. In addition, a school team may screen students at any point throughout their education, with input and discussion from both parents and the team.

If a student fails two hearing screenings, the school team may refer the student to an audiologist for further audiology testing. The testing may include otoscopy, acoustic immittance testing, standard air and bone conduction testing, speech audiometry, and otoacoustic emissions.

Audiology booth appointments are available in Albany or Newport for these evaluations.

Enhancing education through collaboration



Augmentative and Alternative Communication (AAC)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

Students who demonstrate significant difficulty in communication and require a specialized system to support their education may be referred to the ESD's Augmentative and Alternative Communication (AAC) Specialists. The goal of these specialized Speech-Language Pathologists (SLPs) is to support school staff in creating communication opportunities for the student throughout the school day.

AAC Specialists are responsible for identifying and trialing various communication platforms from LBL ESD's lending library to help teams determine which system would be most appropriate for the student. Once the district procures the appropriate platform, the AAC specialist will continue to support school-based teams through monthly regional training and coaching.

Services provided by Tier 1 AAC Specialists to eligible students can be billed to Medicaid, provided that a cost-sharing agreement is in place between the district and the ESD.

Special Education Services

FUNDING
TIER 1
SERVICES



Early Childhood Special Education Evaluation

PROGRAM

Early Intervention/Early Childhood Special Education

CONTACT

Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

PROGRAM
INFORMATION

Early Intervention-Early childhood Special Education (EI/ECSE) specialists provide evaluations for students from birth to age five who are suspected of having a developmental delay or disability, including challenges in how they see, hear, talk, think, or move.

Evaluators include developmental specialists, speech-language pathologists, autism specialists and other specialists from the Cascade Regional Inclusive Services program. Families, child care providers, preschool providers, physicians, and community agencies can all refer children to the program for evaluation.

Evaluations for children under the age of three must be completed within 45 calendar days from referral, whereas evaluations for children ages three to entrance to kindergarten must be completed within 60 school days.

Children who are found to be at risk for or have a developmental delay, or are experiencing a disability under a categorical eligibility are provided an Individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and includes the child's abilities and needs, services for the child and family, family outcomes related to the child's needs, and goals and objectives reflecting both the child's developmental and special education needs. The services provided to children following eligibility are provided through federal and state grant funds.



Special Education Services



Mild/Moderate Occupational Therapy (OT)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

Occupational therapy services in the educational setting focus on adaptations and functional skills a child needs to safely access the educational environment and make progress in their areas of specially designed instruction.

Therapists provide evaluation in the area of occupational therapy and support students with mild or moderate OT needs by consulting and collaborating with the student's educational team.

Services provided by the school-based OT are driven by the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need.

Services provided by Tier 1 Occupational Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the ESD.



Special Education Services

FUNDING
TIER 1
SERVICES



Mild/Moderate Physical Therapy (PT)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

Physical therapy services in the education setting focus on ensuring safety and accessibility across school environments so students with gross motor challenges can thrive and learn while at school.

Therapists provide evaluation in the area of physical therapy and support students with mild or moderate PT needs by consulting and collaborating with the student's educational team, developing classroom protocols and promoting student self-care.

Services provided by the school-based PT are driven by the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need. Equipment available for short-term loan includes positioning equipment, recreational equipment, and mobility aids.

Services provided by Tier 1 Physical Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the ESD.



Special Education Services



Severe Disability Services

PROGRAM

**Special Education and
Evaluation Services**

CONTACT

Sonya Hart

PROGRAM
INFORMATION

The Severe Disability program provides support to districts through financial compensation, staff development, consultation, and access to materials for students who are experiencing a significant impact from intellectual disabilities. Services are delivered by a program consultant and include several key resources.

These resources include the coordination of lending library purchases and the distribution of a list of available materials. The program also offers technical assistance and materials to support annual district goals for services to students with severe disabilities. Additionally, the consultant conducts monthly district visits to observe programs and provide consultation.

Severe Disabilities consultant staff serve as regional Qualified Trainers for Extended Assessment, offering training and assistance to district Extended Assessment evaluators. Consultants can also provide support on instructional programming for students with moderate to severe intellectual disabilities. This includes access to an extensive lending library that targets the educational needs of these students.

(Additional document linked here will provide further explanation of how LBL transits funds for this service.)



Special Education Services



The Special Education and Evaluation Services (SEES) program offers a broad range of support to students and districts. These services include system development for general education interventions in academics and behavior, evaluations for Special Education identification, Multi-Tiered Systems of Support (MTSS) consultation and training, and professional development on research-based initiatives. The program also provides guidance on special education law and current practices in evaluation.

In addition to these core services, districts receive support and technical assistance with programming for students with severe disabilities, as well as transition services.

The SEES team is composed of school psychologists, speech-language pathologists/assistants, educational consultants, and Spanish interpreters/translators, all working together to provide comprehensive support to districts and students.

Special Education Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM
INFORMATION



Special Education Services



Since Section 504 is not funded through special education funding streams, any special education services needed for students on 504 plans will need to be purchased through Tier 2. Similarly, students who attend private schools are not automatically eligible for services from the local ESD. School districts may purchase special education services from the ESD for private school students in their boundaries through Tier 2 if desired.

504 Plans and Students in Private Schools

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Autumn Belloni

PROGRAM
INFORMATION





LBI

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 1

School Improvement Services

FUNDING
TIER 1
SERVICES



CPI Training

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

Crisis Prevention Institute is one of the five ODE approved programs designed to support students with challenging behavior. CPI's evidence-based training incorporates person-centered and trauma-informed approaches, helping to create an effective impact across the school environment.

CPI includes multiple levels of prevention and intervention strategies for managing escalated behaviors. LBL ESD is providing a region-wide CPI training network, along with implementation coaching support from certified CPI trainers. This network includes training both in districts and at the ESD.

ESD staff manage all aspects of preparation and logistical support for this training network. Districts are responsible for covering the cost of training materials, while the scheduling, coordination, trainer certification, training delivery, and ongoing implementation support for this network are funded through the SEIA grant.

*Pending continued grant fund.



School Improvement Services

FUNDING
TIER 1
SERVICES



LBL home school registrar monitors and maintains records of enrollment for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts. When a student is being homeschooled, parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.

Home School Registration and Enrollment Management

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

Enhancing education through collaboration



This service provides oversight and coordination of student and family support services including behavior consultants, family support liaisons, and home school. Additional services include MAC Survey, crisis response, grant exploration and coordination, and collaboration with youth serving agencies specifically addressing health and social services.

SPSS/Student and Family Support Administration

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION



LBI

**TECHNOLOGY
SUPPORT
SERVICES**

TIER 1

Technology Support Services

FUNDING
TIER 1
SERVICES



Business Information System Services Support & Ivisions

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

LBLESD offers comprehensive support services for [Tyler Technology's Infinite Visions Business Information System](#), including Level 1 help desk assistance, acting as a liaison between Tyler Technologies and districts, hosting, system maintenance and configurations. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Governmental Account Standards Board (GASB) compliant, offering full Microsoft Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. Our staff ensures access to vital business information while managing system updates and troubleshooting issues. The Ivision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications.



Technology Support Services

FUNDING
TIER 1
SERVICES



Cyber Safety Service

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

LBLESD's comprehensive Cyber Safety services are designed to protect district assets and enhance security. We offer Security Studio risk assessments to evaluate vulnerabilities and create targeted mitigation roadmaps, along with Virtual and Regional CISO services that provide strategic guidance and localized support on threat mitigation and policy. Our proactive approach includes internal and external vulnerability scanning to identify potential threats, while key employee training programs empower staff to recognize and respond effectively to Cyber Safety risks. Additionally, we provide incident response planning and coordination to ensure a swift and effective reaction to any incidents that may arise.

Enhancing education through collaboration



Desktop Support for Tier 1 LBL Staff

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

Computer support technicians (desktop support) offer support to LBL Tier 1 Staff who are experiencing problems with their individual desktop computers or software. Assistance is provided to LBL Tier 1 Staff by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve Tier 1 support productivity.

Technology Support Services



LBLESD manages network services, including overseeing internet access, firewall management, server infrastructure, and web access for Tier One services. By maintaining critical network infrastructure and providing device support, LBLESD ensures reliable and secure technology operations for Tier One services.

Network Management

PROGRAM
Technology and Information Services

CONTACT
Tim Jones



Enhancing education through collaboration



LBL provides comprehensive support for the Synergy Student Information System, offering services such as help desk assistance, training, hosting, and system maintenance. LBL handles system updates, troubleshooting, and customizations like creating new reports or modifying screens.

While LBL manages these higher-level functions, districts retain significant responsibilities for day-to-day operations. These include managing user accounts and permissions, deciding how to utilize software features, maintaining accurate and timely data entry, providing basic IT support to end users, and training staff on internal processes. This division of responsibilities ensures that districts have control over their data and operational decisions, while benefiting from LBL's technical expertise and system-wide support. The collaboration between LBLESD and districts aims to maximize the effectiveness of the Synergy system in meeting educational and administrative needs.

Student Information System (SIS) Synergy

PROGRAM
Technology and Information Services

CONTACT
Jennifer Kessel





LBI

**ADMINISTRATIVE
SERVICES**

TIER 1

Administrative Services



LBL provides courier service for component districts for delivery of materials and correspondence throughout the region. This service is provided for each component district twice weekly during the school year and once weekly during summer breaks.

Courier Services

PROGRAM
Facilities Services
CONTACT
Lisa McConnell

PROGRAM
INFORMATION



Tier 2 Resolutions Services

Tier 2 services are designed to meet the specific needs of individual districts. While they aim to achieve economies of scale where possible, these services may also be unique to a particular district. Tier 2 services are selected by district superintendents and approved by the ESD superintendent.

Service selections and quantities should be made by May 1 where possible. Once the ESD commits to a district's approved Tier 2 service, that service cannot be canceled prior to the end of the following school year unless the ESD can exit all associated cost obligations. If the total cost of a district's Tier 2 service selections exceeds their funding allocation, the ESD will bill the district for the excess.

Prices for Tier 2 services are standardized where possible, though specific pricing may be necessary based on the nature of the service.

Districts may choose to allocate up to 50% of their annual Tier 2 funds, including carryforward balances, for services not provided by the ESD. These transits are only allowed for services not currently offered by the ESD. The LBLESD Superintendent may grant limited exceptions to allow transits involving ESD services where the ESD encounters barriers to providing that service but cannot exceed the total limitation on transit amounts.





LBI

**SPECIAL
EDUCATION
SERVICES**

TIER 2

Special Education Services



Augmentative and Alternative Communication Support (AAC)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

Purchasing additional AAC time allows districts to utilize AAC Specialists to provide direct instruction to students beyond the Tier 1 evaluation and systems support. It may also provide support to districts with needs larger than their Tier 1 allocation. Districts may also use Tier 2 or fee-for-service AAC Specialists to write funding reports to assist districts/families in obtaining insurance funding for AAC systems (e.g. eye gaze, limited mobility systems, mounting systems, etc.)

Since billing Medicaid for SLP services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an AAC specialist or Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

Enhancing education through collaboration



Autism Consultation

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

The focus of Autism services provided through the Regional Inclusive Services (RIS) grant is on providing trainings and professional development to build capacity in school-based staff so they can better support students with autism. In addition, the RIS grant includes a limited number of hours that can be used for on-site coaching, attending specific IEP meetings and/or addressing individual students' needs related to autism.

If a district's need for autism support reaches beyond what is provided through the RIS grant, additional Autism Consultant time is available for purchase through this Tier 2 service. Ideas for utilizing Tier 2 Autism Consultant time include providing direct or indirect services to students with autism, on-site partnering with district staff on a more regular basis, training staff to work with individual students in their daily settings, developing and implementing individual data collection systems, classroom diagnostics, restructuring and resetting and/or providing support for students who demonstrate complex behavior needs.

Special Education Services



Learning Consultants are licensed special education teachers available to provide technical assistance, coaching and support to districts in all areas of special education teaching and case management. Learning Consultants are available to coach and mentor newly or restricted licensed special education teachers, and can help with IEP development, creating manageable classroom systems, designing interventions, and collecting and reviewing data.

Learning Consultants

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

Enhancing education through collaboration



Tier 1 OT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Occupational Therapy time allows districts to utilize OT support for students beyond the consultation services allotted through Tier 1.

Occupational Therapy (OT)

PROGRAM
Cascade Regional Inclusive Services

PROGRAM
INFORMATION

CONTACT
Steve Martinelli

This could include direct or indirect OT services to students who require this level of support in order to access their education. It could also provide OT consultation beyond the district's proportionate share of Tier 1 if the district's OT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for OT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an OT or OT Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

Special Education Services



Physical Therapy (PT)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

Tier 1 PT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Physical Therapy time allows districts to utilize PT support for students beyond the consultation services allotted through Tier 1.

This could include direct or indirect PT services to students who require this level of support in order to access their education. It could also provide PT consultation beyond the district's proportionate share of Tier 1 if the district's PT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for PT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by a PT or PT Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

Enhancing education through collaboration



School Psychologists

PROGRAM
**Special Education and
Evaluation Services**

CONTACT
Sonya Hart

PROGRAM
INFORMATION

School psychologists provide evaluation and consultation services to component districts. Typically, they support district staff by assisting with special education evaluations, participating with Multi-Tiered Systems of Support (MTSS) and student assistance teams, and offering consultation in areas such as systems development, academic interventions, and behavioral support for both general education and special education students.

School psychologists bring expertise in student learning development, as well as intervention and support for all learners. They are valuable resources for teams, offering problem-solving assistance and helping to develop behavior plans for students who require additional support.

Special Education Services

FUNDING
TIER 2
SERVICES



Spanish Interpreter and Translation

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings related to special education are offered through Tier 1 services.

For school-related activities, meetings, and conferences unrelated to Special Education, districts can purchase additional Interpreter/Translation time. Districts can expect an exact translation of school-related materials for handout or publishing. Interpreters are available for in-person, virtual, or phone conversations and can assist with scheduling and events. They can provide side-by-side as well as simultaneous interpreting.



Special Education Services



Speech Language Pathologists (SLP)

PROGRAM
Special Education and Evaluation Services

PROGRAM INFORMATION

CONTACT
Sonya Hart

Speech Language Pathologists (SLPs) provide speech and language services through Tier 2 as a direct service for districts to address students with a speech/language need. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write.

SLPs may case manage students who are identified as eligible for Speech-Language Impairment (SLI) and serve on intervention teams to help determine appropriate next steps for students who may have speech and/or language difficulties. SLPs may work with students under all disability categories and provide services such as specially designed instruction, related services, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, and voice.

With a cost-sharing agreement in place between the District and LBL ESD, a Tier 2 SLP may be eligible to bill for Medicaid reimbursement.

Enhancing education through collaboration



Speech Language Pathologist Assistants (SLPA)

PROGRAM
Special Education and Evaluation Services

PROGRAM INFORMATION

CONTACT
Sonya Hart

Speech-Language Pathology Assistants (SLPAs) provide speech and language services through Tier 2 as a direct service to address the needs of students with a speech/language disability. The SLPA, working under the direct supervision of a qualified LBL or District supervising SLP, can serve students in all disability categories. This team may provide services under specially designed instruction (SDI), related services, and/or consultation.

With an agreement between the District and LBL ESD, a Tier 2 SLPA may be eligible to bill for Medicaid reimbursement.



LBI

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 2

School Improvement Services



Behavior Consultation Services

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Nancy Griffith

PROGRAM
 INFORMATION

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and coaching for staff on classroom structures and systems to support students in using prosocial behavior and emotional regulation. Behavior consultants can provide support for level 1 and level 2 student behavioral safety assessments and sexual incident response advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior. [LBL ESD Behavior Consultation Services Overview.](#)

Enhancing education through collaboration



Family Support Services

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Nancy Griffith

PROGRAM
 INFORMATION

Family Support Liaisons partner with students, families and school staff to provide support for accessing health and social services, navigating social service systems, and eliminating barriers. Family support liaisons offer a range of services that include, but are not limited to, accessing physical and mental health resources, case coordination, positive youth development opportunities, and education engagement. They also actively collaborate with local and regional youth serving agencies to coordinate an array of support services for the student and their family. [LBL ESD Family Support Services Overview.](#)



LBI

**TECHNOLOGY
SUPPORT
SERVICES**

TIER 2

Technology Support Services

FUNDING
TIER 2
SERVICES



Additional SIS Synergy Modules

PROGRAM
Technology and Information Services

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION



At LBLED, we offer a range of additional Synergy modules available for purchase, designed to elevate the educational experience and streamline district operations. Our dedicated team provides end-to-end implementation, configuration, support, and training for each module, ensuring that you maximize the potential of your investment.

Explore our diverse offerings, including:

- **Assessment:** Streamline student assessments with powerful tools that simplify data collection and analysis.
- **Athletics:** Manage athletic programs efficiently, from scheduling to tracking student participation.
- **GradeCam:** Enhance grading processes with intuitive scanning and grading solutions.
- **INSPECT+ Test Item Bank:** Access a comprehensive library of test items for effective assessment design.
- **Learning Management System (LMS):** Foster engaging online learning experiences for students and teachers.
- **Mastery Test Item Banks:** Choose from specialized banks for Math, ELA, Science, and Social Studies, ensuring comprehensive coverage of core subjects.
- **Video Conferencing:** Facilitate real-time communication and collaboration among educators and students.

With LBLED's expertise in implementation and ongoing support, your district can seamlessly integrate these modules into your existing Synergy platform, enhancing functionality and improving educational outcomes. Let us help you take your district's capabilities to the next level.



Technology Support Services

FUNDING
TIER 2
SERVICES



Data Integrations

PROGRAM
**Technology and
Information Services**

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION

At LBLED, our Data Integration Services empower districts to seamlessly connect LBLED-hosted applications with a wide array of third-party vendors, transforming how they manage and utilize information. Our dedicated team provides end-to-end support, guiding you through every step of the integration process—from initial configuration and implementation to ongoing monitoring of data transmissions for utmost accuracy and reliability.

By choosing our services, districts can significantly enhance operational efficiency, ensuring that all systems work together in perfect harmony. This streamlined integration not only saves valuable time but also delivers timely access to crucial information, enabling informed decision-making and improved outcomes. Experience the difference with LBLED's Data Integration Services and watch your data work harder for you.



Technology Support Services



Engineering Support

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

Our Engineering Support Services provide comprehensive assistance for your district's local and wide area networks, focusing on robust system maintenance, implementation, and server infrastructure management. Our team of skilled technicians and engineers collaborates closely to troubleshoot issues, patch systems, and perform critical updates, ensuring that your technology remains secure and up to date.

We excel in configuring network devices and optimizing server infrastructure to enhance performance and reliability. Our expertise extends to maintaining and consulting on essential network equipment—including switches, routers, firewalls, and access points—while implementing best practices for application delivery and data storage.

In addition to our core services, we offer application and website hosting, data backups, and data center design and implementation, providing a holistic approach to your district's IT needs. Our commitment to systems updates and proactive configurations ensures that your technology environment is not only secure but also adaptable to evolving educational demands.

With a strong focus on security, service reliability, and long-term sustainability, LBL empowers districts to effectively navigate the complexities of modern technology. Let our Engineering Support Services be your trusted partner in optimizing infrastructure and supporting end users for a brighter, more connected educational future.



Technology Support Services



The Ivision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse, and fixed asset applications. Districts can purchase any other IV modules through Tier 2

Infinite Visions Add Ons

PROGRAM
Business Services
 CONTACT
Rocco Luiere

PROGRAM
 INFORMATION

Enhancing education through collaboration



Our Internet Access (ISP) Service provides districts with dependable, high-speed internet connectivity, ensuring uninterrupted access to vital online resources. Safeguarded by a state-of-the-art, high-availability firewall pair, our service prioritizes security without compromising performance.

All necessary network devices and infrastructure are securely housed and meticulously maintained within the LBL data center facility, equipped with cutting-edge cooling systems and emergency power capabilities. This unwavering commitment to security and reliability means that districts can confidently depend on consistent internet access to support their educational initiatives and enhance learning experiences. Elevate your district's connectivity and unlock limitless potential with LBLED's Internet Access Service.

Internet Access

PROGRAM
Technology and Information Services
 CONTACT
Tim Jones

PROGRAM
 INFORMATION

Technology Support Services



Power School Sped Records Management

PROGRAM
Technology and Information Services

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION

LBL proudly offers a powerful, web-based Special Education Management System designed to empower educators in efficiently documenting every aspect of the special education process. Our system encompasses the entire journey—from pre-referral and referral to eligibility determination, Individual Education Program (IEP) development, progress reporting for parents, and IEP revisions.

In addition, it features essential tools such as private school Individualized Service Plan (ISP) forms and data tracking sheets, ensuring that all necessary documentation is easily accessible. With PowerSchool's extensive suite of reports, districts can effortlessly manage administrative and state reporting requirements, streamlining the process and saving valuable time.

Our system seamlessly integrates with your district's existing student information system, enabling specified data to flow smoothly between both platforms. Experience enhanced collaboration and improved outcomes for students with our Special Education Management System—your partner in fostering educational success.

Enhancing education through collaboration



Web Design and Maintenance

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

LBL provides innovative website development, hosting, and management solutions tailored to meet all of your district's web-related needs. Our websites feature responsive design, ensuring that content is optimized for any device, from desktops to smartphones. We prioritize accessibility, crafting websites and content that reach the widest audience while fully complying with state and federal web accessibility requirements.

With LBL's social media integration, districts can effortlessly share content across multiple platforms, including Facebook and Twitter, maximizing reach while saving valuable time. Additionally, we offer a user-friendly mobile app that allows parents, students, and staff to quickly access important website information, news, and resources. The app also enables push notifications, facilitating instant communication from school district officials—available for both Android and Apple devices.

Transform your district's online engagement and communication with LBL's web solutions, designed to enhance connectivity and keep your community informed.



LBI

ADMINISTRATIVE
SERVICES

TIER 2

Administrative Services



The business office serves component and non-component districts by offering services to support the many business functions of a district. Services included payroll, accounts payable, grants, and general transactional and state reporting support.

Business Administration Services

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

Enhancing education through collaboration



At LBL, we provide dedicated support for districts navigating the complexities of the E-rate Program, ensuring a seamless application process and full compliance with all program regulations. Our comprehensive services cover the entire lifecycle of the E-rate application—from the initial submission to meticulous funding tracking—designed to help you secure the maximum funding possible.

With our in-depth expertise, we empower schools and libraries to obtain vital funding for high-speed internet and telecommunications. We also keep you informed about the latest updates and changes to program rules, ensuring that you never miss an opportunity for financial support. Partner with LBL and unlock the funding potential your district needs to enhance connectivity and enrich educational experiences.

E-rate Services

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

Administrative Services



Creative Services

PROGRAM
Business Services

CONTACT
Nathan Rouzaud

PROGRAM
INFORMATION

LBL Creative Services provides innovative design, branding, and fundraising solutions that help districts, schools, and ESD programs communicate their stories, strengthen their identities, and generate meaningful community support.

Through this integrated service, LBLESD offers professional print and digital design, brand development, and fundraising campaign creation, all tailored to the unique needs of educational organizations.

Beyond creative design, LBL Creative Services leads mission-driven fundraising initiatives such as school spirit merchandise, community campaigns, and educational themed products.

By combining creativity, strategy, and purpose, LBL Creative Services helps schools and communities build pride, raise funds, and share their stories through high-quality, meaningful design.

Enhancing education through collaboration



Special Education Administration Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Autumn Belloni

PROGRAM
INFORMATION

This service is available to districts who require a licensed special education administrator to support their district. Services may include administrative functions of planning and managing special education programs, staffing and budgeting, supervision of staff, compliance review, professional development, state reporting, and consultation.



LBI

**OTHER GRANTS
& CONTRACTS**

GRANTS



EI/ECSE Grant

PROGRAM

**Early Intervention/Early
Childhood Special Education**

CONTACT

Autumn Belloni

PROGRAM
INFORMATION

Early Intervention/Early Childhood Special Education (EI/ECSE) services are provided through a grant awarded by the Oregon Department of Education to support eligible children, birth to five years old. These services are delivered by a team of professionals, including developmental specialists, speech-language pathologists, inclusion specialists, instructional assistants, and regional staff.

EI/ECSE staff work closely with families and young children who have developmental delays or disabilities, offering consultation and instruction in a variety of settings through an Individualized Family Service Plan (IFSP). The primary focus of Oregon's EI program is to build the family's capacity to support the special needs of their young child.

EI services are available for children from birth to three years who have developmental delays in areas such as cognitive, physical, communication, self-help, or social skills. Services are also provided to children with medically diagnosed conditions that are likely to result in developmental delays later in life. Most EI interventions are offered within the child's natural environment—integrating into everyday routines, activities, and places.

For children aged three to kindergarten entry, ECSE services are available for those who qualify due to a developmental delay or categorical disability. Children in ECSE typically have disabilities that significantly affect their developmental progress and their ability to access education. These services are provided in community preschools, childcare facilities, and structured classrooms, and are tailored to each child's unique special education needs.

The focus of the ECSE program is to teach the child the necessary skills to address developmental delays, prepare them for school, and incorporate intervention strategies into their daily routines.



Regional Inclusive Services Grant

Cascade Regional Inclusive Services

CONTACT
Autumn Belloni

PROGRAM
INFORMATION

Regional Inclusive Services are funded through a grant awarded by the Oregon Department of Education. This grant enables LBL ESD to collaborate with local school districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, families, and community agencies to provide specialized educational support for children with low-incidence disabilities.

These disabilities include autism, deaf/hard of hearing, deafness, blindness/visual impairment, orthopedic impairment, and traumatic brain injury. These conditions occur at such a low rate in the general population that it would be challenging for individual districts to provide the full range of services these students require.

While the primary responsibility for each child always remains with the local school district, Regional Inclusive Services offer a range of support for students who meet eligibility criteria. The specific services provided by Regional Inclusive Services staff vary depending on the disability category and are governed by the terms of the grant itself.

Services provided may include Specially Designed Instruction, Related Services, Supports to School Personnel, and/or Accommodations/Modifications. These services are implemented for each individual child or student in various settings through an Individualized Family Service Plan (IFSP) for children ages birth through 5, or an Individualized Education Program (IEP) for students in Kindergarten through age 21.





Long Term Care and Treatment Grant

PROGRAM

Long Term Care and Treatment

CONTACT

Nancy Griffith

PROGRAM INFORMATION

The Long Term Care and Treatment (LTCT) contract from the Oregon Department of Education (ODE) funds educational services for children and youth in residential and day treatment facilities across several specialized schools. These programs serve students with significant emotional and behavioral needs in collaboration with mental health providers.

Farm Home School

Located at the Trillium Family Services Corvallis Campus, this school serves middle to high school students in both residential and day treatment, focusing on mental health services provided by Trillium Family Services.

Wake Robin School

This program operates on the same campus as the The Farm Home School, offering transitional educational services through ODE. It serves K-12 students, with Trillium providing mental health care and LBL ESD delivering educational support.

Old Mill Center Classroom

Based at the Old Mill Center for Children and Families in Corvallis, this day treatment program offers education primarily to younger students (K-2), with mental health services from Old Mill.

Each program aims to support students academically while addressing complex emotional and behavioral challenges through specialized education and treatment partnerships.





These support services are coordinated through the Strategic Partnerships for Student Success Program. Our team of implementation coaches focus on building capacity with districts for equitable systems to better meet the instructional and social, emotional and behavioral (SEB) health needs of their students, staff and families. We collaborate with educators to build their instructional and SEB practices and systems through the use of data and strategies integral to improvement science. We also coach educators to transform instructional and SEB knowledge into practices to implement with students, staff and families.

Capacity Building Implementation Support Services

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM INFORMATION

Our Capacity Building Implementation Support Services include:

- Facilitating needs assessment focusing on implementation readiness, progress monitoring and program evaluation for existing and/or new instructional or SEB systems and practices.
- Leveraging partnerships with local, regional, state and national organizations to communicate the latest information in regard to instructional and SEB curriculum, initiatives and grants, and professional development.
- Sharing critical information updates on the latest research and trends related to evidence-based or field-tested practices and programs for instructional and SEB systems including easy-to-implement strategies to share with school leaders and staff.
- Convening collaboration and learning opportunities for school and district staff to support the ongoing implementation of instructional and SEB systems.
- Training and coaching district and school leaders through professional learning opportunities with customized follow-up support to guide the implementation process of instructional and SEB systems.
- Providing implementation technical assistance for existing and/or new instructional and SEB systems in schools and districts as well as supporting adaptations to these systems to implement in a variety of learning environments.

Each biennium the SPSS Program and ESD leadership will collaborate with district Superintendents to complete a needs assessment process that is informed by regional district data related to their SIA/Integrated Program Plans. This process includes convening an advisory workgroup of Superintendents and SPSS coaching staff to review regional data, assess current needs, prioritize focus areas, and recommend an array of best-practice strategies that can be used to support the implementation of instructional or SEB systems and practices. This information will inform the ESD's Statewide Education Initiatives Account Grant (SEIA) application along with the sourcing of other regional or state opportunities to help fund and/or deliver these capacity building implementation support services. **Link to current SEIA Grant Plan.**

Grants and Contracts



The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

The Statewide Education Initiatives Account Grant (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA)-Integrated Program plans. Our Student Success Integration Liaisons work directly with districts to assist in the development and implementation of these plans. They also collaborate closely with the Oregon Department of Education (ODE) to ensure districts have the necessary information and support to complete the required reporting for their plans.

In addition, the Improvement & Engagement Liaisons support district and school teams with the implementation of the High School Success and Every Day Matters initiative requirements. These liaisons play a key role in guiding districts and schools to meet the goals of these initiatives.

All of the liaisons provide coaching and technical assistance to district and school leaders, focusing on best practices for data-driven decision-making and continuous improvement processes.

Enhancing education through collaboration



School Safety and Prevention Systems Grant (SSPS) from ODE

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

The Strategic Partnerships for Student Success Program is creating a coordinated regional Behavioral Safety Framework. This framework focuses on the development of services and support for safety assessment processes (BSTAT/SIRC), suicide prevention, intervention, and postvention plans (Adi's Act), bullying and harassment prevention, and crisis response protocols within districts.

This work is funded by the School Safety and Prevention Systems Grant from the Oregon Department of Education (ODE). It includes expanded opportunities for training, technical assistance, and coaching provided by Education Service District (ESD) staff and regional/state partners in these critical areas of behavioral safety.

Grants and Contracts



Grow Your Own Grant (GYO) from the EAC

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

The LBL ESD Grow Your Own (GYO) Grant is funded by the Educator Advancement Council (EAC) and coordinated through the Strategic Partnerships for Student Success Program. This grant supports both new and existing GYO initiatives within our twelve districts.

The vision for this project is to combine direct support for educator recruitment with the creation of a regional collaborative structure. This two-pronged approach includes a Regional GYO Navigator and the Regional GYO Work Group.

Funding will be provided to support educators in high-need areas, as identified through the work group's data-driven process. The Regional GYO Work Group has developed and is now implementing a plan to distribute scholarships and reduce barriers to obtaining licensure for educators.

Enhancing education through collaboration



Instructional Mentor Program Collaboration with WREN

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

The Instructional Mentor Program Collaboration is funded through a combination of funds from the ESD's SEIA Grant and WREN (Western Regional Educators Network), and it is coordinated through the Strategic Partnerships for Student Success Program.

The goal of the Instructional Mentor Program is to provide the tools, resources, and training necessary to support mentors at the highest level, ensuring they are equipped to help their mentees successfully launch their careers. The collaborative nature of this program allows mentors to gain professional knowledge not only through training and resources but also through the expertise of other mentors in the region. A key focus of the program is supporting the social and emotional well-being of educators at its core.

In response to feedback from both mentors and new teachers, and with the goal of helping novice educators grow in their professional practices, this program also offers ongoing professional development. This includes training on behavior management, as well as strategies for creating a positive classroom climate, establishing routines, and implementing effective structures.

Grants and Contracts



Family Support Fund Grants

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

The Family Support Fund Grants are coordinated through the Strategic Partnerships for Student Success Program. Over the years, LBL ESD has partnered with local, regional, and state organizations to secure funding resources that meet the needs of the students and families they serve.

The urgent needs of these students and families require access to an agile and flexible funding source, providing ESD-based staff members with an efficient and effective way to address those needs in a timely manner. Each support person works diligently to explore other funding options before utilizing these ESD-specific resources.

These funding streams are not intended to replace or supplant funds traditionally provided through other sources. However, when needs are inadequately funded or when the timing is urgent, these funds may be used to address gaps in support.

Enhancing education through collaboration



IHN-CCO Agile Fund Grant

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

This grant flows through the IHN-CCO System of Care from the Oregon Health Authority. It is delivered through a partnership with LBL ESD and the regional System of Care Executive Council. These funds are designed to meet immediate and urgent needs of the students and family supported through our local system of care. Students and families actively engaged with ESD-delivered Family or Behavioral Supports in a school district can be eligible to receive these funds.

Grants and Contracts



Integrated Community Partner Grant

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

The Integrated Community Partner grant funding is managed by Jackson Street Youth Services. This grant provides an annual discount on the cost of contracting Family Support Services through the ESD for school districts with an emphasis on small rural districts. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Enhancing education through collaboration



Juvenile Crime Prevention Grant

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

The Juvenile Crime Prevention (JCP) grant funding is managed by the Linn County Juvenile Department. This grant provides an annual discount on the cost of contracting Family Support Services through the ESD for Linn County school districts. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Grants and Contracts



The MAC-Medicaid Support Services are coordinated through the Strategic Partnerships for Student Success Program. With support from the Oregon Health Authority (OHA), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with OHA to generate cost pools, process match payments and resolve questions. LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to support the Medicaid-MAC Specialist that delivers this support service to districts.

Medicaid Billing Support Services

PROGRAM
Strategic Partnerships for Student Success

PROGRAM
INFORMATION

CONTACT
Nancy Griffith
Liz Wallace





LBI



DISTRICT SUMMARY

Our 12 Districts



Alesia School District



Central Linn School District



Corvallis School District



Greater Albany Public Schools



Harrisburg School District



Lebanon Community School District



Lincoln County School District



Monroe School District



Philomath School District



Santiam Canyon School District



Scio School District



Sweet Home School District



LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT
905 SE 4th Ave. Albany, Oregon
541-812-2600 www.lblesd.k12.or.us

As outlined in statute, at least 90% of the annual State School Fund (SSF), property tax and other qualifying resources allocated to LBL will be expended on resolution services. The Local Service Plan is developed with the State School fund biennium budget. Districts review and approve the Local Service Plan on an annual basis. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period.

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 services are decided by districts on an annual basis. This allows LBL and its component school districts to stay within the constraints of the agreements, yet provide flexibility in the use of funds.

Transits

Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL.

The _____ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2026-2027 school year as presented.



LBL Board Chair

12/16/2025

Date

School District Board Chair

Date

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LBL Board Chair

12/16/2025

Date



School District Board Chair

2/05/26

Date

XIII. CONSOLIDATED ACTION (8:50 PM)*

A. 26-0201 Supplemental Budget for General Fund and Special Revenue Fund



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: February 5, 2026

Resolution No. 26-0201: Supplemental Budget

ACTION REQUESTED

Background

Oregon's local budget law allows the district to make a supplemental budget during the fiscal year for which the original budget was adopted. The proposed supplemental budget is summarized below. Changes in appropriations for at least one fund exceed 10% of total appropriations for that fund so a public hearing is required prior to adoption.

Proposed changes in the **General Fund** recognize a \$500,000 increase in resources and modifies appropriations by the same amount. Major changes reflect an increase in beginning fund balance and a needed transfer for critical repairs at Osborn Aquatic Center.

Proposed changes in the **Capital Improvement Fund** recognize the \$500,000 increase in resources by way of transfer from the General Fund and modifies appropriations by the same amount.

ACTION REQUESTED:

Accept the proposed adjustments and adopt a resolution amending budgeted resources and appropriations in the General Fund and Capital Improvements Fund.

ATTACHED:

Resolution No. 26-0201

MOTION REQUESTED:

"I move that Resolution No. 26-0201 be adopted to amend budgeted resources and appropriations in the General Fund and Capital Improvements Fund."

Corvallis School District 509J
**Supplemental Budget for General Fund and Special
Revenue Fund
Resolution No. 26-0201**

WHEREAS, ORS 294.471 provides for a governing body to make supplemental budgets for the fiscal year in certain cases;

AND WHEREAS, the General Fund and Special Revenue Fund require a change in budgeted resources and appropriations which were not included in the adopted budget because the amounts were not known with certainty at the time the budget was prepared;

BE IT RESOLVED, that the School Board of Corvallis School District 509J hereby adopts a supplemental budget to the 2025-26 budget for the General Fund and Capital Improvement Fund as set forth below, and that the amounts for the 2025-26 fiscal year and for the purposes shown below are hereby amended as follows:

GENERAL FUND			
	As Adopted	Proposed	Change
Resources			
Other Sources	16,835,395	17,335,395	500,000
Total Change in Resources	<u>\$ 16,835,395</u>	<u>\$ 17,335,395</u>	<u>\$ 500,000</u>
Requirements			
Instruction	\$ 53,952,134	\$ 55,452,134	\$ 1,500,000
Support Services	45,960,942	44,460,942	(1,500,000)
Interfund Transfers	2,088,540	2,588,540	500,000
Total Change in Requirements	<u>\$102,001,616</u>	<u>\$102,501,616</u>	<u>\$ 500,000</u>
CAPITAL PROJECTS			
	As Adopted	Proposed	Change
Resources			
Interfund Transfers	\$ -	\$ 500,000	\$ 500,000
Total Change in Resources	<u>\$ -</u>	<u>\$ 500,000</u>	<u>\$ 500,000</u>
Requirements			
Facilities Aquisition & Construction	\$ -	\$ 500,000	\$ 500,000
Total Change in Requirements	<u>\$ -</u>	<u>\$ 500,000</u>	<u>\$ 500,000</u>

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 5th day of February, 2026.

ATTEST:

Luhui Whitebear, Board Chair

Ryan Noss, Superintendent

B. Minutes

1. January 15, 2026



MINUTES
Regular Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:30 PM in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Shauna Tominey, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Chris Hawkins Bernie Wang Judah Largent</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Melissa Harder, Assistant Superintendent Kim Patten, Operations Director Lauren Wolfe, Finance Director Byron Bethards, Ed.D., SG&E Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Ayeh Akhavan-Heidari, CHS</p>
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Following roll call Chair Whitebear noted a clerical error on Agenda Item IX: Resolution No. 26-0102 Rights of Undocumented Students. While the title includes the phrase 'First Read,' the item is intended to be an action item, as correctly noted on the board packet cover letter. With no objection from board members, 'First Read' was struck from the title of the item for the official record and the minutes.

II. BOARD MEMBER REPORTS

Director Largent reported meeting with the SAFE Club at Lincoln Elementary and expressed appreciation for student engagement and leadership.

Director Wang reported attending Mountain View Elementary’s Art and Ice Cream Night and noted strong student artwork and collaboration with Crescent Valley High School.

Co-Vice Chair Tominey reported attending the Crescent Valley High School combined band concert and highlighted student performances, feeder school participation, and director leadership. Additional updates included Bridges Program activities, student publications, theater performances, and participation in the innovation team meeting.



Director Hawkins reported attending elementary principal presentations, visits to Bessie Coleman Elementary, the Bridges holiday feast, and the middle school unified basketball game, noting strong student engagement and community support.

Director Al-Abdrabbuh reported co-hosting a Community Corner event at the Corvallis Public Library, engaging with community members on a range of topics. Additional updates included transportation discussions with city leadership, attendance at school arts events, community outreach, and appreciation for district leadership presence.

Co-Vice Chair Jones reported attending a student theater performance, participating in community meetings, and planning to attend a Garfield PTA meeting. Appreciation was expressed for district staff support.

Chair Whitebear reported attending the Bridges event, the Indian Education Parent Committee meeting, the innovation team meeting, and Mountain View's Art and Ice Cream Night. Chair Whitebear reminded schools and organizations to extend invitations for board member attendance at events.

III. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES

Chair Whitebear stated that there was no Oregon School Boards Association report for this meeting.

Director Al-Abdrabbuh provided a report on National School Boards Association (NSBA) federal advocacy priorities related to education funding, workforce, student wellness, digital access, and opposition to school vouchers. Information on recent federal school choice tax credit legislation, ongoing discussions on implementation, and additional NSBA advocacy and artificial intelligence policy resources was noted. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

IV. SUPERINTENDENT'S REPORT

Superintendent Noss formally recognized School Board Recognition Month, offering a tribute to the Board's dedicated volunteerism. He teased a special "surprise celebration" of student work scheduled for the upcoming meeting. While keeping the specific details under wraps, he noted that the event will be a unique showcase of student talent dedicated specifically to the members of the Board. Additionally, he shared highlights from a written report that included an invitation to the January 27 "Hands Across Corvallis" event, a preview of next week's department scorecard presentations, and noted a scheduled March meeting with the Corvallis Public Schools Foundation. (The report and slides are available online in the meeting information packet and will be archived in the 2025-26 board records.)



V. PUBLIC COMMENT

Keith Rivera, CSD parent, maintained that the district's enrollment decline is primarily a logistical failure of the Dual Language Immersion (DLI) program rather than a result of birth rates. He contended that by placing DLI or school closures in the most affordable housing zones, the district is effectively barring new families from neighborhood schools and driving them out of Corvallis. Rivera warned that this trend will eventually force high school closures and the loss of vital athletic programs, urging the board to prioritize student participation and facilities over current administrative strategies.

Michael Eller, CSD parent, reported that recent testing at Mountain View found that eight faucets exceeded EPA lead action levels. He noted that lead levels have quadrupled since 2020 and questioned the safety of the 220+ students and staff. (Mr. Eller's full statement is posted in the meeting information packet and will be archived in the 2025-26 board records.)

Betania Canfield, a CSD staff member, acknowledged the personal and professional hardships caused by pending school closures and budget cuts, and urged the community to maintain a broader perspective. She highlighted the crisis of fear facing undocumented families due to targeted ICE activity and the loss of essential resources, noting that for some students, school relocation is a secondary concern compared to basic safety and survival. (Ms. Canfield's full statement is posted in the meeting information packet and will be archived in the 2025-26 board records.)

Alex Gough, CSD community member, presented his research on a decade of district math data, noting that proficiency has declined since 2014 despite gains in literacy. Based on his independent working paper and academic collaborations, Gough characterized the current instructional redesign as an opportunity to reassess the elementary curriculum and restore advanced pathways, offering to discuss his specific research and policy recommendations with the board.

Gerry Kosanovic, CSD community member, urged the board to retain the name of Linus Pauling as the middle school transitions to a junior high. Highlighting Pauling's unique legacy as a two-time unshared Nobel Prize winner and an ethically consistent role model, he argued that the name represents scientific brilliance and integrity. He emphasized that maintaining Linus Pauling's identity would provide students with an inspiring connection to a notable Oregonian and preserve a symbol of academic excellence within the community.

Cheryl Conrad, CSD community member, spoke in support of the proposed resolution to protect undocumented immigrant students and their families. She emphasized that the resolution aligns with legal precedents and fulfills a moral obligation to care for the most



vulnerable members of the community. Ms. Conrad stated that the protocol not only ensures a safe, nurturing environment for immigrant students to learn without fear but also protects the rights of all students, teachers, and staff by establishing clear procedures to prevent potential disruption or harm from immigration enforcement actions.

Amanda McBride, a CSD parent and former staff member, addressed the board regarding the upcoming school consolidations. She urged the district to analyze the success of the Franklin School K-8 model to determine how its "school of choice" features can be replicated across all buildings to ensure equitable opportunities regardless of socioeconomic status. Additionally, Ms. McBride proposed creating a district-wide PTA structure to foster a unified parent-teacher network, which could help bridge resource gaps and ensure all students have consistent access to enrichment and supportive programs. (Ms. McBride's full statement is posted in the meeting information packet and will be archived in the 2025-26 board records.)

Catalina Contreras-Colin, a CSD parent and community advocate, spoke in strong support of the resolution regarding the rights of undocumented students. Drawing on her experience as a daughter of immigrants, she described the resolution as a vital "lifeline" for families facing the trauma of potential separation and the threat of ICE. Ms. Contreras-Colin commended the Board for choosing courage and compassion over silence, noting that the resolution restores dignity and reinforces the district's commitment to ensuring schools are safe, welcoming environments where every child is treated with respect and protection.

VI. MUDDY CREEK CHARTER SCHOOL ANNUAL REPORT

Sarah Danforth, Executive Director of Muddy Creek, submitted a written report to the Board prior to the meeting. During the session, Ms. Danforth delivered a slide presentation and engaged in a follow-up discussion with Board members regarding current school operations and progress. (The written report and slide deck are included in the digital meeting packet and will be maintained with the 2025-26 board records.)

VII. SUSTAINABILITY REPORT

District Sustainability Specialist Sky Richert-Lathum and Operations Director Kim Patten submitted a written report to the Board prior to the meeting. During the session, they delivered a slide presentation highlighting a 67% renewable energy use and plans for native-plant classrooms and curriculum integration, and then engaged in a follow-up discussion with Board members. (The written report and slide deck are included in the digital meeting packet and will be maintained with the 2025-26 board records.)



VIII. LONG-RANGE FINANCIAL UPDATE

Operations Director Lauren Wolfe presented a written report and slide presentation highlighting a three-to-five-year Long-Range Financial Plan designed to move the district beyond the statutory one-year budget cycle and enhance fiscal transparency. The report identifies significant external pressures, including a 34% decline in local birth rates since 2016 and rising costs for PERS and health benefits, while emphasizing the Local Option Levy's critical role in funding approximately 68 staff positions. Notably, the projection reveals that recent school consolidations have "right-sized" the district's budget, successfully reversing previous deficit trends and establishing a sustainable positive outlook. This stabilization allows the district to move away from recent cycles of budget reductions, with future staffing adjustments expected to be managed through natural attrition rather than significant layoffs, provided state and federal funding remains stable. (The written report and slide deck are included in the digital meeting packet and will be maintained with the 2025-26 board records.)

IX. RESOLUTION NO. 26-0102 RIGHTS OF UNDOCUMENTED STUDENTS

Chair Whitebear, in collaboration with Directors Largent and Al-Abdrabbuh, introduced a resolution updating the district's 2016 policy to align with current state and national legal standards, including Oregon's sanctuary laws. Key revisions to the policy include:

- **Expanded Scope:** Jurisdictional protections now extend to all district properties and encompass a broader range of agencies, such as U.S. Customs and Border Protection (CBP).
- **Compliance & Accountability:** Compliance responsibilities now include volunteers, and the resolution mandates annual process reviews to ensure ongoing alignment with legal standards.
- **Centralized Requests:** To protect school-level staff from handling immigration-related inquiries in isolation, the policy explicitly delineates the chain of command and specifies exactly where such requests must be directed.
- **Student Well-being:** The resolution empowers the Superintendent to implement trauma-informed communication protocols, prioritizing the safety and emotional health of students and families during enforcement interactions.

MOTION:

It was moved by Co-Vice Chair Jones and seconded by Director Want to adopt Resolution No. 26-0102 - Rights of Undocumented Students and Protocols for Federal Immigration Enforcement (ICE, CBP, etc.) Interactions on District Properties.

Sami Al-Abdrabbuh: Yea

Chris Hawkins: Yea

Terese Jones: Yea



Judah Largent: Yea
Shauna Tominey: Yea
Bernie Wang: Yea
Luhui Whitebear: Yea

The motion passed unanimously. Yea: 7, Nay: 0

Following the vote, Chair Whitebear read the adopted resolution aloud.

X. CONSOLIDATED ACTION

The Board pulled items X.A. and B.1. for discussion. Co-Vice Chair stated that a comment she had made in the December 11, 2025, minutes, cautioning the Board against weighing unverified or secondhand reports, had been incorrectly attributed to the Chair.

MOTION #1:

Director Al-Abdrabbuh moved, and Director Largent seconded, to table the proposed motion to a future date. After an objection, the motion was withdrawn with unanimous consent.

MOTION #2:

It was moved by Co-Vice Chair and seconded by Director Largent to approve the consolidated action items with the amendment to the December 11, 2025, minutes.

Sami Al-Abdrabbuh: Yea
Judah Largent: Yea
Chris Hawkins: Yea
Shauna Tominey: Yea
Terese Jones: Yea
Bernie Wang: Yea
Luhui Whitebear: Yea

The motion passed unanimously. Yea: 7, Nay: 0

- A. Budget Parameters - Second Read**
- B. Minutes – December 11, 2025; December 18, 2025**
- C. Licensed Personnel Action**



XI. CONSOLIDATED INFORMATION

The Board pulled items B2, B3, and B5 for further discussion.

A. November Financial Summary (Unaudited)

B. Board Policies -- FOR INFORMATION:

- 1. Policy IGBAB/JO-AR - Education Records/Records of Students With Disabilities**
- 2. Policy IGBHD - Program Exemptions**
- 3. Policy JECBB-AR - Resident Transfer Procedures**
- 4. Policy LBEA - Denial for Virtual Public Charter School**
- 5. Policy JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries**
- 6. Policy JO/IGBAB-AR - Education Records/Records of Students With Disabilities**
- 7. Policy JOA - Directory Information**

XII. BOARD MEMBER COMMENTS

Director Largent reiterated a request for the Board to center its focus on disability rights and proposed a group reading of the book *The Future is Disabled* by Leah Lakshmi Piepzna-Samarasinha. The Board expressed interest in the suggestion, noting that a follow-up discussion would be scheduled to share insights from the text, consistent with previous group reading practices. The board secretary will order copies of the book for the board.

Co-Vice Chair Tominey requested a detailed report on lead testing within the district to better understand current operational findings and mitigation efforts. Additionally, she suggested the Board engage in a broader conversation regarding PTA collaboration, particularly exploring how to support students holistically across school consolidations and investigating more structured models for Board-PTA engagement.

Director Al-Abdrabbuh supported the request for lead testing reports and proposed a collaborative workshop with local or regional PTAs, drawing on his experience with PTA Oregon. He emphasized the importance of delineating Board versus staff roles to manage community expectations effectively. Finally, he expressed support for district staff during the current transition and advocated for long-term strategic discussions regarding early childhood development and pre-kindergarten success.

Chair Whitebear reminded Board members that they may still register for "conversation corners" hosted by the city to facilitate community dialogue. She also requested clarification on how to access historical data on student transfers and budget figures from



previous presentations, to ensure the Board is well prepared for upcoming budget inquiries and annual community questions.

XIII. ADJOURNMENT

With no further business the meeting was adjourned at 10:46 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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DRAFT

2. January 22, 2026



MINUTES
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

I. CALL TO ORDER

The meeting was called to order at 5:34 PM in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Bernie Wang</p> <p><u>BOARD MEMBERS EXCUSED</u> Judah Largent</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Ayeh Akhavan-Heidari, CHS Thomas Sherry, CHS</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Melissa Harder, Asst. Superintendent / Human Resources Director Byron Bethards, Student Growth & Experience Director Kim Patten, Operations Director Lauren Wolfe, Finance Director</p> <p><u>DISTRICT STAFF PRESENT</u> Rynda Gregory, Title IX Coordinator Maria McEldowney, Accounting Manager</p>
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Superintendent Noss introduced Emily Sass, Culinary Arts Teacher, and students from both Corvallis and Crescent Valley High Schools who prepared a special dinner to honor school board members during School Board Appreciation Month.

Chair Whitebear shared that the Board and presenters would have dinner until 6:00 p.m., then proceed with the Scorecard presentations. There would be limited sound as the board members and guests enjoyed dinner.

II. STUDENT REPRESENTATIVE REPORTS

Thomas Sherry, CHS representative, reported that students from Corvallis High School, Crescent Valley High School, and other district schools participated in a peaceful walkout



and march to the courthouse in response to recent ICE activity, reflecting strong student civic engagement. Upcoming events were highlighted, including the Winter Formal, and an invitation to attend the Unified Basketball game, emphasizing inclusion and school culture. He also expressed appreciation for the Board's recent resolution addressing the rights of undocumented students and, on behalf of the Corvallis High School Student Council, raised a concern regarding the lack of a required family notification process and proposed an amendment requiring timely notification to parents or guardians when immigration enforcement requests access to student records or information, unless prohibited by law or court order.

III. WELCOME

Superintendent Noss shared that while the District has traditionally provided opportunities for school leaders to meet with the Board to discuss school improvement work, this is the first time district departments have been invited to share their goals, aligned actions, and progress. This approach was implemented to increase understanding of the work occurring at the district office, highlight alignment among Board goals, superintendent evaluation, departmental work, and school improvement efforts, and provide the Board with an opportunity for more informal engagement with district leadership.

IV. DEPARTMENT SCORECARD REPORTS

Chair Whitebear announced that during the Scorecard presentations, participants would move around the room, and audio would be limited. (Documents are posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

- A. Business Services**
- B. Communications**
- C. Human Resources**
- D. Operations**
- E. Student Growth & Experience**

V. REFLECTION

Board members shared reflections following the reports:

- Appreciation to district staff for participating and for the additional time spent engaging with the Board.
- Valued the opportunity for informal, small-group conversations that allowed deeper understanding of departmental goals, work, and progress.



- Reports highlighted a consistent focus across departments on student success, student experience, and strong family and staff relationships.
- Noted the dedication, passion, and innovation demonstrated by department leaders and teams.
- Appreciation was expressed for transparent communication and the absence of surprises, reflecting strong ongoing communication between staff and the Board.
- Recognized effective collaboration across departments and alignment with Board goals and district priorities.
- Emphasized the district's unique strength in maintaining close connections between systems, schools, educators, and students.
- Shared support for continuing this format in the future, noting its value in strengthening understanding and partnership.

VI. ADJOURNMENT

With no further business the meeting was adjourned at 7:55 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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C. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Human Resources Director
Meeting Date: February 2026

Licensed Personnel Action

ACTION REQUESTED

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Richert-Lathum, Sky	Sustainability Specialist	.5	District Office	2/13/2026	Resignation

MOTION REQUESTED:

"I move to approve the Licensed Personnel action as submitted."

D. Board Policies -- **FOR ACTION:**

1. Policy IGBHD - Program Exemptions



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 5, 2026

ACTION REQUESTED

Board Policy IGBHD—Program Exemptions—Revised—Second Reading

Background

This policy allows families to make the decision to prevent their student from engaging in state-required or learning activities due to their religion, disability, etc. The major change comes from the Supreme Court decision (Mahmoud v. Taylor) this past June, which determined that not permitting “opt-outs” violated parents’ rights to exercise their freedom of religion. Language regarding the process of opting out has been added to this policy.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Approval of revised version.



Corvallis

SCHOOL DISTRICT

Code: IGBHD
Adopted: 5/10/99
Revised:

Program Exemptions

The district may excuse students from a state-required program or learning activity for reasons of religion, disability¹, or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older who is an emancipated minor. Requests must be submitted to the principal.

The district will determine if credit will be granted for an alternative activity.

END OF POLICY

Legal References:

ORS [336.035](#) (2)
ORS [336.465](#)
ORS [336.615](#)
ORS [336.625](#)
ORS [336.635](#)

OAR [581-002-0035](#)
OAR [581-021-0009](#)
OAR [581-021-0071](#)
OAR [581-022-2050](#)
OAR [581-022-2110](#)
OAR [581-022-2505](#)

Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025)

¹ If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

2. Policy JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 5, 2026

ACTION REQUESTED

Board Policy JHCA— Immunization, School Sports Participation, Concussions and Other Brain Injuries—Revised—Second Reading

Background

Policy JHCA has been updated to focus on school sports participation and brain injuries. Students who participate in extracurricular sports in grades 7 through 12 are now required to complete a sports examination once every two years.

The major update to this policy is establishing the next steps for schools when they receive notice of a student with a concussion or other brain injury. Within ten school days of receiving notice, schools are required to have temporary accommodations in place for a student with a brain injury. They will evaluate the continued need for those accommodations every two months until they are discontinued.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Approval of revised version.



Code: JHCA
Adopted: 12/13/18
Revised/Readopted: 3/20/25

Immunization, School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status (CIS) form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

Upon receipt of written notification⁶ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

⁶ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

plan⁷. Written notice is not required for the district to begin following concussion protocols.

Any accommodation will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision and health⁸.

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion⁹.

Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms, or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms, or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional¹⁰.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - ORS 336.490](#)

[ORS 433.235 to 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018);

Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

⁷ The district must use the sample form developed by ODE or a district form that includes all required content.

⁸ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

⁹ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

¹⁰ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

House Bill 3007 (2025)

3. Policy JOA - Directory Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 5, 2026

ACTION REQUESTED

Board Policy JOA—Directory Information—Revised—Second Reading

Background

This policy outlines the list of personally identifiable information the school district can release when appropriate procedures are followed. Directory information considered by the district to be detrimental, if released, will not be given out. Additionally, at no point in time will a school or school district release information to enforcement agencies pursuing federal immigration laws.

Updates include the elimination of “previously attended schools” and the addition of “dates of attendance”.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Approval of revised version.



Corvallis

SCHOOL DISTRICT

Code: JOA
Adopted: 6/28/99
Revised/Readopted: 10/8/01, 11/3/03, 6/23/08, 5/4/09, 9/9/13, 3/5/20

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student's education record that are not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

1. Student's name;
2. Student's photograph;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance; and
7. Degrees and awards received

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information, and the requirement that the district must, by law upon request, release secondary students' names, addresses, and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the building administrator by the parent, student 18 years of age, or emancipated student within 15 days of annual public notice. A parent, student 18 years of age, or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's social security number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
ORS 180.805

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220-0430](#)
[OAR 581-022-1660](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024).
Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).
Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2024).

4. Policy LBEA - Denial for Virtual Public Charter School Student Enrollment



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 5, 2026

ACTION REQUESTED

Board Policy LBEA—Denial for Virtual Public Charter School Student Enrollment—Revised—Second Reading

Background

This policy outlines the denial process when preventing a resident student from enrolling in a virtual charter school. The school district is unable to deny a student from leaving when the percentage of students attending virtual charter schools is under three percent. If that number should go over three percent, the school district can deny a family's request to leave the district to attend a virtual charter school. When denying a request, the school district must give the family the percentage number, two online alternatives, and the process for appealing the decision to the board.

Changes to the policy include language updates when denying a student's request and the inclusion of language around any district-sponsored virtual public charter school.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Approval of revised version.



Code: LBEA
Adopted: 6/10/21
Revised/Readopted:

Denial for Virtual Public Charter School Student Enrollment**

The district is not required to approve a transfer of a resident student when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of the number of students residing in the district who are enrolled in a virtual public charter school not sponsored by the district.

When the calculated percentage is more than three percent, the district will not approve a student's enrollment to such a virtual public charter school.

A parent¹ must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice² within 10 calendar days of receiving notice from the parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculation at the time the intent to enroll was received by the district;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students enrolled in the schools within the district;
2. The number of students enrolled in virtual or non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

¹ "Parent" means parent, legal guardian person in parental relationship as defined in ORS 339.133.

² If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal References:

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

XIV. CONSOLIDATED INFORMATION

A. December Financial Summary (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: February 5, 2026

December Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending December 31, 2024 and December 31, 2025 follows this report. Year-to-date operating revenues through the end of December 2025 total \$72.9 million or 74.23% of total budgeted operating revenues as compared to \$70.5 million or 72.65% through the end of December 2024.

Year-to-date operating expenditures through the end of December 2025 total \$39.3 million or 38.20% of total budgeted operating expenditures as compared to \$35.1 million or 35.52% through the end of December 2024.

Currently, the projected general fund ending balance is \$15,494,720 or 15.76% of total resources net of the beginning fund balance.

Monitoring Fiscal Impacts:

As of December 31, we are monitoring the fiscal impact of the following:

1. **Audited Ending Fund Balance:** Single Audit standards were not released by the federal government in time to complete the audit within the statutory guidelines. In response, the Oregon Department of Education has extended the deadline until February 2, 2026. At this time, we will have a final ending fund balance, which carries forward into the current fiscal year as the beginning fund balance.
2. **State & Federal Budget Changes:** While recent news is favorable, K-12 advocates must remain vigilant to protect programs from 2025-27 budget cuts, especially given potential competition from vital Human Services programs like Medicaid and SNAP, which are facing reductions due to HR 1. The state budget still faces a forecasted shortfall and unbudgeted costs, necessitating continued advocacy and readiness to adjust strategies for the next legislative session.

If you have any questions or request for additional information, please do not hesitate to contact me.

Supplementary Materials

1. General Fund Financial Summary as of December 31, 2025
2. Schedule of Investments as of December 31, 2026



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2025 - 2026 Financial Summary

For the Period Ending December 31, 2025

	2024 - 2025 YTD Actuals	Prior Year % of Actual	2025 - 2026 Adopted Budget	2025 - 2026 YTD Actuals	% of Budget	Annual Forecast	Variance Favorable/ (Unfavorable)
RESOURCES							
Operating Revenues							
Local Property Tax Revenue	\$ 33,100,860	93.27%	\$ 36,632,983	\$ 34,501,800	94.18%	\$ 37,018,718	\$ 385,735
Local Option Levy	\$ 9,810,708	93.28%	10,853,047	10,195,574	93.94%	10,879,046	25,999
Other Local Sources	\$ 1,374,310	36.78%	3,232,500	1,276,295	39.48%	2,904,618	(327,882)
Intermediate Sources	\$ 147,567	14.06%	875,000	337,132	38.53%	1,012,668	137,668
State School Fund	\$ 25,929,479	59.56%	44,944,068	26,367,171	58.67%	44,409,975	(534,093)
Other State Resources	-	-%	1,385,023	90,794	-%	1,622,724	237,701
Federal Sources	\$ 142,325	38.11%	327,000	150,289	45.96%	454,732	127,732
Other Sources	\$ 3,100	100.00%	5,000	15,827	-%	20,000	15,000
Total Operating Revenues	\$ 70,508,349	72.65%	\$ 98,254,621	\$ 72,934,882	74.23%	\$ 98,322,481	\$ 67,860
Beginning Fund Balance*	\$ 19,389,715	100.02%	16,830,395	17,689,871	105.11%	17,689,871	859,476
TOTAL RESOURCES	\$ 89,898,064	77.21%	\$ 115,085,016	\$ 90,624,753	78.75%	\$116,012,352	\$ 927,336
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 17,876,475	37.04%	\$ 50,804,776	\$ 19,001,467	37.40%	\$ 50,717,954	\$ 86,822
Associated Payroll Costs	10,015,036	36.10%	27,784,726	11,110,880	39.99%	28,817,321	(1,032,595)
Purchased Services	4,663,037	31.69%	15,678,551	5,931,049	37.83%	13,310,693	2,367,858
Supplies and Materials	1,324,382	46.42%	3,676,748	1,606,865	43.70%	3,590,724	86,024
Capital Outlay	83,682	37.85%	82,000	33,148	40.42%	82,000	-
Other Objects	1,111,787	53.69%	2,687,847	1,592,509	59.25%	1,698,940	988,907
Transfers	-	-%	2,088,540	-	-%	2,300,000	(211,460)
Total Operating Expenditures	\$ 35,074,399	35.52%	\$ 102,803,188	\$ 39,275,917	38.20%	\$100,517,632	\$ 2,285,556
Contingencies	-	-	7,369,097	-	-%	-	-
Unappropriated Ending Fund Balance	-	-	4,912,731	-	-%	-	-
TOTAL REQUIREMENTS	\$ 35,074,399	35.52%	\$ 115,085,016	\$ 39,275,917	34.13%	\$100,517,632	\$ 2,285,556

*unaudited beginning fund balance subject to change

**District Policy requires an ending fund balance of no less than 12.5%

****PROJECTED ENDING FUND BALANCE \$ 15,494,720**
15.76%

Corvallis School District 509J
 Schedule of Investments
 December 31, 2025

<u>Type of Investment</u>	<u>Investment</u>	<u>Maturity/</u>	<u>No. of</u>	<u>Bond</u>	<u>Purchase</u>	<u>Par (Maturity)</u>
U.S. Treasury Obligations:						
Commercial Paper:						
Total Investments Outside of Local Government Investment Pool:						\$ -
Local Government Investment Pool:			<u>Monthly</u>			
			<u>Distribution Yield</u>			
General Account			4.25%		63,324,344	
Total Investments Inside of Local Government Investment Pool 1						\$ 63,324,344
1 The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows is \$63,387,000						
Total Investments						\$ 63,324,344

Compliance with Investment Policy

<u>Type of Investment</u>	<u>Maximum % of</u> <u>Portfolio per Policy</u>	<u>Current Percent</u>
	<u>DFA</u>	
U.S. Treasury Obligations	100.0%	0.0%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	0.0%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	100.0%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks 45989:

3 Month U.S. Treasury Yield Curve Rate	3.67%
3 Month Jumbo Certificate of Deposit Rate	3.90%

B. Virtual Charter School Enrollment



Prepared for: Corvallis School Board
Prepared by: Kristin Mahoney & Melissa Harder
Meeting Date: February 5, 2026

Virtual Charter School Enrollment

NO ACTION REQUIRED

Background

Board Policy LBEA requires district staff to semiannually calculate the percentage of the number of students residing in the district, who are enrolled in a virtual public charter school not sponsored by the district. Calculations are to be conducted utilizing data collected for state reporting purposes in Fall and Spring of each year. Please note, these numbers do not include students who are on an Interdistrict Transfer to another district, such as Nyssa or Colton, which host online programs in which students attend remotely.

When the established percentage is more than three percent (3%), the district will request direction from the Board as to its intent to approve or deny additional resident students enrollment to a virtual public charter school outside of the district boundary, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2). Such direction will be in effect until the next semiannual review date for the upcoming academic term.

As the calculated percentage is less than 3%, no action is requested of the Board.

Virtual Charter 3% Calculation
Per LBEA/OAR 581-026-0305

Data	Number	% of Total	Reference
Students enrolled within the district	5,783	78.1%	District Enrollment as of 10/28/25
Students enrolled in public charter schools located in the district	110	1.49%	MCCS Enrollment as of 10/28/25
Students residing in the district enrolled in virtual public charter schools not located in the boundary	174	2.35%	Most recent individual enrollment reports voluntarily shared by virtual charter schools (September)
Home-schooled students who reside in the district who are registered with the educational service district	203	2.74%	Active Home School Enrollments with LBL ESD as of 9/15/25
Students enrolled in private schools located within the school district	1,127	15.23%	As surveyed (enrollment from end of 2025) (not specifically CSD students)
TOTAL	7,397		

XV. BOARD MEMBER COMMENTS

XVI. ADJOURNMENT (9:25 PM)*

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kim.nelson@corvallis.k12.or.us.

Communication With the School Board—Communication with the Board can be made by telephone, letter, e-mail, and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mails may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Luhui Whitebear, Chair	541-714.3305	Terese Jones, Co-Vice Chair	541-230-1673
Shauna Tominey, Co-Vice Chair	541-829-8411	Sami Al-Abdrabbuh	541-283-6611
Chris Hawkins	541-602-2045	Judah Largent	541-231-8415
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841