

Business Meeting
Thursday, April 16, 2026 6:30 PM

District Office Board Room
1555 SW 35th Street
Corvallis, OR 97333

Agenda

- I. CALL TO ORDER AND ROLL CALL (6:30 PM)*
- II. ACKNOWLEDGMENT OF ARAB AMERICAN HISTORY MONTH

Corvallis School District 509J

ACKNOWLEDGEMENT OF ARAB AMERICAN HERITAGE MONTH

Resolution Number 22-0302

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Arab Americans, which includes people with ancestry from North Africa to the Persian Gulf; and

WHEREAS the Corvallis School District affirms that students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, Arab American Heritage Month grew out of local efforts in several school districts throughout the nation in the 1900s; and

WHEREAS, Arab American Heritage Month has been proclaimed by several states since; and

WHEREAS, Arab Americans are largely left out of academic discourse; and

WHEREAS, Arab Americans have historically been and continue to be targeted by anti-Arab violence and actions of hate; and

WHEREAS, the U.S. Department of State designated April as Arab American Heritage Month in 2021; and

WHEREAS, Oregon proclaimed April as Arab American Heritage Month permanently in 2021; and

WHEREAS, Arab American Heritage Month has yet to be proclaimed at the national level; and

WHEREAS, Arab Americans have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Arab American History Month provides an opportunity to continue the District's growth in learning about the many contributions of Arab Americans to the nation, world, and local community; 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; and

WHEREAS, the Corvallis School District believes each and every student must be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

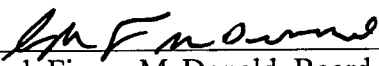
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **April 2022** as well as each April annually, as **Arab American Heritage Month** in the District and strongly encourage students, 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 all Arab American peoples to the local community, nation, and beyond both historically and in current times.

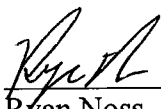
Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 17th day of March, 2022.

Signed:



Sarah Finger McDonald, Board Chair

Attested:



Ryan Noss, Superintendent

- III. BOARD MEMBER REPORTS
- IV. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the April 16, 2026, meeting.

2026 Golden Apple Award Winners

Before Spring Break, the Corvallis Public Schools Foundation and district staff recognized the [2026 Golden Apple winners](#). This year, we recognized:

Jared Callis, Math & Leadership Teacher, Cheldelin Middle School

"Jared is a rare educator who seamlessly balances high-level systemic leadership with a deeply personal, student-centered approach to teaching. Jared doesn't just manage a classroom; he fosters an environment where students are seen, heard, and challenged."

"Jared is the type of person that motivates you to do the very best for students. He does this, both for his students and his colleagues, by modeling diligent working habits and perseverance that is always student-focused."

Leslie Griffin, Language Arts Teacher, Corvallis High School

"What truly sets Leslie apart is how she honors her students as whole people. She carves out time in her schedule to support their individual passions—whether that means offering feedback on a personal writing project, discussing a book outside the curriculum, or simply listening to what matters to them. She treats every student with genuine respect, valuing their perspectives and lived experiences as worthy contributions to classroom discussions. By connecting the work to their lives and interests, she makes literacy instruction meaningful rather than perfunctory, helping students see themselves as readers, writers, and thinkers who have something important to say."

Mandy Hunter, First & Second Grade Teacher, Bessie Coleman Elementary School

"Mandy is the epitome of inclusion in our school. We affectionately call her 'Magical Mandy' because the kids in her class truly shine. Mandy knows that all kids are capable of learning, growing, and being a great citizen of the school and community."

"Mandy is also a trusted mentor to colleagues, offering guidance and encouragement in ways that strengthen both individual educators and the school as a whole. She has shaped the way I view education and the way I show up for students."

Maria Ponce, Front Office Assistant, Linus Pauling Middle School

"Maria is a shining star of positive customer service at the front desk of Linus Pauling Middle School. She works hard to meet the needs of families, staff, and students and always does so with positivity and charm."

"She leads our office TAs and helps them build a sense of importance and responsibility with their office job, while also gently coaching them about the challenges they share with her. She is a trusted confidant for not only our Spanish-speaking families, but all families who come into the office."

First Green Apple Award

Last week, the Corvallis Public Schools Foundation awarded the first Green Apple Award. The award was created to recognize staff who demonstrate leadership in sustainability, with the vision and support of John Swanson and Jeanne Holmes.

The inaugural award winner is Charlyn Ellis, a language arts teacher at Corvallis High School. Charlyn was recognized for organizing students in the CHS Green Club through inspiration and dedication. She has remained tirelessly committed to the garden and has inspired students to engage with the garden work, rain or shine. She has taught them to stick with it and sent the message that the small things that reduce pollution and waste are worth the hard work.

Exchange Student Visit to Crescent Valley High School from Tokyo, Japan

Last week, 24 students from Nichidai High School in Tokyo, Japan, joined Crescent Valley High School as exchange students. This program has been a tradition between CSD and Nichidai since the 1980s. This year, we were able to host two students at my home. Students also joined the Culinary Arts program, where they prepared focaccia and ravioli with our students.

Stadium Lights at Crescent Valley

Last week, Crescent Valley High School celebrated its first home baseball games under its new stadium lights, made possible by a generous private donor in partnership with the [Corvallis Public Schools Foundation](#). These new lights create a safe, competitive environment for our student-athletes, and we are grateful for this gift.

Consolidation Updates

Staffing	<ul style="list-style-type: none">● Staffing for the 2026-27 school year has been announced
Programming	<ul style="list-style-type: none">● Planning to convene an instructional technology committee to plan for instructional tech plans and student devices● Finalizing instructional/curriculum handbooks● Math coaches are coming together to start planning● Finalizing curriculum orders● STEAM teachers are working on visioning and planning● Junior High and K-8 students have forecasted for electives

	<ul style="list-style-type: none"> ● Surveys will go to current 4/5 and 6/7 families next week to indicate interest in zero-period or after-school electives
Facilities and Transportation	<ul style="list-style-type: none"> ● Finalized an agreement with the Linn Benton Lincoln Educational Service District to move early childhood education services to the Letitia Carson Elementary facility ● 2026-27 transportation stops have been published. Transportation staff will be at Family Nights to answer questions ● Staff received an update on the move timeline and details yesterday, and staff meetings to discuss moves are scheduled for May
Student Transitions	<ul style="list-style-type: none"> ● Staff have begun student information sharing between schools for student transitions ● High School alignment work continues ● Teams of teachers continue to meet to share plans for the next school year
Transfers	<ul style="list-style-type: none"> ● The second resident window closed on April 5, and these decisions were communicated to families
School Transitions	<ul style="list-style-type: none"> ● Time dedicated today for new staff to come together in their new buildings ● Continued move coordination and planning ● Continued planning for staff professional development to assess what staff need



Corvallis
SCHOOL DISTRICT

Consolidation Update

Corvallis School Board
April 16, 2026

Staffing

Staffing for the 2026-27 school year has been announced

Programming

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Facilities and Transportation

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2026-27 transportation stops have been published. Transportation staff will be at Family Nights to answer questions.

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Student Transitions

Staff have begun student information sharing between schools for student transitions

High School alignment work continues

Teams of teachers continue to meet to share plans for the next school year

Family Information Night

 School	 Date	 Time
Adams	April 20	6:30-7:30
Lincoln	April 21	6:45-7:45
Garfield	April 22	6:30-7:30
MtV	April 27	6:30-7:30
KJH	April 28	6:30-7:30
BCE	April 29	6:30-7:30
FR	May 6	6:30-7:30
CJH	May 4	6:30-7:30

Transfers

The second resident window closed on April 5, and these decisions were communicated to families

School Transitions

Time dedicated today for new staff to come together in their new buildings

Continued move coordination and planning

Continued planning for staff professional development to assess what staff need

QUESTIONS

V. STUDENT REPRESENTATIVE REPORTS

VI. PUBLIC COMMENT (7:05 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.
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Bernie Wang	541-704-7298		

Annelie Haberman

Presented to the Board at the 04/16/26
board meeting. kn

Good evening school board

First off I want to thank each of you for all the work you do for our community. It is no small task to guide the future of education in Corvallis, and I thank you each for the time and care you put into the decisions that are made through your leadership.

I'm here tonight to share my concerns and hopes for possible change that would have a rippling positive impact for our students throughout the district. All of us are feeling the wave of impact from the school closures and transitions in our community, and I know none of those decisions were made without much discerning thought. What I want to bring your attention to is how the shifting of numbers at our Elementary schools in conjunction with the cuts to Counselor position FTE across the district will impact our students' access to mental health support.

If you would take a moment to look at the data comparing school enrollment at each level, elementary, middle and high school, you'll notice that because of the elementary schools now being given the responsibility to care for our 6th graders, what had been a fairly equal distribution of counselor to student ratio previously is now dramatically heavier on the elementary level. And the amount of counselor FTE at the elementary level has been reduced despite our elementary schools now being given a much higher load of student need. Counselors at the elementary level have gone from an average of 310 students/FTE to a predicted average of 396 students/FTE. And some schools like Bessie Coleman, Adams, Garfield, and Mt. View enrollment predictions are way above that already incredibly high ratio. The American School Counselor Association recommends a ratio of 250 students per counselor to effectively meet student needs across every Tier, and some of our Elementary schools have been allotted double that amount per single counselor in their building.

Garfield had previously been the school with the highest student to counselor ratio and the ability to support students through emotional crises, educate on proactive mental health strategies, and teach strong social-emotional skills has been stretched incredibly thin. On top of that, our school along with the entire immigrant community in Corvallis have had to navigate the current terrorizing circumstance of ICE and the greater political realities threatening the well being of our families. All these factors this year have made caring for the mental health of our students a tremendous struggle. And now going into this next school year, 3 more schools will be put into this overwhelmed state where student crises pile up without enough adults trained to navigate mental health needs to offer them the care and comfort they so desperately deserve.

I ask you as leaders, who know that no student can learn effectively without feeling safe and regulated, to advocate undoing the cuts that were made to Counselor FTE in our district so that we have sufficient mental health support at the Elementary level. I'm not asking for any counselor FTE be transferred from the middle or high school level because it is so so incredibly important there as well. I ask that you speak to our district leadership and ask them what possible ways they can prioritize the mental health of their Elementary students and give our elementary schools the resources we need to provide a solid foundation for student mental health that they will carry with them through their entire time at CSD to flourish in both heart and mind.

Student to Counselor FTE Ratios

School	24-25 Enrollment	26-27 Enrollment
Adams	364	432
Bessie Coleman	339	520
Garfield	370	431
KJH	230	320
Letitia Carson	334	-
Lincoln	308	346
Mt. View	222	416
Franklin	310	310
Elementary Enrollment	2,477	2,775
	8 Elementary Counselor FTE 310 students/FTE	7 Elementary Counselor FTE <u>396 students/FTE</u>

School	24-25 Enrollment	26-27 Enrollment
Cheldelin	490	-
Linus Pauling	723	677
MS Enrollment	1,213	677
	4 MS Counselor FTE 303 students/FTE	2 MS Counselor FTE <u>339 students/FTE</u>

School	24-25 Enrollment	26-27 Enrollment
CHS	1,265	1,117
CVHS	858	827
HS Enrollment	2,123	1,944
	7 HS Counselor FTE 303 students/FTE	7 HS Counselor FTE <u>278 students/FTE</u>

2026-27 Changes - Elementary Schools Impact

- Students/FTE: Average increase of **+86** students per Counselor FTE
- *Examples:*
 - Garfield: 431students/FTE = +61students = +2 classrooms (30st/class)
 - Bessie Coleman: 520students/FTE = +181students = +6 classrooms (30st/class)
- Even if there were still 8 Counselor FTE at Elementary level, *there would still be more students/FTE at the elementary level than either of the MS or HS level*
 - Hypothetical 8 Elementary Counselor FTE = 347 students/FTE

Intended remarks from Joel Inman - April 16, 2026 CSD Board Meeting Public Comment

Good evening, Board Members, Superintendent Noss

I'm Joel Inman, community member, Corvallis School District Parent, and English language teacher at Garfield Elementary. My work focuses on helping Multilingual students become proficient readers, writers, and communicators in English. I'm here tonight to share a perspective that I want to see considered.

I see everyday how our very effective school counselors, at all buildings, are providing an essential service that positively affects all students, even beyond their case loads. I am concerned that Garfield, like all our consolidated elementary schools, is growing, both in student body and in student needs, while our capacity to handle student fears, anxieties, frustrations, and disruptions is not growing apace.

Garfield has the highest needs, both in academics and social factors, including students navigating poverty, trauma, and especially, fear of ICE activity in their homes and community. For this reason, an equitable distribution of resources, especially counselors and support staff, would be based on need, not merely "one per building".

I'll focus for a moment on counselors, although this observation is accurate, word for word, for support staff too. I have seen how, in a budget crunch, counselors are your cheapest, most effective use of limited personnel resources. I am troubled by how a decision was reached to reduce counselor positions in consolidation, increasing student-to-counselor ratios and impose higher caseloads on our remaining counselors. Also in this process, I fear we are discarding the important relationships our counselors have formed with students who need a trusted adult the most. Part of this relationship starts with shared language, and for our significant Spanish-speaking student and family population across the district, I believe we need to ensure continuity and equitable access to a counselor, whenever possible, who speaks the same language as the student and their family. Relationships is listed first in the promises of Corvallis Promise.

We can take a moment to walk through our guiding questions on equity, asking...

- How does this decision align with the District mission and vision?
 - It is aspirational to think that we can meet our goals and vision with fewer counselors and support staff.
- Who does this decision affect positively?
 - Simple allotment of counseling and support staff positions based on a "one per building" or simple ratios is the status quo. It benefits district administrators by not requiring a tough decision. It is a simple answer that ignores inequities.
- Who does this decision affect negatively?
 - This decision affects kids who are navigating trauma, interrupted schooling, come from immigrant families, are immigrants themselves, and students who are learning English and not yet able to express their emotional needs in English; those who need the most. It negatively affects anyone who benefits from a counselor who has the time, caseload, and language to help meet their needs. From my view, moving counselors and increasing their case load most impacts those who need their help the most.
- How might this decision ignore or worsen existing disparities?
 - Increasing the student-to-counselor ratio and increasing counselor workloads worsens the existing disparity between students who are facing multiple adverse barriers to their education and those who have an easier time navigating school.
- What are the unintended consequences of this decision?
 - There are many. Students who rely on support from their school counselor will have less

access. This in turn directly leads to more class disruptions, not just for the student experiencing trauma, but for all students in the classroom.

- How will those being affected by the decision be included in the process?
 - Now here's where I tread lightly, I know who I work for, but also why some of us are here tonight. I understand that the consolidation process has been trying, and that district administrative staff are working at full capacity to make a difficult transition happen smoothly. But my fear is that the staff whose students are most affected by the process have not been invited in on the process, and that decision-making regarding counselor allocation in the schools with the highest language or trauma needs
- What other possibilities were explored?
 - I leave to District Administrators to answer this for themselves. I hear again and again from staff up and down the levels that questions are considered thoughtfully and carefully in groups listening to diverse inputs, and then decisions are made that feel or appear inconsistent with the consensus of the team.
- How will this decision/outcome be sustainable?
 - I don't see how it is. You will see more trauma at Garfield and Corvallis Junior High due to government activity alone, let alone the panoply of other obstacles to education our most vulnerable students face. This has a chain reaction of disrupted education up the chain from Elementary to Junior High, reducing outcomes for everyone.

Good evening, my name is Clarissa Cisneros and I am approaching the end of my fourth year as an educational assistant at Garfield Elementary School.

To put it briefly, we run intervention groups and IEP minutes for a significant amount of our days, meaning we would also have less availability for our students with less staffing.

We have wonderful certified homeroom teachers at Garfield, but when most of their day consists of managing the education of 25+ students, they aren't as easily available to handle students in times of crisis. Having a counselor in these moments is extremely helpful, but when there's more than one student having a crisis at a time, EA's are the most available resource for those students. You cannot schedule a crisis.

Garfield students have a unique experience that most students in the district do not face. We are home to a large community of students whose first language is usually not English, and for a significant population, even Spanish. It is part of what makes our school so incredibly beautiful. At the same time, their stories are uniquely complex for this reason.

I've had the opportunity to serve kinder through 5th grade and here are a couple of moments from these past couple years that I think about quite often:

I've had a student come to me casually about how the day before, they saw videos that were circulating in our community regarding an ICE deportation in Albany. In short, they had concerns about ICE coming to our area. When discussing what they had told me, they acted as if this was a normal thing. After giving the student the space to process, they told me that they did in fact feel scared and upset about what they had seen in the video.

Another moment in which I have seen the impacts of ICE's presence in our area was when one of our families had to leave the country due to a real concern regarding one of their family members. After they left, their classmates began to ask questions: "Where did they go?", "Why did they leave?", "Are they okay?"

Many GA students are very aware of the current reality of our nation. These are just two of many examples of how ICE has impacted our learning space. They are stressors that affect them emotionally and also their learning. Our students are actively

in a constant fear of displacement. Without appropriate resources and staffing, we are unable to give students the support that they need.

To the school board, how are we as a staff supposed to be able to adequately support our students when we are being pulled in so many different directions. Like I said previously, you cannot schedule a crisis. When our counselor is unavailable, EAs are very often the most available person to support these students in their time of need until the counselor is available. What Garfield needs is more assistant and counselor FTE for all the reasons I stated prior. We need the proper staffing to appropriately address our students' needs while they are in crisis. I emphasize that our students cannot learn when they are in a constant state of crisis.

My name is Lizzie Worsch, and I have been working at Garfield Elementary School since the 2023-2024 school year as an educational assistant, primarily supporting students in 1st and 2nd grade. I am also a former Garfield Gecko and CSD grad. As an assistant, I provide emotional, behavioral, and academic support. I have also done reading interventions in English and Spanish across three different grade levels. This year, I have two intervention groups, one meeting 4 times a week and one five times a week while also fulfilling IEP minutes four times a week for 40 minutes per day.

Currently, we have 378 students while having 13 full-time assistants, and one part time assistant, which puts us at approximately 1 assistant to every thirty students. Given that we have roughly 60 students per grade, it is likely that we will receive about 60 more next year. With these additional students while losing 2 full time assistants, our ratio will become approximately 1 assistant to every 40 students.

If these numbers stay the same, we would likely have one or two assistants per grade level. Given that grades K-3 each have three classrooms and 4-6 will have two, this would greatly impact consistency in classroom support.

Aside from academic support, assistants can also be the initial support in a moment of need. This year I work with amazing first graders all from diverse backgrounds and home languages. Because of our limited staffing, our students are suffering. At the beginning of the year, I was in classroom support during 1st grade English, but due to our limited staffing, my schedule was changed in order to have another intervention group. Within the first two weeks of this change, a Mam speaking student went to the classroom teacher I work with and said they did not feel like they were learning anything because I was no longer there to support them.

Another example of how our limited staffing has impacted our students is I was also pulled from supporting a first grade class to do IEP minutes in another grade level. Since that happened, there have been several instances of different students having crises during specials, due to limited support. Specifically, having two first grade classes

(roughly 45 students) in one gym on Mondays. This has led to students shutting down, feeling discouraged and like they can't be successful. This has also led to physical escalations that have occurred in PE, but other specials as well.

The question I raise to the board is how can we be expected to raise our test scores with low assistant numbers? We have the lowest percent of students at grade level across all subjects and we are the only school that has decreased from the previous year in all three subjects.

We urge the board to consider how the district is going to support these students as reflected in their data. How will removing educational assistants from our school result in elevating our academic success rate? We should be receiving more support, not getting support taken away.

My name is Claudia Cano. I have been in the district for 21 years, having taught at Garfield, Linus Pauling, and Corvallis High School, all in the dual language program. I am currently in my fourth year as Dean of Students at Garfield Elementary. In my time as Dean, I have been able to see and experience many student mental health needs.

Our schools are different from what they looked like 20 years ago. Our students are coming to school with many more needs. In my role as Dean, I work closely with our school counselor and mental health support team. Recently, with changes in our political climate, I have seen even greater need in our schools.

During my morning check-ins, I heard from a first grader who had to hide the night before in their home because “bad guys” were in their apartment building—the “bad guys” referring to ICE officers. There is another student who brings their toys and stuffed animals to school as safety blankets. I have had many conversations with that student about their fears of being taken away, and their family being taken away.

Recently, during a whole-group lesson on what to do during a fire drill in the cafeteria, a student asked me, “But where do we hide here?” I asked for clarification, and they said, “What if ICE comes into the building? Where do we hide when we are in the cafeteria?” I assured them that we do not let unauthorized people into the building and that they are safe. These are just some of the realities our students live with every day.

While I am deeply grateful that our schools now include counselors and mental health therapists, the reality is that the level of need continues to outpace the support we have. Our students come to us not only to learn academically, but also to feel safe, supported, and cared for during some of the most uncertain moments in their lives.

We often say that children do well if they can—and right now, many of our students are doing the best they can under incredibly difficult circumstances. It is our responsibility to ensure that they have the resources and support necessary to succeed, not just in the classroom, but as whole individuals. I urge you to recognize the urgency of this need and to take action so that every student in the Corvallis School District has adequate access to the mental health and counseling support they deserve.

Dear School Board Members and CSD Administration,

I am a third-grade teacher at Garfield Elementary School, and I strongly urge you to grant our school two counselors for the 25-26 school year, and this is why.

I have 19 beautiful third-grade students. I feel my class functions very well, and I am very proud of how each student is growing academically. However, under those smiles and high fives, they harbor emotional turmoil that is now rising to the surface. Here is my past week.

Monday, a student informs me during math that another child is shaking uncontrollably and should probably go to the office. I realize that that student is having a panic attack over the math, and I have her escorted to the office.

Tuesday, two girls return from lunch in utter tears. Unable to talk about the incident, I ask one to write about it in her journal. The line that screams to me is that sometimes she wishes she were dead.

Wednesday, I receive an email from a parent with an urgent request for a meeting. When I meet with her the next day, I find out that her daughter had the words: "You must die" written on her arm. The family has a history of self harm.

That same night I receive another email from a parent concerned that her child is being bullied.

And then there is the child whose grandmother is living with him because her house burned down, and he lives in fear that this may happen to him.

And then, because I teach at Garfield Elementary, there are the children living with the shadow of ICE looming over their families. There are the children who hold fear and anxiety in their bodies, trying to get through the day, not comprehending why they feel the way they feel, and not sure how to express it.

This past week, our school counselor, Alex Elizarraga met with 6 of my students, multiple times, to talk through difficult emotions. These conversations were the most critical events that occurred in my classroom this week. While I helped the children to think through what two-thirds of 31 is, while I guided them through writing opinion paragraphs about why a spider makes the best pet, our counselor navigated our students through their very real personal life and death anxieties.

Yes, what I do is important. But equally as important, some would argue is more important, is what Alex was doing to keep those 6 students functioning emotionally.

Please remember. These children are in third grade. They are eight and nine years old.

Next year, Garfield will add 60 sixth graders to its rolls. These are middle school children who are launching into a famously volatile period of life. My fear is that with only one counselor at our school, those sixth graders will consume all that counselor's time. Who then will take care of my third graders who are experiencing suicidal ideation? That are having debilitating panic attacks?

We live in an extremely scary time that is affecting our children at younger and younger ages. One counselor is absolutely not sufficient for 430 students. Please. Allow Garfield to next year have two counselors: one for grades K - 3, and the other for grades 4 - 6. Thank you.

Sincerely,

Amelia Valadez Ingersoll

Maestra de 3*grado/3rd Grade DI Teacher

Escuela Primaria de Garfield/Garfield Elementary School



VII. CITY OF CORVALLIS TAX EXEMPTIONS (7:25 PM)

To: Corvallis 509J School Board
From: Christopher Jacobs, Economic Development Manager
Brigetta Olson, Housing and Neighborhood Services Manager
Date: April 16, 2026
Through: Ryan Noss, Superintendent
Subject: MUPTE and LIRPTE Resolutions



Action Requested

City of Corvallis Staff recommend the 509J School Board adopt the resolutions provided to approve the policy of providing Multi Unit Property Tax Exemptions (MUPTE) and Low-Income Rental Property Tax Exemptions (LIRPTE).

Strategic Plan Outcome Area

Economic Vitality: Foster a wide range of employment and housing opportunities where residents and businesses can prosper.

Background

On June 15, 2023 the Corvallis 509J School Board considered a report from the Superintendent and Legal Counsel about the proposed City Council Ordinances for Multi-Unit Property Tax Exemption and Low Income Rental Property Tax Exemption. In the interest of avoiding the need to call special meetings for the board to approve each application, the Corvallis 509J School Board delegated responsibility to review LIRPTE applications to the Superintendent. The Superintendent was authorized to approve project applications provided that there is a net positive or neutral financial impact to the school district.

The City entered into contract with a new City Attorney's Office following the retirement of our former City Attorneys and it was discovered that the way MUPTE and LIRPTE were adopted did not meet all of the procedural requirements of Oregon Revised Statutes. The new City Attorney recommended that staff go back and reapprove the previous actions following all of the processes outlined in state law. The main procedural lapse was that the original City Council did not include a public hearing (although testimony was available during Council Community Comments). That procedural error has been remedied through a reapproval by the City Council that included a public hearing.

The second procedural recommendation from the City Attorney is to reapprove the programs at both Benton County and 509J through the use of resolutions rather than motions. Last month, Benton County reapproved both programs by resolution and the proposed resolutions will complete the reapproval process.

Corvallis City Council has approved two applications under the MUPTE program following staff conferral and approval by the Superintendent. The parties believed at the time that the Superintendent had the authorization to approve MUPTE applications on behalf of the Corvallis 509J School District, similar to the authorization provided to approve LIRPTE applications if there is a net positive or neutral financial impact to the school district. Since these two projects have not completed construction, neither has yet received the benefit of the tax exemptions.

The two applications received under MUPTE are responsible for 354 units of market rate housing, more than doubling the number of residential units in Downtown Corvallis. The projects leverage a combined

investment of more than 158 million dollars and will generate more than 3 million dollars to support affordable housing through commitments to provide 10% of the total exemption value to an affordable housing fund and through the affordable housing construction excise tax. Although each of these projects require the full 10-year partial tax exemption, because the tax exemption does not apply to the land nor the commercial development, both of these projects will still increase the amount of property taxes generated even during the tax exemption period. For the School District, it is anticipated these two projects will generate more than \$100,000 in property taxes during the exemption period and almost half a million dollars annually after the 10-year partial exemption period expires (see Budget Impact section). However, due to the impact of the per pupil school funding formula, the benefit of the increased property taxes tends to be the State of Oregon, not the School District directly.

The Multiple Unit Property Tax Exemption (MUPTE) has proven to be a valuable tool in attracting mixed use housing development that would otherwise not have occurred in Downtown Corvallis and while the Low Income Rental Property Tax Exemption (LIRPTE) has not yet been utilized because many other funding sources can be used to support affordable housing, it is still a strategic resource the City would like to remain available.

Impact on Housing Need

As part of the statewide housing crisis, the State of Oregon has determined that Corvallis needs to construct an average of 519 new dwelling units every year which is a significant increase over its recent growth rates. As the City looks at how and where it will provide this new housing, it is important to recognize the impact different housing forms have on the community's limited land resources. When housing is provided in alignment with the City's land use and climate goals and concentrated in mixed use environments like the Downtown, a single block can provide about a year's worth of the community's housing production needs. The standard City block is approximately 1.45 acres in size.

If the annual housing needs were satisfied in low density residential neighborhoods of approximately 6 units per acre, the City would need to convert approximately 87 acres of undeveloped land into housing every year. If the annual housing need were satisfied at the densities common in the Corvallis post-WW2 housing boom era neighborhoods (where 1/3 acre lots were common), the City would need to convert approximately 173 acres of undeveloped land into housing every year. If the annual housing needs were satisfied at the densities of the Corvallis neighborhoods originally developed outside the city where densities of 1 unit per acre are common, the City would need to convert approximately 519 acres of undeveloped land into housing every year.

To help grasp the scale of these relative impacts from choice of urban form, the former tree farm at the NE corner of West Hills and 53rd that was recently cleared (Marys Annexation), created approximately 75 acres of developable land.

There are currently significant financial resources for the development of affordable housing at Oregon Housing and Community Services and therefore the LIRPTE program has not been needed yet. Although the LIRPTE program has not been utilized, the City of Corvallis has helped support the development of 358 new affordable apartments and 11 community land trust homes in the past couple of years. These apartments or homes are all occupied. In the next couple of years, we anticipate another 452 affordable apartments and 27 Community Land trust homes to be ready for occupancy.

The City of Corvallis, is of course, looking to increase all types of housing, but mixed-use development is now a top priority because for a number of reasons including:

- Is more climate friendly
- Provides housing choice for populations who want multi-family living but can't find enough of it and therefore are forced to displace other populations in lower density areas
- Is more cost effective by utilizing past investments in infrastructure

Conclusion

The Corvallis 509J School District Board is asked to approve the resolutions provided so the City of Corvallis can continue to operate its MUPTE and LIRPTE Programs to encourage housing production. Staff will continue to confer and seek a recommendation to approve or deny each application from the Superintendent on behalf of the Corvallis 509J School District Board before the City Council takes action to approve or deny requests under the exemption programs and this will be highlighted in the staff report.

Attachment(s)

Attachment A – Corvallis 509J Report on City of Corvallis Tax Exemption Ordinances June 15, 2023

Attachment B- Corvallis 509J Legal Opinion on MUPTE and LIRPTE Ordinances June 7, 2023

Attachment C- Corvallis 509J MUPTE Resolution

Attachment D- Corvallis 509J LIRPTE Resolution



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: June 15, 2023

Report on City of Corvallis Tax Exemption Ordinances

ACTION REQUESTED

Background

The Board received information about the City of Corvallis' proposed tax exemption ordinances at its February 9, 2023, meeting.

Based on the Board discussion at the February 9, 2023, meeting, Superintendent Noss has further investigated the MUPTE and LIRPTE processes with legal counsel. Legal counsel will present options to the Board.

Legal counsel has provided three options for the Board to consider. Superintendent Noss would like the Board to consider the third option offered. If the City of Corvallis passes an application along to the District, assuming that the Board generally favors the MUPTE and LIRPTE programs and uses metrics decided by the Board, if there would be a net financial gain or net financial neutrality from the approval of the LIRPTE application, the superintendent would be delegated the authority to approve the LIRPTE. If there is projected financial loss, then the Superintendent is not delegated the authority to concur with the LIRPTE, and the application must go before the Board to develop the District's opinion.

Cost Impact

There would be no cost to the District.

ACTION REQUESTED

Delegate authority to the superintendent to approve LIRPTE applications when there is a projected financial gain or net neutrality for the District.

MOTION REQUESTED

"I move to delegate authority to the superintendent to approve LIRPTE applications as long as there is projected financial gain or net financial neutrality for the District."



777 High Street, Suite 300
Eugene, OR 97401-2787

Mailing: P.O. Box 10747
Eugene, OR 97440-2747

Phone: 541-484-9292 / Fax: 541-343-1206
Email: edefreest@luvaascobb.com

ERIC S. DEFREEST
Attorney at Law

June 7, 2023

Corvallis School District
c/o Superintendent Ryan Noss, D.Ed.
ryan.noss@corvallis.k12.or.us

Sent via Email

Re: Attorney-Client Confidential Communication

Dear Corvallis School Board:

At the request of Superintendent Noss, we looked into the new ordinances passed by the City of Corvallis regarding property tax exemptions. Specifically the Multi-Unit Property Tax Exemption and the Low-Income Rental Housing Property Tax Exemption.

The Multi-Unit Property Tax Exemption (MUPTE) is a state-enabled program (ORS 307.600-307.637) designed to be an incentive for the development of residential properties in city centers and along transit corridors by allowing new multi-family units to be exempt from property taxes on the value of new residential construction for up to 10 years. Ordinance 2023-07 enacts MUPTE under Corvallis Code §§ 8.19.010-8.19.030.

Upon the City Manager receiving a MUPTE application and retaining an independent consultant to review the project's financial proforma, City Manager staff will "coordinate with other taxing districts to gain their support and approval." § 8.19.10(4). After the City Manager receives the staff's recommendation and comments, "but in no event later than 135 days following submission of the application, the City Manager will provide the Council with the City Manager's recommendation on the application and will provide to the Council the independent consultant's conclusions." § 8.19.10(4). Within Chapter 8.19 of the Corvallis Code, there is no requirement that taxing districts like the Corvallis School District must approve the plan. Additionally, there is no requirement under this chapter that all or a percentage of the taxing districts must approve the MUPTE application for it to be provided to City Council for a determination. This section only requires that staff coordinate with taxing districts to gain support and their approval of the MUPTE application. Although Corvallis School District will be approached by city staff to gain the District's support and approval of the MUPTE application, Corvallis School District is not required to take any affirmative action before the City may proceed.

The Low-Income Rental Housing Property Tax Exemption (LIRPTE), enacted by Ordinance 2023-08 under Corvallis Code §§ 8.20.010-8.20.080, operates a bit differently. A LIRPTE application will be submitted to the City Manager and staff will again "coordinate with taxing districts to gain their support and approval." It appears the City staff needs to provide the City Manager with its findings and

recommendations, including whether taxing districts support the application, with sufficient time for the City Manager to process the application and provide a written recommendation to the City Council to allow the Council to make a final decision within 30 days from submission of the application. The most important difference between the MUPTE and the LIRPTE is the provision that states, "if there is the support of 51% of the taxing districts and the Council approves the exemption, a resolution will be adopted containing the owner's name and address, a description of the housing unit, either the legal description of the property or the county assessor's property account number, any specific conditions upon which the approval of the application is based and if only a portion of the property is approved, a description of the portion that is approved." However, the result is the same in that it does not appear Corvallis School District needs to take any affirmative action, rather, it appears Corvallis School District will be approached by staff to gain its support and approval of the LIRPTE application.

We reached out to the City of Corvallis Housing & Neighborhood Services Department at housing@corvallisoregon.gov to inquire about the process of staff coordinating with taxing districts. We received an email response stating, "This is a new program and some of the logistical elements are still being developed." In other words, the City has not yet adopted a procedure to direct how City staff will "coordinate" with taxing districts. We pushed a little harder for specifics and received this response:

When a project comes forward seeking MUPTE or LIRPTE funding, the sequence of events would be similar to the following:

1. Application will be filed with the City Manager (delegated to the Housing and Neighborhood Services Division - HNS) along with the application fee.
2. Application will be reviewed by HNS staff for initial screening to ensure all requirements have been met, and to determine if the application complies with existing policy direction and applicable standards.
3. If #2 is satisfied then the project is reviewed by an independent outside professional financial consultant who will review the project's financial pro-forma, the cost of which is covered by the applicant's application fee.

At this point City staff will be reaching out to taxing districts regarding the pending application. Each taxing district will have their own individual processes for review. It's likely the City will reach out to the Corvallis School District because together the City and School District will be over the 51% taxing district threshold.

This is a new program and will be a work in progress. We understand we will need to adapt overtime.

4. If #3 is satisfied then the project would come to the City Council at a regular business meeting (possibly with an Executive Session before the regular business meeting for negotiation purposes).
5. The Council will review and if approved, adopt a resolution stating so and granting the property tax exemption. Depending on how the project came forward to the Council, the Council action could be the final approval or could be conditional if additional taxing authority approvals were needed to cross the 51% threshold. Of course, the Council is under no obligation to provide the benefit to any applicant and can adopt a resolution disapproving the application and denying the application.

Consistent with the MUPTE and LIRPTE ordinances, it appears City staff will approach the Corvallis School District to get District approval or disapproval of the MUPTE and LIRPTE applications. On a practical basis of efficiency, it is likely the City staff will approach Corvallis School District often since together with the City they represent 51% of the taxing districts, which aligns with the support percentage required for LIRPTE applications.

From the District's perspective, a substantive issue is who would hold the authority to respond to the City's request for the District's provisional concurrence on the proposed MUPTE or LIRPTE applications. More specifically, who has the authority to waive financial resources in the form of available tax revenues? The Board, and not the Superintendent, inherently holds the authority to approve/disapprove the City's proposed reduction of funding. The superintendent has (i) general supervision and management power of all district schools, personnel, and departments, (ii) represents the district in dealings with government agencies, and (iii) manages the district's facilities, funds, and programs effectively (see Code CB, CBA, and CA/CAA). While the Superintendent manages the funds available, technically the Superintendent does not have authority to waive financial resources. The Board, on the other hand, is (i) responsible for wise management of available resources, (ii) assuring sound fiscal management of district resources, and (iii) overseeing the district's financial affairs. (see Code BA and BBA). We concluded the Board likely holds the authority under its expansive financial authority to waive anticipated financial resources by supporting MUPTE or LIRPTE applications.

Complexity admittedly arises when an LIRPTE application is delivered to the District for approval on a tight time frame since the application needs a final decision from the City Council within 30 days from submission to the City Manager. There are a few ways to deal with this.

First, the Board could delegate authority to the Superintendent to concur with or oppose the applications that are submitted.

Second, the Board could keep their authority to concur with or oppose the applications that are submitted. This may very like result in emergency meetings in order to meet the city-imposed deadlines particularly in the case of a LIRPTE application.

Third and likely a pragmatic option, is to delegate limited authority to the Superintendent to express District concurrence or opposition according to certain identified metrics. For instance, by example for discussion:

The City of Corvallis receives a LIRPTE application for family housing. The City of Corvallis passes the application along to Superintendent Noss. Assuming that the Board is generally in favor of the MUPTE and LIRPTE programs and using metrics decided by the Board, if Superintendent Noss finds there would be a net financial gain or net financial neutrality from the approval of the LIRPTE application, such as more children will enter the district, then the superintendent is delegated the authority to approve the LIRPTE. However, if there is projected net financial loss then the Superintendent is not delegated the authority to concur with the LIRPTE and the application must go before the Board for development of the District's opinion. A net loss could occur where a proposed restrictive development would not likely contribute children to the district.

Please let me know if you have any additional questions or concerns.

Sincerely,

Eric S. DeFreest

ESD:tkg

VII.A. Resolution No. 26-0401 - Supporting City of Corvallis Multiple-Unit
Property Tax Exemption

Corvallis School District 509J
**Resolution supporting City of Corvallis Multiple-Unit
Property Tax Exemption policy under ORS 307.600 to 307.637
Resolution No. 26-0401**

WHEREAS, the City of Corvallis has adopted the State's Multiple-Unit Property Tax Exemption (MUPTE) policy pursuant to ORS 307.600 to 307.637; and

WHEREAS, the MUPTE enables the City Council to grant property tax exemptions of up to 10 years to qualified multi-unit housing projects to encourage higher density housing and redevelopment in certain areas within the City of Corvallis; and

WHEREAS, pursuant to ORS 307.606(1), if the combined rates of taxation of the governing body that adopted the exemption policy (Corvallis) and the taxing districts whose governing boards agree by resolution to the policy of providing tax exemptions for multiple-unit housing as provided in ORS 307.600 to 307.637 equal 51 percent or more of the total combined rate of taxation on the property granted the exemption, the County Assessor may exempt such property from all property taxes; and

WHEREAS, projects eligible for MUPTE are expected to have a net positive financial impact on the school district.

NOW, THEREFORE, BE IT RESOLVED THAT the School Board of Corvallis School District 509J agrees to the policy of providing tax exemptions for multiple-unit housing as provided in ORS 307.600 to 307.637 in the City of Corvallis.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon at its regular meeting this 16th day of April, 2026.

Moved by: _____ Seconded by: _____

Yes votes: _____ No votes: _____

Dated this _____ day of _____, 2026.

Signed:

Luhui Whitebear, Ph.D., School Board Chair

Ryan Noss, Ed.D., Superintendent

Attest:

Kim Nelson, Board Secretary

VII.B. Resolution No. 26-0402 - Supporting City of Corvallis Low Income
Rental Property Tax

VIII. WORK SESSION WITH KRISTEN MILES (OREGON SCHOOL BOARDS ASSOCIATION) (7:45 PM)*

April 2026

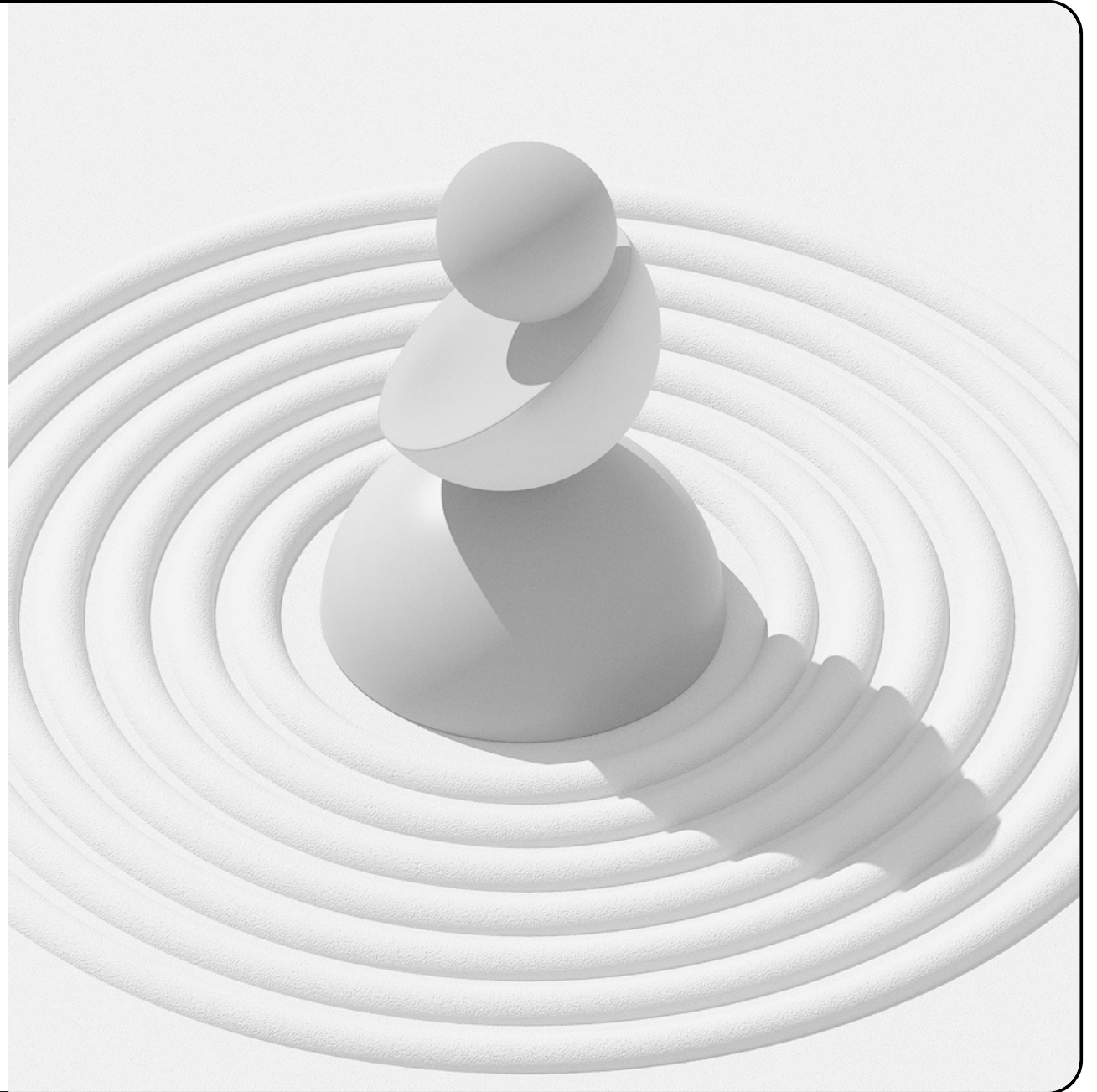
Kristen Miles, Ed.D.

Oregon School Boards Association

CORVALLIS SCHOOL BOARD COMMUNITY ENGAGEMENT WORKSHOP

WELCOME

- Introductions:
 - Name
 - Time on the board
 - What you hope to get out of today



In challenging environments, we tend to increase individual effort.

In governance, the solution is increasing system coherence.

Is the board a...

Thermometer

Reflecting the
community's
temperature

Thermostat

Setting the
environment for
progress

CRITICAL PROTOCOLS



PUBLIC COMMENT

- Qualitative data collection
- This is the time to listen
- Risks of responding:
 - Creating potential friction
 - Potential inequities in the system
 - Meeting management

INSTITUTIONALIZING THE WHY

APPLICATION OF INFORMED OVERSIGHT

1. The board should be able to point to clear rationale for all decisions.
2. Create a “statement of decision” or “fact base” as a single source of truth and rationale.
3. Link decisions (to other decisions) for the community so that they don’t feel like isolated traumas.
4. Decisions are part of a larger, data-informed strategy.

PRACTICAL SUGGESTIONS

1. Work Sessions: an opportunity to look at the financial, logistical, or student outcome data that inform your decisions
2. Town halls or listening sessions prior to major decisions.
 - a. Ask targeted questions
 - b. Be clear about what you are asking for
 - c. Be clear about how the information gathered will be used
3. “What we heard” during board meetings to reflect the community input that informed your big decisions

FOOD FOR THOUGHT

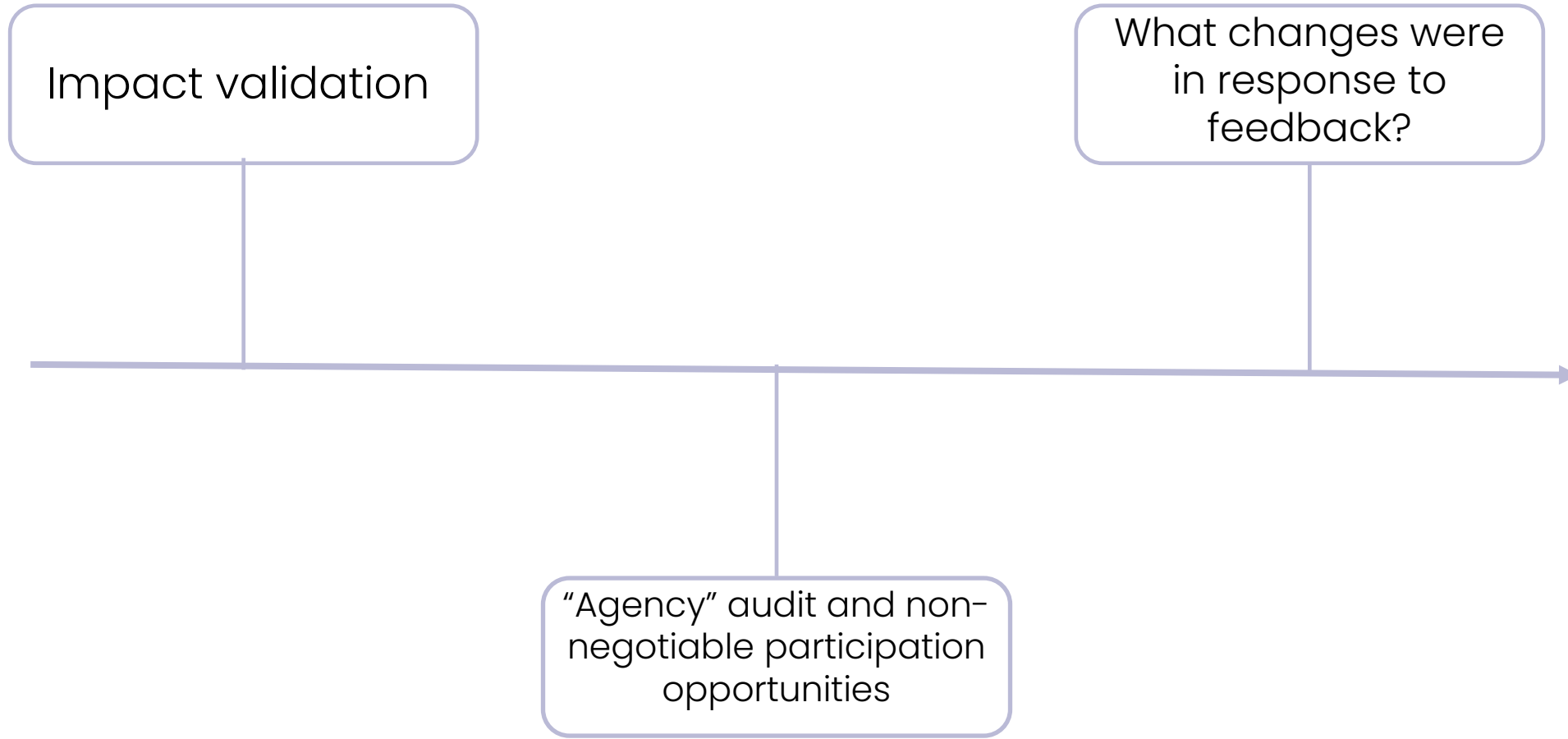


The board must be able to articulate the “why” before the community is expected to.



When the community provides feedback that is counter to the board’s decision, how can the board make the community feel they were heard?

PREVIEW OF REPAIR

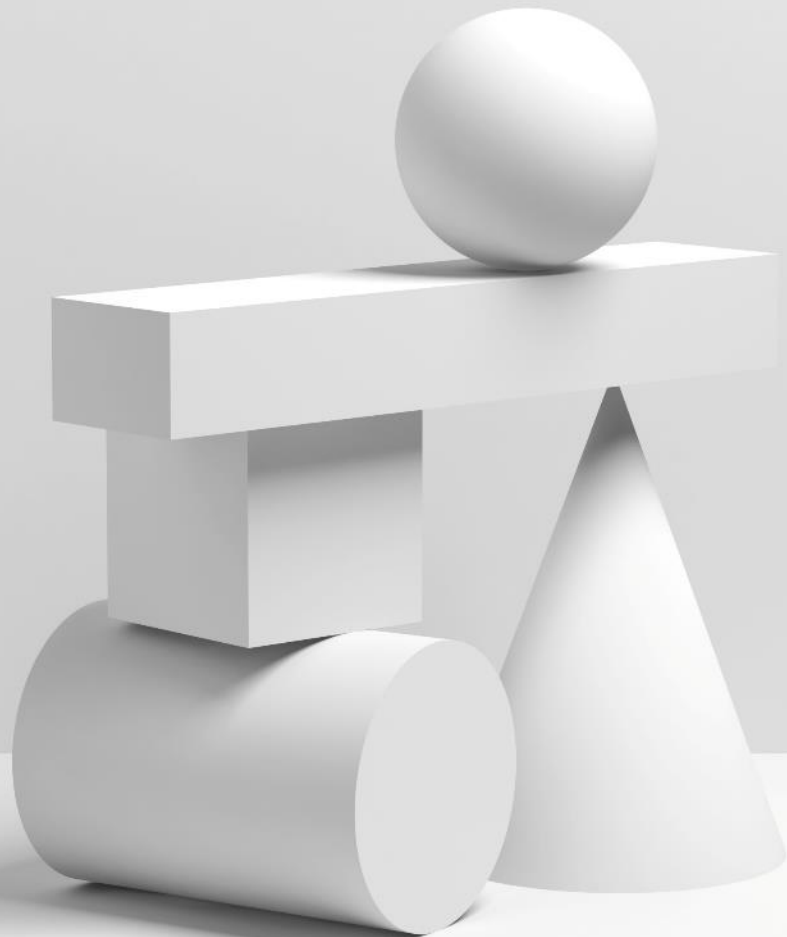




HOMework: WHAT IS ONE
PERCEPTION THAT YOU
WANT TO CHANGE?

NEXT TIME:

1. Updates
2. Navigating the gap of what is and what is desired
 - a. Current perceived situation re: community connection
 - b. Current community feedback opportunities
 - c. The board as messenger
3. Board and community expectations re: timeline for change
4. What does repair look like?



Q & A AND DISCUSSION

IX. CONSOLIDATED ACTION
IX.A. Board Meeting Schedule 2026-27



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Nelson, Board Secretary
Meeting Date: April 16, 2026

NO ACTION REQUESTED

2026-2027 Board of Directors Meeting Schedule – First Read

Background

Attached is the proposed meeting schedule for the 2026-2027 school year for board consideration. This draft largely mirrors the 2025-2026 while incorporating necessary adjustments for the upcoming year.

In developing this schedule, we considered a variety of factors, including:

- Major religious and cultural holidays
- Scheduled school district breaks
- Professional obligations for district leadership



A	August 12, 2026 – Retreat (Wednesday)
S	September 10, 2026 – Business Meeting
	September 24, 2026 – Special Meeting
O	October 8, 2026 – Business Meeting
	October 22, 2026 – Special Meeting
N	November 5, 2026 – Business Meeting
	November 19, 2026 – Special Meeting (SCORECARD) – Secondary
D	December 3, 2026 – Business Meeting
	December 17, 2026 – Special Meeting (SCORECARD) – Elementary
J	January 14, 2027 – Business Meeting
	January 21, 2027 – Special Meeting (SCORECARD) - Departments
F	February 4, 2027 – Business Meeting
	February 18, 2027 – Special Meeting
M	March 4, 2027 – Business Meeting
	March 18, 2027 – Special Meeting
A	April 1, 2027 – Business Meeting
	April 15, 2027 – Budget Committee Meeting
M	May 6, 2027 – Business Meeting
	May 20, 2027 – Budget Committee Meeting
	May 27, 2027 – Budget Committee Meeting
J	June 17, 2027 – Business Meeting

Meetings generally begin at 6:30 p.m. in the CSD District Office boardroom. Meeting times, locations, dates, and types are subject to change. Public comment is generally accepted only at business meetings. Current meeting agendas, supporting materials, and information about how to provide input to the School Board are available on the [School Board webpage](#). For more information, contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us.

IX.B. Non-Resident Transfer Spots



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: April 16, 2026

ACTION REQUESTED

Board Request—Non-Resident Transfer Spots

Background

Annually, the Board shall establish the number of non-resident student transfer requests into the district, for which consent will be given for the upcoming school year. Board Policy JECB-Admission of Nonresident Students and Administrative Regulation JECB-AR-Admission of Nonresident Students serve as guidance for the process by which transfers may be approved by Interdistrict Transfer Agreement.

Resident transfer requests were accepted during two windows between February 9 and April 5, 2026, for grades K-12 via an online application. After closing the second window on April 5, we had received a total of 398 applications, which is an increase in applications from our previous year's total of 253 applications.

Non-resident spots and the application will appear tomorrow on the District website. Should the number of applications exceed the number of approved spots, an equitable lottery process will be applied with Letitia Carson Elementary School and Cheldelin Middle School students, current Corvallis School District students, siblings, and students of staff members having priority. Priority will also be given to students requesting announced spots who have attended a public charter school located in the same district for which the student seeks admission.

For first-time approved non-resident transfer students, an interdistrict transfer form (from the resident district) must be completed, submitted, and approved by the resident school district in order to be released to attend a CSD school. Students approved for a transfer may remain until they finish the highest grade level in their current school. A subsequent application will be required when students move from elementary to junior and junior to high school. Students approved for transfer into the Dual Language Immersion (DLI) Program may continue in the DLI Program without applying for subsequent transfer requests.

Involvement

Staff members: Melissa Harder & Kristin Mahoney.

Cost Impact

ADM for attending non-resident students.

Function

Approval of limited spots to be made available for non-resident transfers. They are as follows:

School	K	1	2	3	4	5	6	7	8	9	10	11	12
Adams (Siblings Only)	2	0	0	0	0	0							
Bessie Coleman (Siblings Only)	2	0	0	0	0	0							
Garfield	8	5	0	0	0	0							
Kathryn Jones Harrison	5	5	0	0	0	0							
Lincoln	5	5	0	0	0	0							
Mt. View (K-8)	8	3	3	3	3	3	10	15	15				
Corvallis Junior High								5	5				
Corvallis HS (Siblings Only)										5	5	5	5
Crescent Valley HS										10	10	10	10

Motion Requested

I move to establish the proposed nonresident school openings for 2026-27 through the mutual agreement between districts' process outlined in ORS 339.127. In addition to the spots announced, non-resident siblings of current transfer students and students who have moved out of the District may apply to continue in the Corvallis School District as space allows.

IX.C. Minutes

IX.C.1. March 5, 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 6:32 p.m. 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>
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II. EXECUTIVE SESSION

The Board met at 5:15 PM in Executive (closed) Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.

III. ACKNOWLEDGMENT OF DEVELOPMENTAL DISABILITY AWARENESS MONTH

Board members read aloud Resolution No. 22-0205, Acknowledgment of Developmental Disability Awareness Month, celebrated annually in March to honor the contributions of people with disabilities. (The document is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

IV. BOARD MEMBER REPORTS

Director Largent reported on a follow-up visit to Lincoln Elementary School, where he met with students to provide updates on their previous requests and observed a math class. He also attended the regional robotics competition, highlighting the impressive engineering



work of students from Corvallis High School (CHS) and Crescent Valley High School (CV), and encouraged community attendance at future events.

Director Wang attended the Oregon School Boards Association Legislative Day in Salem, noting that it was impressive to see CHS and CV students engaged in civic advocacy. He served as a judge for the Boys and Girls Club of Corvallis Youth of the Year competition, which featured three district finalists. Additionally, he attended the initial session of the district's collective bargaining process.

Director Hawkins shared highlights from the Boys and Girls Club Youth of the Year luncheon and praised the inclusive environment of a recent Unified Basketball game. She expressed gratitude to staff and board members who participated in legislative advocacy in Salem. Finally, she highlighted a successful "newcomer" field trip organized by an Adams Elementary ELL teacher, which helped students practice language skills while navigating community resources like the post office and library.

Co-Vice Chair Tominey attended a recent Equity Team meeting that focused on integrating Black history into US history and featured middle school student leaders sharing their experiences and recommendations for bringing school communities together. She concluded by wishing the cast and crew of the high school production of *Footloose* a successful run.

Director Al-Abdrabbuh encouraged schools and PTAs to continue inviting board members to events, noting his desire to attend as many functions as his schedule allows. He reported on his recent "Government Corner" session at the public library, where he addressed constituent questions regarding enrollment data, the Corvallis Promise, and academic mandates. He also shared updates from Senator Wyden's town hall, specifically regarding the reauthorization of the Secure Rural Schools Act and its positive impact on statewide school funding.

Co-Vice Chair Jones attended the Boys and Girls Club Youth of the Year luncheon and praised the performances and choreography in the district's production of *Footloose*. She participated in an educational policy panel at LBCC to discuss the board's role in governance and attended the Oregon Department of Health Services (ODHS) Poverty Prevention work group. She specifically highlighted new outreach efforts to ensure GED students and parents are aware of their eligibility for the Oregon Opportunity Grant.

Chair Whitebear reported on her visit to the robotics scrimmage, thanking CV students for a tour of the "pit" and noting the value of high schoolers serving as role models for younger students. She attended the Corvallis Public Schools Foundation meeting, the Equity Committee, and the legislative advocacy day in Salem. She also praised the growth of student performers at the Linus Pauling Middle School winter theater production and encouraged the community to see *Footloose*.



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

Oregon School Boards Association (OSBA): Chair Whitebear reported on the recent advocacy day in Salem, held in partnership with several school board and administrator organizations. She noted that a primary focus was on requesting that the state utilize the Education Stability Fund to prevent projected K-12 funding decreases for the upcoming year. Chair Whitebear emphasized that the district is making difficult choices locally and urged state legislators to fulfill their role in stabilizing school budgets.

National School Boards Association (NSBA): Director Al-Abdrabbuh provided updates from the National School Board Association (NSBA), highlighting two key federal advocacy priorities: achieving full funding for special education and improving the recruitment and retention of the education workforce. He noted that there will soon be opportunities to nominate local educators to connect with national peers to advocate for these issues before Congress. Additionally, Director Al-Abdrabbuh announced his nomination for the position of NSBA Secretary-Treasurer. (The report is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

VI. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report, sharing highlights of happenings around the district as well as a consolidation update. (The report and slides are posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

VII. PUBLIC COMMENT

Will Rottenkolber, CSD Parent, expressed concerns regarding the declining rigor and reputation of the district, noting that many families move to Corvallis specifically for its schools. He criticized the current curriculum's shift toward "how to think" rather than academic knowledge and urged the board to prioritize measurable academic excellence to remain a competitive pillar of the community.

Madeline Rasor, CSD Student, shared testimony regarding her fear of school shootings and the lack of a perceived safety at school. She urged the board and state leaders to take more aggressive action on gun control and safety measures, stating that students cannot focus on learning and growth when they feel their physical safety is at risk.

Cecilia Cox, a CV Student, advocated for implementing educational lessons on Oregon's Extreme Risk Protection Order (ERPO) laws, or "red flag laws," in middle and high schools. She proposed using advisor slideshows to teach students how to identify and report dangerous behavior to prevent gun violence, noting that awareness of these legal tools is



currently very low. (The supporting document is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

Amanda McBride, CSD Parent, read a poem by teacher Kira Mud highlighting the immense workload, emotional labor, and lack of compensated time experienced by educators. She urged the board to consider staff mental health during the upcoming school consolidations, emphasizing that teachers are often forced to choose between their professional obligations and their families.

Susie Colyer, CSD Community Member, representing the Boys and Girls Club of Corvallis, expressed a desire to expand the district's existing partnership to strengthen workforce readiness. She detailed current programs that provide 150 local teens with hands-on experience in retail and food service, as well as paid internships, to ensure they graduate "future ready."

Patricia Von Glahn, CSD Community Member, raised concerns about classroom safety and behavioral issues, specifically citing traumatic incidents at Mountain View and Linus Pauling. She requested an independent professional audit of the educational business merger to ensure transparency in the consolidation and argued that administrative positions should be cut before teaching staff.

Keta Tom, CSD Community Member, advocated expanding the "core knowledge" curriculum used at Franklin School, arguing it offers the best path to social mobility and academic success. (Ms. Tom's full statement is posted in the meeting information packet and will be archived in the 2025-26 board records.)

Naomi Hartman, CSD Teacher, advocated for restoring elementary music and visual arts minutes, arguing that the arts are essential to brain development and academic success. (Ms. Hartman's full statement is posted in the meeting information packet and will be archived in the 2025-26 board records.)

Julie Alexander, CSD Parent, highlighted transportation inequities, noting that students in Title I schools and those at College Hill face significantly longer commute times, and urged the district to work with the city to improve safety infrastructure for walkers and bikers ahead of the consolidation. (Ms. Alexander's full statement is posted in the meeting information packet and will be archived in the 2025-26 board records.)

Odin Spears, a CSD Student, requested more independent reading time focused on nonfiction books, increased recess minutes, and suggested that allowing students more time to move during the day would reduce behavioral issues and help them stay focused in class. (Mr. Spears' full statement is posted in the meeting information packet and will be archived in the 2025-26 board records.)

Heather Rankin, CSD Parent, expressed concern over the school choice lottery transportation policy, arguing that not guaranteeing buses for displaced families from Leticia Carson and



Cheldelin creates an inequitable system. She also questioned the board’s data sets regarding school-aged populations and urged an immediate equity review of transportation routes.

Leo Spears, a CSD Student, expressed concerns about the pace of the current math curriculum, noting that many students are being taught long division significantly later than in previous years. While praising his teachers' efforts to provide more challenging material, he advocated for a more rigorous math program that would allow high-performing students to work ahead and prevent them from being held back by a slow instructional pace.

Denise Hughes-Tafen, CSD Parent, acknowledged Developmental Disability Awareness Month and thanked staff for their support. She encouraged the board to consider how high-level discussions about consolidation and innovation translate into actual support for students with disabilities at the ground level.

The board took a break and then resumed the meeting

VIII. 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT (PAGES) UPDATE

After School Program Coordinator Emily Pedersen and Elementary Coordinator Amy Lesan presented an update on the “Pages” program and answered questions from board members. (The report and slides are posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

IX. ANNUAL COMPREHENSIVE FINANCIAL REPORT (ACFR) 2024-25

Finance Director Lauren Wolfe provided the report to the Board for review before the meeting. At the meeting, she provided highlights and engaged the Board in discussion. (The report is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

X. SUPERINTENDENT'S 2025-26 EVALUATION

Chair Whitebear noted that every Board member provided input for Superintendent Noss’s evaluation. (The written report is posted online with the informational packet of this meeting and will be filed with the official 2025-26 Board records)

Chair Whitebear read aloud the following executive summary of the superintendent’s evaluation:

“There were areas of growth identified by board members, which were also highlighted by Dr. Noss in his report. Both board members and Superintendent Noss reviewed key metrics to discuss areas of concern. Board members pointed out ways in which they see the district moving towards addressing those needs as well as suggestions on how to address them.”



Ryan's leadership managing and responding to unexpected changes shows in how he managed to support the school board moving toward achieving its excellent learning experience goals. Since 2014, 825 students have earned their Seal of Biliteracy/Multiliteracy, 102 of them last year alone. The district is now at levels with a 90% graduation rate. Students participating in one of the 11 Career and Technical Education programs and pathways have shown stronger engagement in school with their graduation rates at 96% for those who participate in at least 0.5 credit and for those enrolled in a CTE Concentrator maintaining their graduation rate at 99% for the second year. Students with disabilities graduating increased significantly as well.

The board also recognizes the areas in which the district leads the state in metrics related to math and reading levels. Districtwide data continues to trend in a positive direction following the significant impacts of the COVID-19 pandemic. Areas that need to be addressed were recognized by both Superintendent Noss and the board, which include students navigating poverty and students with disabilities. The board acknowledges the opportunities for growth in reading scores which are being addressed through in-depth instructional support in reading, training over 112 staff members in Science of Reading courses. The future investments planned for Title I school support in math are recognized as steps in addressing this area. The board looks forward to seeing how these investments help address academic areas of concern so the district continues to grow positively.

Under Ryan's leadership, the district has continued to support opportunities for students that allow them to explore their own personal goals while opening their minds up to new possibilities as well. From community career fairs to a wide range of CSD programs (culinary arts; construction; urban farm; music, arts, and theater; digital media; early childhood; health professionals), students continue to have more opportunities than they have in the past to connect their learning in school with what is happening in the community as they develop their own future goals. The board applauds Ryan's leadership in creating relevant and engaging learning at the high school level.

Ryan has made tremendous efforts in cultivating schools and a district that promotes wellness through social, emotional, mental and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of all students. Results from the youth truth survey reflect ongoing improvements in wellness for students and staff, particularly in mental health. Having embedded social and emotional learning curricula across all grade levels continues to help promote well-being for students as well as critical skills that support their learning and being a good friend/community member/learner. The board also recognizes areas of concern highlighted, particularly for Native American and Pacific Islander students in the secondary level as well as students impacted by immigration issues. Prioritizing counseling support, mental health support, and access to physical/medical health referrals continues to be an invaluable resource to students and their families that CSD provides (e.g., dental and vision screenings). The circumstances our community and students are navigating are tremendously challenging. The board closely monitors outcomes related to the goal of healthy communities



including students receiving programs and services that can help them navigate these challenges.

The board recognizes there are issues with community trust that will require a great deal of work to repair and there is a need to identify ways to unify our district. There will be other hard decisions ahead. We need to engage more, communicate more, and provide a feedback loop that makes people feel heard. The board recognizes that this effort does not rest solely on the shoulders of Superintendent Noss and looks forward to partnering with him on these efforts.

Ryan has shown a tremendous level of ethics, leadership, caring communication, and strong stewardship of the financial stability of the organization. He has shown ability to operate the district toward its goals and implement strategic plans that may be difficult and unpopular but are grounded by focusing on what is best for children. Corvallis is fortunate to have Ryan's leadership as we navigate the rough seas of inadequate and poorly allocated state and federal funding for public education. There is no such thing as perfect in public education, but there is thoughtful and deliberate recalibration to keep things as steady as possible. This is something Ryan does well. Our staff and students will experience far less volatility because he is willing to make hard choices now to prevent harder choices later. It is hard to imagine where the district would be without Ryan's leadership to endure a global pandemic and begin to recover educational impacts of it only to immediately face significant negative budget impacts over multiple years. Even still, through Ryan's leadership, the district continues to lead in state metrics at a districtwide level. There are multiple supports in place that indicate this is a district where students are valued and families matter. The board is confident in Superintendent Ryan Noss' ability to continue to lead the district during a pivotal time."

XI. K-12 SOCIAL SCIENCE ADOPTION POSTPONEMENT

High School Coordinator Nikki McFarland, Middle School Coordinator Kim Johnson, and Middle School Coordinator Amy Lesan presented a curriculum adoption update and answered questions from the Board. (The report and slides are posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Co-Vice Chair Tominey to postpone adoption of K-12 Social Science material for one year.

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

XII. CONSOLIDATED ACTION

The Board pulled item XII.A. for discussion.

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Largent to adopt the consolidated action items as submitted.

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

- A. Osborn Structural Repair Project - Prequalification of Bidders**
- B. Budget Committee Appointment**
- C. Licensed Personnel Action, Including Annual Contract Renewals**
- D. Non-Represented Employee Benefits and Compensation**
- E. Executive Team Contracts**
- F. Minutes – February 5, 2026; February 19, 2026**

XIII. CONSOLIDATED INFORMATION

There was no discussion.

- A. January Financial Summary (Unaudited)**

XIV. BOARD MEMBER COMMENTS

Co-Vice Chair Tominey acknowledged Classified Appreciation Week, expressing deep gratitude to classified staff for their essential role in supporting students and families. She



also thanked those who provided public testimony and noted she would be reflecting on the diverse topics shared.

Director Wang expressed appreciation for the volunteers participating in the upcoming Career Day at Oregon State University and encouraged participants to wear green in support.

Director Al-Abdrabbuh shared a report on the potential relocation of a major employer's campus to Corvallis, noting the impact this may have on local housing and schools. He also offered a deeply personal reflection on the escalating conflicts in the Middle East, drawing parallels between his childhood memories of the Gulf War and the current trauma being navigated by family members in his ancestral lands. He emphasized that the district must hold space for the diverse truths of our Iranian, Israeli, Arab, and neighboring communities, urging the district to provide trauma-informed resources and foster a school environment rooted in compassion and dialogue for all families affected by the uncertainty in the region.

Director Hawkins inquired about the district's specific strategies for supporting families and staff, including translators and equity committee members, during international conflicts. She also requested a follow-up meeting with students who expressed concerns about school safety to address their fears and share existing safety measures.

Director Largent reflected on the board's annual reading, *The Future is Disabled*, and the importance of reimagining the context of disability in schools. He emphasized the need to challenge ableism and adhere to the principle of "nothing about us without us" by ensuring the voices of the neurodiverse and disabled communities are prioritized in leadership decisions.

Chair Whitebear reiterated that the board's shared readings represent a formal commitment to continuous learning and better supporting the diverse needs of students and staff. She also proposed exploring alternative times for community engagement—such as weekday evenings—to better accommodate parents with Saturday commitments. Finally, she reminded the community that the board is available via email and personal meetings for those seeking clarity on district issues.

XV. ADJOURNMENT

With no further business, the meeting was adjourned at 9:50 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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IX.C.2. March 12, 2026



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

I. CALL TO ORDER

The meeting was called to order at 6:34 p.m. 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 Byron Bethards, Ed.D., SG&E Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Ayeh Akhavan-Heidari, CHS Jack Martin, CHHS</p>
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II. STUDENT REPRESENTATIVE REPORTS

Student representatives provided highlights from around the district including the academic progress of various specialized classes, the steady momentum of athletic programs, and the fine arts departments' preparations for upcoming graduation ceremonies. Student leaders are organizing experiential team-building trips and finalizing details for year-end formal events. Furthermore, the student body remains active in fundraising for class gifts and continues to engage in outreach by sharing their educational experiences with visitors.

III. WORK SESSION WITH THE CORVALLIS PUBLIC SCHOOLS FOUNDATION

The joint session began with introductions from Corvallis Public Schools Foundation (CPSF) members, the school board, student representatives, and district administration. The Board was joined by CPSF Executive Director Angela Hibbard and board members Mark Goheen, Yan Wang, Nina Erlich Williams, Rick Wallace, Julie Penry, Hope Rogers, Gordon Zimmerman, and Elisia Harder.

Angela Hibbard and the CPSF board shared updates from the past year and highlighted that the Hands Across Corvallis fundraising event surpassed the \$128,000 goal with strong community support.



Student Growth and Experience Director Byron Bethards introduced “The Corvallis Promise,” detailing core values, board goals, instructional promises, and a profile of a graduate.

Superintendent Noss led breakout groups to discuss District-Foundation alignment and the implementation of the “Corvallis Promise.” Groups identified new information for cross-board sharing, collaborative strategies for success, and potential obstacles to implementation.

Director Largent was excused at 7:44 p.m.

The Board concluded with a summary of the breakout discussions focused on the alignment between the District’s “Corvallis Promise” and the Foundation’s strategic support. The following key themes emerged as the primary drivers for the coming year:

- **Integrated Student Support:** Successful alignment of Imagine and Yea! Grants are fostering early career-based learning. Collaborative summer programs continue to show a measurable positive impact on graduation rates.
- **Removing Barriers:** A shared commitment remains to identify and eliminate systemic obstacles for underrepresented students, ensuring that the Foundation’s resources are directed where they can bridge the most significant gaps.
- **Communication & Wellness:** Trustees emphasized the need for story-driven communication to highlight student success. Additionally, supporting staff wellness was identified as a critical factor in navigating regional transitions and resource limitations.
- **Strategic Compass:** Both boards reaffirmed that the “Community Commitments” and educator-led innovations will serve as the guiding framework for long-term planning and student success.

IV. ADJOURNMENT

With no further business, the meeting was adjourned at 8:39 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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IX.D. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Human Resources Director
Meeting Date: April 2026

Licensed Personnel Action

ACTION REQUESTED

Resignation/Retirement

Name	Position	FTE	Building	Effective	Notes
Gevatosky, Mary	Special Education Teacher	1.0	Linus Pauling Middle	6/30/2026	Retirement
Wiseman, Brian	Math Teacher/Layoff	.4/.6	Linus Pauling Middle	6/30/2026	Resignation

MOTION REQUESTED:

“I move to approve the Licensed Personnel action as submitted.”

X. CONSOLIDATED INFORMATION
X.A. February Financial Summary (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: April 16, 2026

February Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending February 28, 2025 and February 28, 2026 follows this report. Year-to-date operating revenues through the end of February 2026 total \$82.4 million or 83.90% of total budgeted operating revenues as compared to \$80.4 million or 82.8% through the end of February 2025.

Year-to-date operating expenditures through the end of February 2026 total \$56.4 million or 54.56% of total budgeted operating expenditures as compared to \$51.1 million or 51.78% through the end of February 2025.

Currently, the projected general fund ending balance is \$14,115,966 or 14.29% of total resources net of the beginning fund balance.

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 February 28, 2026
2. Schedule of Investments as of February 28, 2026



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2025 - 2026 Financial Summary

For the Period Ending February 28, 2026

	2024 - 2025 YTD Actuals	Prior Year % of Actual	2025 - 2026 Amended Budget	2025 - 2026 YTD Actuals	% of Budget	Annual Forecast	Variance Favorable/ (Unfavorable)
RESOURCES							
Operating Revenues							
Local Property Tax Revenue	\$ 33,796,271	95.23%	\$ 36,632,983	\$ 35,041,262	95.65%	\$ 37,018,718	\$ 385,735
Local Option Levy	\$ 10,016,495	95.24%	10,853,047	10,354,998	95.41%	10,879,046	25,999
Other Local Sources	\$ 2,210,344	59.16%	3,232,500	1,767,155	54.67%	2,978,304	(254,196)
Intermediate Sources	\$ 147,567	14.06%	875,000	340,538	38.92%	1,012,668	137,668
State School Fund	\$ 33,336,631	76.58%	44,944,068	33,892,655	75.41%	44,960,334	16,266
Other State Resources	\$ 670,770	-%	1,385,023	781,813	56.45%	1,456,813	71,790
Federal Sources	\$ 178,733	47.85%	327,000	240,229	73.46%	446,962	119,962
Other Sources	\$ 3,100	100.00%	5,000	15,827	-%	20,000	15,000
Total Operating Revenues	\$ 80,359,913	82.80%	\$ 98,254,621	\$ 82,434,477	83.90%	\$ 98,772,845	\$ 518,224
Beginning Fund Balance	\$ 19,386,615	100.00%	17,330,395	17,916,300	103.38%	17,916,300	585,905
TOTAL RESOURCES	\$ 99,746,527	85.66%	\$ 115,585,016	\$ 100,350,777	86.82%	\$ 116,689,145	\$ 1,104,129
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 25,858,038	53.57%	\$ 50,804,776	\$ 27,308,914	53.75%	\$ 50,219,902	\$ 584,874
Associated Payroll Costs	14,601,905	52.64%	27,784,726	16,166,353	58.18%	30,483,658	(2,698,932)
Purchased Services	7,829,695	53.21%	15,678,551	8,424,068	53.73%	14,093,367	1,585,184
Supplies and Materials	1,623,850	56.92%	3,676,748	2,806,470	76.33%	3,492,827	183,921
Capital Outlay	89,672	40.56%	82,000	33,148	40.42%	33,148	48,852
Other Objects	1,127,233	54.44%	2,687,847	1,621,300	60.32%	1,661,737	1,026,110
Transfers	\$ -	-%	2,588,540	-	-%	2,588,540	-
Total Operating Expenditures	\$ 51,130,392	51.78%	\$ 103,303,188	\$ 56,360,253	54.56%	\$ 102,573,179	\$ 730,009
Contingencies	-	-	7,369,097	-	-%	-	-
Unappropriated Ending Fund Balance	-	-	4,912,731	-	-%	-	-
TOTAL REQUIREMENTS	\$ 51,130,392	51.78%	\$ 115,585,016	\$ 56,360,253	48.76%	\$ 102,573,179	\$ 730,009

***District Policy requires an ending fund balance of no less than 12.5%*

****PROJECTED ENDING FUND BALANCE \$ 14,115,966**
14.29%

Corvallis School District 509J
 Schedule of Investments
 February 28, 2026

<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%		58,914,832	
Total Investments Inside of Local Government Investment Pool 1						\$ 58,914,832
<p>1 The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows is \$63,387,000. Local governments must remove pass-through funds that result in an account balance in the pool in excess of \$30 million within 10 business days.</p>						
Total Investments						\$ 58,914,832

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%

X.B. Board Policies -- **FOR INFORMATION**

X.B.1. Policy DN - Disposal of District Property



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Finance Director
Meeting Date: April 16, 2026

NO ACTION REQUIRED

Board Policy DN - Disposal of District Property

Background

This proposed update is designed to streamline the management of surplus assets by modernizing outdated procedural requirements. These changes will allow the District to process the removal of obsolete or damaged items more quickly, freeing up storage space and ensuring the operational staff can focus on activities more impactful for students.

Involvement

Finance and Operations Department staff.

Cost Impact

None.

ACTION REQUESTED:

Review of revised policy.

MOTION REQUESTED:

None.



Corvallis

SCHOOL DISTRICT

Code: DN

Adopted: 1/11/99

Readopted: 4/11/16

Revised:

Disposal of District Property

~~The Board may, at any time, declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair, or obsolete.~~

~~If reasonable attempts to dispose of surplus property fails to produce a monetary return to the district, the Board may dispose of it in another manner.~~

~~If the district property was purchased with state, federal, or private grant funds, disposal of the property shall be made as outlined in the grant or by state or federal regulations.~~

The Board shall have the ultimate authority to dispose of all equipment and supplies owned by the district that are no longer required for school purposes. To ensure efficient operations, the Superintendent or Finance Director is authorized to manage the disposal of obsolete, surplus, or damaged property in accordance with the following procedures:

1. The Superintendent or Finance Director is authorized to declare district personal property as surplus when its estimated value is less than \$10,000. For items estimated to exceed this value, or for any real property, the Board will pass a formal resolution declaring the property surplus.
2. Items estimated by the Finance Director to have a value of less than \$2,500 may be sold at prices estimated to be the market values of the items, or through a simplified sale process.
3. Property or materials estimated to be greater than \$2,500 shall be sold through a formal bidding procedure, public auction (including electronic auction services), or other methods compliant with Public Contracting Code.
4. All sales will be recorded by item, price, and buyer to ensure transparency.
5. If public sales fail to produce any interested buyers or bidders, remaining unsold materials may be disposed of as scrap or junk or be donated to appropriate charitable or educational agencies.
6. Grant-Funded Property: If the district property was purchased with state, federal, or private grant funds, disposal of the property shall be made as outlined in the grant or by applicable state or federal regulations.

END OF POLICY

Legal Reference(s):

[ORS 279B.055](#)

[ORS Chapters 279A, 279B](#) and [279C](#)

[ORS 332.155](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

Cross Reference(s):

DID - Property Inventories

EDBA - Maintenance and Control of Activity Equipment

- XI. BOARD MEMBER COMMENTS
- XII. ADJOURNMENT (9:30 PM)*