



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Thursday, May 7, 2026 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

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

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Thursday, May 7, 2026
6:30 PM

AGENDA

Business Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, May 7, 2026, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL (6:30 PM)*
- II. ACKNOWLEDGMENT OF ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH

Corvallis School District 509J
**ACKNOWLEDGEMENT OF ASIAN AMERICAN AND
PACIFIC ISLANDER HERITAGE MONTH**
Resolution Number 22-0401

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Asian Americans and Pacific Islanders; 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, Asian American and Pacific Islander Heritage Month grew out of efforts of former Capitol Hill staffer Jeanie Jew in the 1970s; and

WHEREAS, Asian-Pacific Heritage Week was first proclaimed by the U.S. House of Representatives in 1977; and

WHEREAS, Asian American and Pacific Islander Heritage Month has been proclaimed by several states since; and

WHEREAS, Asian Americans and Pacific Islanders are largely left out of academic discourse; and

WHEREAS, members of the Asian American community have historically been subjected to exclusionary laws, discriminatory policies, segregation, and internment, and continue to be targeted by anti-Asian violence and actions of hate; and

WHEREAS, Oregon proclaimed April as Asian American and Pacific Islander Heritage Month permanently in 2021; and

WHEREAS, what was then called Asian-Pacific Heritage Month was first proclaimed at the national level in 1978; and

WHEREAS, Asian Americans and Pacific Islanders have contributed to the history and collective future of Corvallis and Benton County, Oregon; and

WHEREAS, Asian American and Pacific Islander Heritage Month provides an opportunity to continue the District's growth in learning about the many contributions of Asian Americans and Pacific Islanders 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 committed 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, BE IT RESOLVED that the Board of Education of the Corvallis School District:

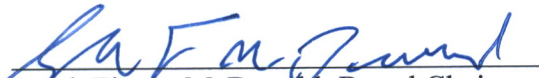
does hereby proclaim **May 2022**, as well as each May annually, as **Asian American and Pacific Islander Heritage Month** in the District and strongly encourages students, families, staff, and community members to join in existing local celebrations;

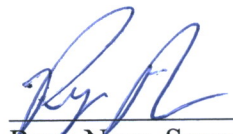
and encourages all schools in the District to help highlight this month in grade-appropriate ways as well as highlight the contributions of all Asian American and Pacific Islander peoples to the local community, nation, and beyond, both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 14th day of April, 2022.

Signed:

Attested:


Sarah Finger McDonald, Board Chair


Ryan Noss, Superintendent



Corvallis
SCHOOL DISTRICT

III. ACKNOWLEDGMENT OF JEWISH AMERICAN MONTH

Corvallis School District 509J

ACKNOWLEDGEMENT OF JEWISH AMERICAN HERITAGE MONTH

Resolution Number 25-0501

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Jewish Americans, including people who identify as Jewish American by ancestry, culture, and/or ethnicity; and

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

WHEREAS, Jewish American Heritage Month grew out of efforts led by Jewish American leaders and politicians to recognize the many contributions of Jewish Americans to United States history and culture; and

WHEREAS, beginning in April 1980, the United States Congress designated one week as Jewish Heritage week; and

WHEREAS, Jewish American Heritage Month was first recognized nationally in 2006; and

WHEREAS, Jewish American Heritage Month has been proclaimed by several states, including Oregon since that time; and

WHEREAS, representation of diversity in the contributions of Jewish American people-past and present-has been limited in academic learning; and

WHEREAS, Jewish Americans have historically been and continue to be targeted by antisemitism, genocide, violence, and acts of hate; and

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

WHEREAS, Jewish American History Month provides an opportunity to continue the District's growth in learning about the many contributions of Jewish 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 **May 2025** as well as each May annually, as **Jewish American Heritage
Month** in the District and strongly encourage students, families, staff, and community members
to join in existing local celebrations;

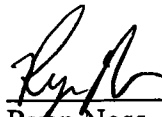
and encourage all schools in the district to help highlight this month in grade appropriate ways as
well as highlight the broad and diverse societal contributions of all Jewish American peoples to
the local community, nation, and beyond both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn
counties, Oregon, at its regular meeting this 8th day of May, 2025.

Signed:


Lunui Whitebear, Board Chair

Attested:


Ryan Noss, Superintendent



Corvallis
SCHOOL DISTRICT

IV. BOARD MEMBER REPORTS



Nelson, Kimberly <kimberly.nelson@corvallis.k12.or.us>

Fw: ANNOUNCING: NSBA Policy Leadership Cohort

1 message

Sami Al-Abdrabbuh <sami@corvallis.k12.or.us>
To: "board@corvallis.k12.or.us" <board@corvallis.k12.or.us>
Cc: "sami@corvallis.k12.or.us" <sami@corvallis.k12.or.us>

Thu, May 7, 2026 at 6:31 PM

Team,
I will be speaking about this in today's report

--

Sincerely,
Sami Al-Abdrabbuh, Ph.D.
Secretary-Treasurer | National School Board Association (NSBA)
Director - Position #1 | Corvallis Board of Education
c.541-283-6611

Transforming public education, board by board.

PUBLIC RECORD DISCLAIMER: This e-mail message is a public record of the Corvallis School District 509J. The contents may be subject to public disclosure under Oregon Public Records Law and subject to the State of Oregon Records Retention Schedules.

From: National School Boards Association <nsba@nsba.org>
Sent: Wednesday, May 6, 2026 2:25 PM
To: sami@corvallis.k12.or.us <sami@corvallis.k12.or.us>
Subject: ANNOUNCING: NSBA Policy Leadership Cohort



The **National School Boards Association (NSBA)** invites you to apply for the **Policy Leadership Cohort** — a six-month professional learning experience designed specifically for school board members seeking to lead on two of education's most urgent governance challenges: **supporting students with disabilities** and **strengthening the educator pipeline**.

Choose Your Cohort Track

Participants will select one focus area for intensive study and a capstone project:

1. **Special Education (SPED) Governance**
Strengthen oversight under IDEA, advance inclusive practices, and use data-driven insights to improve outcomes for students with disabilities.
2. **Educator Recruitment & Retention**
Address teacher shortages through strategic workforce planning, "grow-your-own" pipeline programs, and policy levers such as compensation and leadership pathways.

Program Structure



What You'll Gain

- A national peer network of school board leaders committed to governance excellence
- A personalized Advocacy Roadmap connecting local, state, and federal policy
- Advocacy and media training to amplify your voice and influence
- A Board-Ready Capstone Policy Action Plan — immediately actionable in your district
- Potential recognition as an NSBA Policy Leadership Fellow

Who Should Apply

- School board members
- Board chairs and vice chairs
- Policy or legislative committee chairs
- State association leadership

Apply Now

Don't miss this opportunity to deepen your leadership, build lasting national connections, and drive meaningful policy change in your district.



National School Boards Association
1680 Duke St, Fl 2, Alexandria, VA 22314
Phone: (703) 838-6722



Corvallis
SCHOOL DISTRICT

V. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the May 7, 2026, meeting.

Certified Appreciation Week

This week, May 4-8, is Certified Appreciation Week. This week, we celebrate our certified teachers, speech-language pathologists, language development specialists, mental health therapists, counselors, and nurses. Please join me in thanking our staff!

Upcoming Graduations

I want to ensure everyone has the information on our upcoming graduation ceremonies. I know these are on your calendars, but for folks watching or listening, this is good info for them.

Native Student Graduation Ceremony

We will recognize our Native graduates at 5:30 p.m. on Wednesday, May 27, at Linus Pauling Middle School.

Dual Language Immersion

We will recognize the graduation of our DLI students at the Corvallis High School theater at 5:30 pm on Friday, May 29.

Black High School Graduation

The African American Youth Leadership Coalition will be recognizing Black graduates from across our region at 4:00 p.m. on Sunday, May 31, at the Corvallis Community Center.

WINGS

We will recognize the graduation of our WINGS program students at Crescent Valley High School at 6:00 p.m. on Wednesday, June 3.

Life Skills Graduation

We will recognize the graduation of our Life Skills students at the Corvallis High School theater at 10:30 on Thursday, June 4.

College Hill High School

We will recognize the graduation of our College Hill students at College Hill High School from 7:00 to 8:00 p.m. on Thursday, June 4.

Corvallis High School

We will recognize the graduation of our Corvallis High School students at Gill Coliseum from 5:00 to 7:00 p.m. on Friday, June 5.

Crescent Valley High School

We will recognize the graduation of our Crescent Valley High School students at Crescent Valley from 7:00 to 9:00 p.m. on Friday, June 5.

We look forward to these each year to celebrate our graduates as they prepare for their futures.

Summer Programming

Because of the generous support from the Corvallis Public Schools Foundation, we are able to offer summer programming again. The priority area is credit recovery for high school students, but the Foundation is also supporting the Bridges Summer Program, the College Hill Urban Farm, and Family Advocate support.

Final Meeting for Our Student Board Representatives

Tonight is our last board meeting with this group of student representatives. Thank you for your time and energy over the past several months. To our seniors: congratulations on graduating. We are excited to see where you go from here and wish you the very best. To those of you returning to the district next year, we are looking forward to seeing what you will accomplish next.

Consolidation Updates

Programming	● Completed our Family and Community Information Nights ● Table at the Corvallis Farmers Market ○ May 16 ○ June 13 ○ August 8 ● Table at Open Streets Corvallis on June 29 ● Bringing together groups of staff to plan for starting the year strong, ○ Special shoutout to Erica Chaney from the CIMC who is working through a detailed plan to ensure staff have the curriculum and materials they need to start the school year ● Developing a differentiated professional learning plan for all staff next year
Facilities and Transportation	● Conducting staff meetings to talk about packing and move logistics ● Conducting furniture inventories and standardizing furniture sets for classrooms ● Set up office hours for staff with the move manager the week of May 26 for K-6 and K-8
Student Transitions	● School teams from across the district visited Letitia Carson this week to meet with students attending their schools next year ● Later this month, Letitia Carson students will visit their new schools

	● Joint Linus Pauling and Cheldelin assembly on June 3 for current 6th and 7th graders to announce the new mascot (this is while 8th graders will be on the annual Mary's Peak field trip)
Transfers	● All families who applied during the resident transfer window had until May 4 to accept or release their position(s) ● The non-resident transfer window is now closed ● Late entry transfer is open now until the week before school begins, and will be reviewed periodically before school ends
School Transitions	● Letitia Carson School Celebration on Thursday, May 21 ○ 5:00-6:00 pm: Dinner for Current Letitia Carson Families ○ 6:00-7:00 pm: Community Celebration ● Cheldelin Celebration on Thursday, May 28, 4:30-6:30 pm



Corvallis
SCHOOL DISTRICT

Consolidation Update

Corvallis School Board
May 7, 2026

Programming

- Completed our Family and Community Information Nights
- Table at the Corvallis Farmers Market
 - May 16
 - June 13
 - August 8
- Table at Open Streets Corvallis on June 29
- Bringing together groups of staff to plan for starting the year strong, and Erica Chaney has a detailed plan to ensure staff have the curriculum and materials they need to start the school year
- Developing a differentiated professional learning plan for all staff next year



Facilities and Transportation

Conducting staff meetings to talk about packing and move logistics

Conducting furniture inventories and standardizing furniture sets for classrooms

Set up office hours for staff with the move manager the week of May 26 for K -6 and K -8

Student Transitions

School teams from across the district visited Letitia Carson this week to meet with students attending their schools next year

Later this month, Letitia Carson students will visit their new schools

Joint Linus Pauling and Cheldelin assembly on June 3 for current 6th and 7th graders to announce the new mascot

- 8th graders will be on the annual Mary's Peak field trip

Transfers

All families who applied during the resident transfer window had until May 4 to accept or release their position(s)

The non -resident transfer window is now closed

Late entry transfer is open now until the week before school begins, and will be reviewed periodically before school ends

School Transitions

Letitia Carson School Celebration on Thursday, May 21

- 5:00 - 6:00 pm: Dinner for Current Letitia Carson Families
- 6:00 - 7:00 pm: Community Celebration

Cheldelin Celebration on Thursday, May 28, 4:30 - 6:30 pm

QUESTIONS



Corvallis

SCHOOL DISTRICT

V.A. Farewell to Student Representatives

VI. STUDENT REPRESENTATIVE REPORTS

VII. CORVALLIS JUNIOR HIGH MASCOT PRESENTATION (7:15 PM)*

The background features a large, faint, stylized apple in the center. Surrounding the apple are dynamic, black and grey swooshing lines that create a sense of motion and energy. The text is centered over this graphic.

Corvallis Junior High School

MASCOT MADNESS!

MASCOT MADNESS - THE PROCESS

1 Students EXPLORE the meaning behind mascots & brainstorm ideas

Students SUBMIT individual proposals for a -

- 2**
- Mascot - traits it embodies & how it represents an inclusive CJH
 - Color Scheme - intended impact of colors
 - Slogan - how the mascot will inspire the CJH community

3 Student leaders reveal the top 20 mascot submissions & students cast 1st VOTE for 1 mascot + 1 of the top 10 color schemes

4 Students cast FINAL VOTE for 1 of the top 6 mascots (#5 was a tie) + 1 of 5 slogans & for 1 of the top 2 color schemes

Let's hear from some future CJHS students





BANANA SLUGS

SLOGAN OPTIONS:

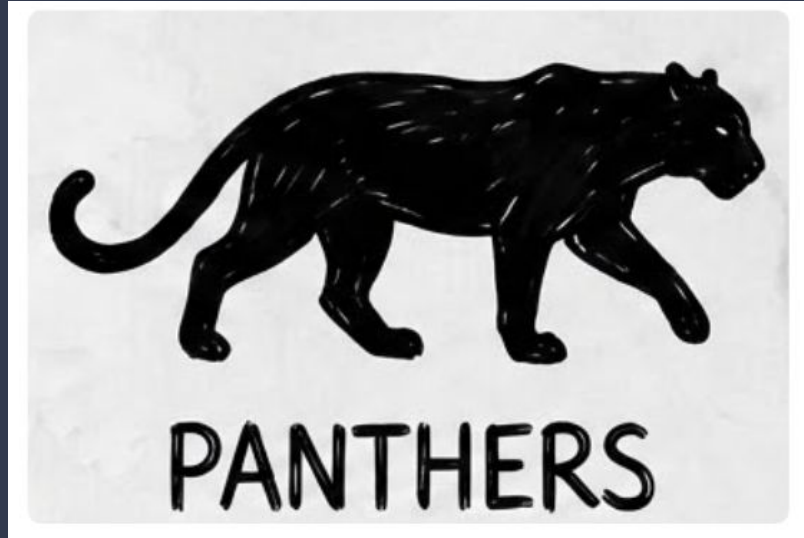
- Yellow, Mellow and Ready to Bellow
- Slow Motion - Nonstop Action
- Slow + Steady = Unstoppable
- Embrace the Journey, Own the Destination
- Powered by Rain & Patience



COBRAS

SLOGAN OPTIONS:

- **Strike with Authority - Lead with Vision**
- **Shed Doubt - Strike Forward**
- **Venom in Action - Vision in Mind**
- **BITE: Believe - Inspire - Trust - Empower**
- **Strike with Authority**



SLOGAN OPTIONS:

- **Bold Moves - Bright Futures**
- **Panther Nation: Brave & Bold**
- **Fierce by Nature - Victorious by Choice**
- **Bold Moves - Brilliant Tomorrows**
- **ROAR: Responsible - Organized - Accepting - Respectful**



SLOGAN OPTIONS:

- Dream it, then Do it!
- Unique like the Unicorns
- Believe. Achieve. Unicorn Strong.
- Magic Happens Here
- Magical Minds - Limitless Futures



CROWS

SLOGAN OPTIONS:

- **CROW: Community - Respect - Optimism - Welcoming**
- **Where Futures Take Flight**
- **Born to Rise Above**
- **Crows Together - Strong Forever**
- **Sharp Minds - Fierce Hearts**



SASQUATCH

SLOGAN OPTIONS:

- **Have a Squachy Day**
- **Dream Big - Step Bigger**
- **Big Steps - Bold Futures**
- **Walk Tall - Reach Higher**
- **Every Step Counts - Every Voice Matters**

YOU ARE INVITED
to the **MASCOT REVEAL**

JUNE 3, 2026

CORVALLIS JUNIOR HIGH SCHOOL





Corvallis

SCHOOL DISTRICT

VIII. PUBLIC COMMENT (7:45 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		



PROPORCIONANDO RETROALIMENTACIÓN A LA JUNTA DE CONSEJO ESCOLAR

(Revisado 6 de febrero del 2025)

La Junta de Consejo Escolar de Corvallis valora las opiniones y aportes de los estudiantes, el personal, los padres y los miembros de la comunidad. Se pueden proporcionar comentarios durante ciertas reuniones y a través de correspondencia escrita, como se describe a continuación.

Comentario público en las reuniones de la Junta de Consejo Escolar

Esta opción está disponible cuando el *comentario público* es un elemento de la agenda. Para ofrecer comentarios:

- A. Complete toda la información solicitada en una tarjeta de "Solicitud de comentarios", que se puede encontrar en una mesa cerca de la entrada a la sala de reuniones, y entréguesela a la Secretaria de la Junta de Consejo en la mesa principal antes de que comience la reunión. Su testimonio puede retrasarse hasta que se proporcione toda la información.
- B. Cuando proporciona comentarios públicos, su nombre, dirección y comentarios son asuntos de registro público; sin embargo, los estudiantes y el personal no necesitan proporcionar sus direcciones.
- C. Mantenga sus comentarios dentro del tiempo especificado asignado, generalmente tres minutos, para dar tiempo a que otros comenten. Sea respetuoso con aquellos que deseen proporcionar comentarios después de usted.
- D. Dirija sus comentarios a la Junta Escolar. El presidente de la junta remitirá las preguntas o solicitudes de acción al personal para que respondan en una fecha posterior.
- E. Si lee de una declaración preparada, puede optar por dejar sus comentarios por escrito con la secretaria de la Junta de Consejo para publicarlos en línea con el paquete informativo de la reunión y archivarlos con las actas oficiales de la reunión. No se requieren copias, pero si desea proporcionarlas, traiga 13 copias y entrégueselas a la secretaria de la Junta de Consejo para que las distribuya.
- F. Los comentaristas pueden ofrecer críticas objetivas de las operaciones y programas del Distrito, pero la Junta de Consejo no escuchará quejas sobre individuos del personal del Distrito.
 - Las quejas se manejarán siguiendo los pasos descritos en la Política KL de la Junta y el Reglamento Administrativo KL-AR, cuyas copias están disponibles en las reuniones y en línea en <http://policy.osba.org/corvall/KL/index.asp>.
 - Las quejas relacionadas con el presupuesto, los programas u otros problemas del Distrito también deben manejarse siguiendo primero los pasos descritos en la política KL.
- G. No se puede permitir la interrupción indebida u otra interferencia con la conducción ordenada de los asuntos de la Junta.
 - Los comentarios difamatorios o abusivos siempre están fuera de lugar.
 - El Presidente de la Junta puede rescindir el privilegio de hablar de un orador si, después de ser llamado al orden, el orador persiste en conductas o comentarios inapropiados.

Correspondencia escrita

Las cartas, correos electrónicos y otros materiales escritos enviados a la Junta de Consejo Escolar se consideran registros públicos. Se pueden enviar por correo de los EE. UU. a: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Correos electrónicos enviados a: schoolboard@corvallis.k12.or.us, llegará a todos los miembros de la Junta de Consejo como grupo, así como al siguiente personal del Distrito: Superintendente, Asistente del Superintendente, Director de Recursos Humanos, Director de Finanzas y Operaciones, Coordinador de Comunicaciones y Asistente Ejecutivo del Superintendente y la Junta Directiva (también conocido como Secretario de la Junta).

Llamadas telefónicas

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	Christ Hawkins	541-602-2045
Bernie Wang	541-704-7298		



Presented to the board in three parts at the following board meetings:
03/05/26, 04/16/26, 05/07/26 kn

Nelson, Kimberly <kimberly.nelson@corvallis.k12.or.us>

All three parts

1 message

Hartman, Naomi <naomi.hartman@corvallis.k12.or.us>
To: #Board <board@corvallis.k12.or.us>

Thu, May 7, 2026 at 6:31 PM

Thanks for listening!

Here are all three parts together:

March 5- Part 1: My name is Naomi Hartman, I teach music at Lincoln elementary school and I live in Corvallis. My statement is longer than three minutes so I will read the first part today and the second on April 16th. As a music teacher and strong supporter of the arts, I am here to advocate for both music and visual art, but will only speak indirectly about art because I am not an art teacher. I want to be clear that I am speaking in support of art teachers, but not FOR them.

One thing that I will say directly is that we should stop treating music as if it is more important than visual arts. Art and music are equally important and should be given an equal number of minutes in our elementary schedules. I have drafted sample specials schedules that do this and I would be happy to share these if the board is interested.

We should also stop treating the arts as if they are less important than academic subjects. The arts are an essential part of what it means to be human, and access to robust arts education should not be limited to students who can afford extra curricular arts opportunities. Too often decision makers in educational settings believe that they have to choose between supporting arts or supporting academics- but the truth is, arts education supports academic learning.

There are many reasons for this: First, arts education, particularly at the youngest grade levels, supports brain development. The arts are creative, expressive, full body, exploratory, interactive, hands on, play based learning modalities. The arts support social emotional learning as well as literacy, math, and science connections. Minutes spent learning the arts are not minutes taken away from core subjects but rather minutes spent developing the whole brain. Dollars spent on arts education are not dollars taken away from core learning, but dollars invested in the whole child.

Two years ago, our school district reduced minutes for elementary art. Last year we cut elementary music to once a week. Last spring, there was a parent petition to restore both art and music minutes, but we were not in the financial position to do so. This year we decided to close two schools, which is extremely painful, but it does put us in a better financial position. Instead of restoring art and music to their former levels, however, the district has decided to add a new STEAM special. Teachers, families, and students broadly support adding more STEAM to our district offerings. I also support STEAM. However, adding STEAM as a new special removes the minutes in the elementary schedule that could have been used to restore art and music.

My initial objection to the STEAM special was that we should have restored art and music first and then found creative ways to add STEAM as scheduling and funding allows. As I have learned about best practices for STEAM, I've learned that a stand alone STEAM special is also not the most effective way to teach STEAM. The current plan is bad for art and music and is also not great for STEAM.

If you are not a music teacher you might not understand why we are unwilling to accept elementary music once a week. The reason is this: music once a week is ineffective because skills require practice. Imagine if students were only able to practice math or reading once a week. Music once a week increases the inequities between students who depend on music during the school day and those who can afford extra

curricular music. Ultimately, we end up with a group of students who had access to private lessons or after school ensembles who are prepared to join secondary ensembles at high levels (equivalent to their peers in neighboring school districts who are still meeting OMEA's recommendation for two days a week of elementary music), while students who received one day of music during elementary school are poorly prepared for ensembles.

However, I believe our current situation is not a situation where we have to choose arts over STEAM or STEAM over arts, this is a situation where we can have our cake and eat it too, if we are willing to do some creative problem solving. The solution is to embed STEAM into all subjects and give the specials minutes back to art and music. If we did this we could have robust arts and robust STEAM education without over stretching our budget or schedules.

Thank you for your time and consideration.

April 16- Part 2: My name is Naomi Hartman, I teach music at Lincoln elementary school and I live in Corvallis. This is the second part in my request for the district to restore elementary art and music to their former levels.

If you are not a music teacher you might not understand why we are unwilling to accept elementary music once a week. The reason is this: music once a week is ineffective because skills require practice. Imagine if students were only able to practice math or reading once a week. If you have ever studied a musical instrument at any level you will understand through lived experience that practicing five to ten minutes 6 days a week is significantly more effective than practicing 30-60 minutes once a week.

Music twice a week is the bare minimum for effective music instruction. This means that we were already at the bare minimum before music was cut to once a week. I imagine that art teachers would say the same about art instruction before the visual art reductions, though I don't know that for sure.

The way that practice and skill building works from a neurological perspective is that you try a new skill, which feels very difficult because it is neurologically unfamiliar, you repeat the skill, each time noticing that it gets a tiny bit easier. Then you sleep on it- during sleep your neural pathways solidify, and when you return to this new skill the next day or a few days later it has become significantly easier and you are able to build new skills on top of it.

Music once a week does not allow for skill building. Even though our music minutes were only reduced from 60 per week to 45 per week, music being once a week rather than twice means that we are currently on track to teach less than half of what we taught last year. It is also likely that what we taught this year will not stick because once a week does not allow for meaningful repetition.

Skill building has slowed to an absolute snails pace. And this trend of reduced music skill building will increase exponentially over the next five years because right now we still have the benefit of students who had music twice a week for the majority of their elementary career. That means that they came into this year with some musical skills but moving forward they are really not building skills in any meaningful way.

This rips the rug out from under our secondary music programs. It means that moving forward fewer students will be interested in continuing music because fewer of them will feel that they have the skills necessary to do so. Our secondary music teachers do an incredible job of making beginners feel welcome in mixed level ensembles, however the fact is it is difficult for beginners to succeed when they are in the same ensembles as students who have had the benefit of extra curricular music.

This points to the most heartbreaking effect of music once a week: We already have an equity gap between students who rely on public school for their music education and students who can afford extra curricular music. This equity gap exists in all subjects: students who do extra curricular sports have an athletic advantage, students who receive tutoring outside the school day have an academic advantage, students who do extra curricular arts build skills faster than their less privileged peers. The answer is to provide robust education in all subjects during the school day. We have the opportunity to do that, but adding a new STEAM special while blocking the ability to restore art and music minutes is not the way.

If we do not find a way to restore music to twice a week we will see fewer students signing up for secondary music classes and the ones who do will be mostly from families who can afford, and chose to invest in, private lessons and extra curricular music. In addition, the students who rely on their general music class for their entire music education will receive music appreciation more than skill building. This means that their ability to PARTICIPATE IN MUSIC MAKING, whether in or outside of an educational setting, could be stunted for life.

Thank you for your time and consideration.

May 7th- Part 3: My name is Naomi Hartman, I teach music at Lincoln elementary school and I live in Corvallis. This is the third part of my request for the district to restore art and music to their former levels.

Two years ago our school district reduced elementary art minutes. Last year we cut elementary music down to once a week. This year the district has decided to add a new STEAM special. The important thing to understand is that STEAM is not meant to be a replacement for core math and science, nor is it meant to be a replacement for arts education. As a side note, the A in STEAM usually ends up being lip service, for the same reasons that a stand alone STEAM special is not the most effective way to teach STEM.

STEAM is not a curriculum- rather it is an interdisciplinary educational framework meant to connect the arts and sciences through creative problem solving. It is meant to be hands-on in the same way that art, music, and PE are, but by it's nature STEAM is cross-curricular, because it naturally exists in all the other subjects. Thus, embedding STEAM is the correct approach because teachers are then able to reveal the underlying STEAM concepts to students in a way that shows the web of STEAM connections that underlie everything. When I say EVERYTHING I am not exaggerating, STEAM explains not only how the world and universe work, but when the A is treated as more than lip service, it also reveals human beings in our relationship to the world and the universe.

A friend of mine who's "previous career focused on education systems change -supporting districts and states moving towards authentic STEAM, Social Emotional Learning, (and) 21st Century Skills integration with core instruction" had this to say:

"Music and visual art are sequential standards based disciplines taught by licensed educators. Skills build year over year. Students can't develop music literacy without sustained instruction in rhythm, notation, tone, ensemble skills. The same is true for visual art- technique, composition, media fluency. These are cumulative disciplines, not enrichment add ons.

STEAM on the other hand is a pedagogical framework. It's an integrative approach across disciplines. Ideally, elementary STEAM is embedded within math, science, and literacy instruction. There's a substantial body of research showing that when students apply concepts through interdisciplinary design and problem solving, learning deepens.

Where I get concerned is that too often a standalone STEAM class turns into a series of disjointed projects... that are fun but not tightly tied to grade-level standards. That creates missed opportunities to actually deepen and expand what students are learning in core content.

Instead of adding a weekly STEAM special... what if we invested in a specialist whose role was to collaborate with classroom teachers to co-design and co-teach STEAM applications directly tied to current instruction, auditing existing project based learning and identifying new opportunities for AUTHENTIC integration while protecting the integrity of arts instruction taught by licensed arts educators."

To me this sounds like an IDEAL approach and I would ask the district to consider it. I do however see a possible challenge in that this could add more workload for our grade level teachers. I have modeled some ideas where STEAM instruction could stay within the "specials rotation" rather than being taught within the core subjects but could be taught by existing specialists in a way that still partially embeds STEAM into other subjects and would restore both art and music minutes. I am happy to share these models with the board as well if you are interested.

Thank you for your time and consideration.

Naomi Hartman (ella, she, her)
Music/Interventionist
Escuela Primaria Lincoln



Corvallis
SCHOOL DISTRICT

IX. TITLE VI INDIAN EDUCATION GRANT APPLICATION



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Marcianne Rivero Koetje, Ph.D., Multilingual Programs and Equity Coordinator

Meeting Date: May 7, 2026

Title VI Indian Education Grant

NO ACTION REQUIRED

This report provides an update on the Corvallis School District's commitment to our Native American and Alaska Native students through the Title VI Indian Education Grant. This grant is designed to advance student success, deepen cultural identity, and foster meaningful parent participation. For the 2026-27 cycle, the District remains dedicated to expanding this support to meet the unique cultural, linguistic, and educational needs of our current and future Native students

Title VI Indian Education Grant Application

We extend our sincere gratitude to district leadership for their continued support as we pursue the Title VI Indian Education Grant for a third consecutive year. This crucial funding enables us to enhance culturally responsive educational experiences and strengthen support systems for both current and future Native students.

Our application process remains deeply informed by feedback gathered from community gatherings and the Indian Parent Committee (IPC). These insights have guided our current programming and are being fully integrated into this year's proposal to ensure our goals reflect the community's needs.

Celebrating Community Engagement Events

The following events, organized by the IPC and funded by the Title VI Grant, support the Board's goals of **Excellent Learning Experiences, Equitable Systems, Relevant and Engaging Learning, and Healthy Communities**.

- **Native Community Welcome Back Event (Sept 9):** Hosted at Kathryn Jones Harrison Elementary, this kick-off event provided a welcoming space for families to build community and learn about the purpose of Title VI grant and upcoming community events.

- **Native Community Harvest Event (Dec 3):** Families gathered at the Corvallis Community Center to share favorite homemade dishes and exchange stories, strengthening communal ties through shared traditions.
- **Family Bowling Night (March 27):** Families met at Highland Bowl at the start of Spring Break for a fun night of building friendships across all ages and skill levels.
- **Native American Cooking Class with Danita Macy (April 22):** This amazing event featured Danita Macy (Anishinaabe/Algonquin/Métis/Basque/Welsh), who has dedicated 35 years to Indigenous wellness. Students and families enjoyed learning about and preparing a delicious menu of Wild Rice Salmon, Nettle Soup, and other traditional foods. Attendees were also invited to Sean Sherman's "The (R)evolution of Indigenous Foodways" at OSU's PRAX.

Coming Up and Looking Ahead

- **Literacy Night with Steph Littlebird (May 18):** Artist and author Steph Littlebird member of Oregon's Grand Ronde Confederated Tribes will read her latest book, *YOU ARE THE LAND*. All elementary students will be invited to celebrate this award-winning creator's work at Linus Pauling Middle School.
- **Ribbon Skirt and Shirt Making Workshop: (Date TBD)** In preparation for the OSU Powwow in May, members of the Indian Parent Committee will lead a full-day workshop on traditional garment making. Ribbon skirts and shirts are traditional Indigenous garments that serve as powerful symbols of identity, resilience, and cultural pride. They are handmade, often worn for ceremonies, powwows, and daily life, and are frequently adorned with ribbons representing the colors of the earth, sky, and water.
- **Native Student Graduation & Year-End BBQ (May 27):** Planning is underway for a ceremony to honor our graduating seniors, we will share in a meal and feature a speaker and performances by local Indigenous artists.

Conclusion

We are grateful about the positive impact these experiences are having on our families. Thank you for your continued support in creating an inclusive and equitable environment for all students in the Corvallis School District.

We invite all community members and partners to join us for a Public Hearing on May 7, 2026. This is a dedicated opportunity for families and community members to learn more about our Title VI programming and offer their perspectives to help shape the program's goals for the upcoming year.

Title VI Indian Education Grant

Christy Jones, Indian Parent Committee Chair
Marcianne Rivero Koetje, Multilingual Programs and Equity
Coordinator

May 7, 2026

Title VI Indian Education Grant

Purpose of Title VI Indian Education

Strengthen our support for the unique cultural, language, and educational needs of our current and future native students.

IPC Goals/Focus:

- Strengthen parent participation and engagement
- Strengthen support systems
- Increase knowledge of cultural identity and awareness

CSD Board Goals:

- Excellent Learning Experiences
- Equitable Systems, Relevant and Engaging Learning
- Healthy Communities



Native Community Back-to-School BBQ



Back to School Community BBQ

TO KICK OFF EVENTS FOR
INDIGENOUS FAMILIES IN
CORVALLIS SCHOOL DISTRICT



SEPTEMBER 9, 2025
6:00-8:00 PM

KATHRYN JONES HARRISON
ELEMENTARY
1825 NW 27TH ST.

MEAL PROVIDED
ALL WELCOME
VEGETARIAN OPTIONS



The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding discrimination: Rynda Gregory, Human Resources Administrator and Title IX Coordinator; rynda.gregory@corvallis.k12.or.us, 971-217-6309; Byron Bethards, Student Growth and Experience Director, Title II Oversight and Complaints, and ADA Complaints; byron.bethards@corvallis.k12.or.us

Native Community Harvest Event



Family Bowling Night

CSD Indian Education Grant
Presents

SPRING BREAK FAMILY BOWLING NIGHT



FRIDAY
MARCH 27
04:00 PM

FREE
BRING THE
WHOLE FAMILY

**HIGHLAND
BOWL**
2123 NW 9TH ST,
CORVALLIS, OR 97330

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Cooking Class with Danita Macy!



**Anishinaabe/Algonquin
/Metis/Basque/Welsh.**

**For the last 35 years,
Macy's work has been
centered on enhancing
the health and wellness
of Indigenous
communities.**



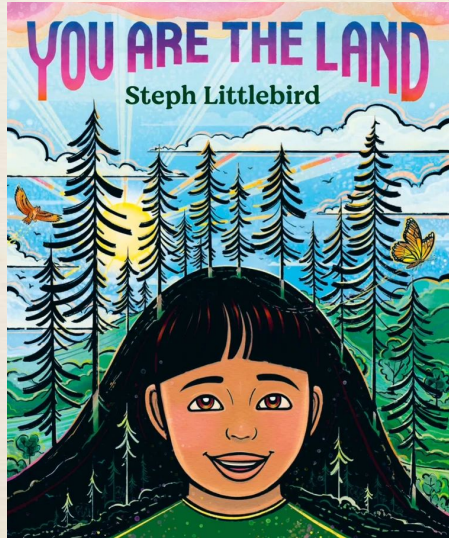
Sean Sherman's "The (R)evolution of Indigenous Foodways" at OSU's PRAX.

"Our ancestors understood how to live in balance with the natural world. Indigenous foods are the original foods of this continent. It's important we recognize that and start celebrating those foods."



Chef Sean Sherman has dedicated his career to supporting and promoting Indigenous food systems and Native food sovereignty.

Family Literacy Night with Steph Littlebird



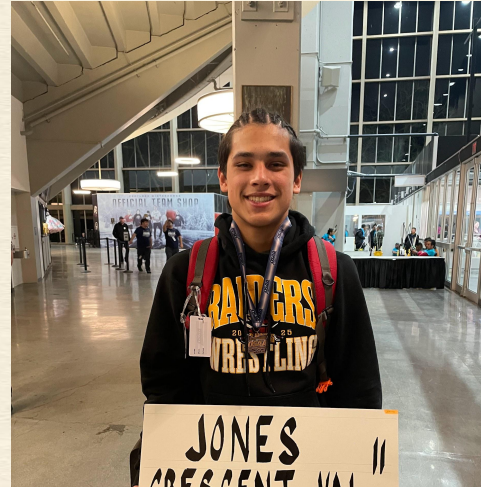
**An artist, author, curator,
and enrolled member of
Oregon's Grand Ronde
Confederated Tribes.**

Native Student Accomplishments

**Jacoby and Julian Jones, CVHS OSAA
State Football Playoffs**

**Janice Russell CHS placed 5th at OSAA
State Wrestling Tournament**

**Jacoby Jones CVHS placed 5th at OSAA
State Wrestling Tournament**



Looking Ahead!

- Ribbon Shirt/Ribbon Skirt Workshop
- Native Student Graduation and End-of-Year BBQ
- Continue to increase Indian Parent Committee Membership
- Affinity Spaces
- Youth Truth Student Action Research Project

New Families at each event!

**Vince
Redhouse**





Dear School Board, Supporters, and Members of Our Community,

Throughout the program, we witnessed not only academic and athletic achievement, but also resilience, kindness, and a deep commitment to family, community, and cultural values. It has been truly heartwarming to see our community come together to uplift the next generation.

Thank you to the school board, district, volunteers, educators, families, and students who helped make this year a success for the Indian Education Grant program. Your support reminds us that when a community invests in education, it invests in hope, connection, and a stronger future for our youth.

To honor our appreciation, the Indian Education Grant program would like to present a special gift to our K-6 schools, a signed copy of *You Are the Land* by Steph Littlebird (to be signed at our next event on May 18, an event open to all CSD youth). We hope it serves as a reminder of the meaningful connections we share and the lasting impact we can create together.

Thank you once again and we look forward to continuing this program of learning, support, community, and culture in the years ahead.

Thank you,

Christy Jones

Indian Parent Committee- Chair



Corvallis

SCHOOL DISTRICT

- X. PUBLIC COMMENT REGARDING TITLE VI GRANT APPLICATION (8:25 PM)*
- XI. 2027/2028 SCHOOL CALENDAR - FIRST READ



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Nikki McFarland, High School Coordinator
Meeting Date: May 7, 2026

2027-2028 School Year Calendar - First Read

NO ACTION REQUIRED

Background

School Board Policy IC/ICA—School Year/School Calendar directs the Superintendent to establish a school calendar giving due consideration to input from staff, parents, and the community.

Providing calendars for upcoming school years allows parents, staff, and the community to plan with key calendar dates.

The 27-28 school year calendar was built based on feedback we have received this year and in previous years from staff and families, including requests that we:

- Align the K-12 school and non-school days
- Spread non-school days throughout the year (rather than cluster in 1 month)
- Have full non-school days (v. partial school days) for professional development & collaboration
- Align the calendar to OSU and the surrounding district calendars

The recommended key dates for the 2027-2028 school year are listed in the table below.

Day Type	Key Date
Orientation for k, 7, 9, and new students	Tuesday, August 31, 2027
First Day of School	Wednesday, September 1, 2027
Holidays and Breaks	Labor Day: September 6, 2027 Veterans Day: November 11, 2027 Thanksgiving Break: November 24-26 Winter Break: December 20, 2027-January 3, 2028 Martin Luther King Jr. Day: January 17, 2028 Presidents' Day: February 21, 2028 Spring Break: March 20-24, 2028 Memorial Day: May 29, 2028
Non-School days	October 27-29, 2027 January 27-28, 2028 February 17-18, 2028* April 12-14, 2028
Last Day of School	Wednesday, June 12, 2028
Weather make-up days	*February 17-18, 2028

This calendar follows the practice of beginning school on the first Wednesday of the month, which is before Labor Day. In the 2028-2029 school year, the first Wednesday in September is after Labor Day.



Corvallis

SCHOOL DISTRICT

XII. CONSOLIDATED ACTION

XII.A. Board of Directors Schedule 2026-27 - Second Read



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Nelson, Board Secretary
Meeting Date: May 7, 2026

2026-2027 Board of Directors Meeting Schedule – Second Read

ACTION REQUESTED

Background

Attached is the proposed 2026-2027 Board of Directors meeting schedule, which considers various factors, including religious holidays, school district breaks, and professional obligations for district management staff.

ACTION REQUESTED

Adopt the proposed 2026-2027 Board of Directors meeting schedule.



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.



Corvallis
SCHOOL DISTRICT

XII.B. Copier/MDF Hardware and Service, and Printer/MFP Hardware and
Service RFP Award



Corvallis

SCHOOL DISTRICT

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

ACTION REQUIRED

Executive Summary - RFP for Copier/Printer/Software Results

Background

The Corvallis School District 509J initiated RFP 2026 for Copier/Printer/Software to address three primary objectives:

1. Replace aging copiers at end of life.
2. Gather pricing for service and supplies support on the desktop printer fleet.
3. Gather support pricing for continued use of PaperCut MF software.

The RFP was advertised per District and State requirements on the district website and Oregon Buys. RFP invitation packets and access to the Optimizon online bidding tool were emailed to the following vendors, and responses were as noted.

Vendor	RFP 2026	Vendor	RFP 2026
Canon USA Inc	non-responsive	Oregon Office Solutions	non-responsive
Copiers Northwest	non-responsive	Pacific Office Automation	complete
ISP Global	non-responsive	Ricoh USA	complete
JTF Gov	complete	Solutions Yes	non-responsive
Kelley Create	complete	Ultrex Business Solutions	non-responsive
Konica Minolta Business Solutions	non-responsive	Xerox Business Solutions Southwest	complete
Marco	non-responsive	Zones Inc	non-responsive
National Business Solutions	complete		

Analysis was conducted based on each vendor's response to the terms and conditions, pricing for a period of (5) years, and equipment configurations.

The scoring criteria was shared with the vendors, and the proposals were scored as follows:

Each question in the RFP was assigned a rank according to importance, and each category was assigned an overall percentage of importance. Corvallis School District 509J and Optimizon carefully analyzed each proposal and assigned a score to each vendor's response in each area.

The final total weighted scores and rankings for the RFP were as follows.

RFP 2026 Copier/Printer/Software	Total Score	Rank
Pacific Office Automation (Sharp)	683	1
National Business Solutions (Konica Minolta)	599	2
Xerox Business Solutions Southwest (Xerox)	550	3
Ricoh USA (Ricoh)	550	4
Kelley Create (Toshiba)	516	5
JTF Gov (HP)	495	6
Total Possible	698	

The highest scoring vendor for RFP 2026 Copier/Printer/Software is Pacific Office Automation with Sharp equipment. Pacific Office Automation offered strong terms and conditions, and competitive pricing.

Based on the above criteria and the RFP evaluation process, the recommendation is to award the RFP 2026 Copier/Printer/Software to Pacific Office Automation, pending onsite testing.

While the projected 5-year cost based on the financial summary is approximately \$575,955, setting the "not to exceed" amount at \$600,000 provides a small buffer for potential fluctuations in volume-based service charges or minor equipment additions without requiring the District to return to the Board for a supplemental authorization.

Involvement

Finance & Technology Services staff. The District was assisted by Optimizon in the creation and distribution of the RFP.

Cost Impact

Component	New Annual Cost	Current Annual Cost
RFP 2026 Copier/Printer/Software: (Includes copier hardware service supplies; papercut MF licenses, card readers, and maintenance; and current desktop fleet service and supplies)	\$115,191	\$129,513

Annual Savings:	\$14,322
60 Month Total Savings:	\$71,610

ACTION REQUESTED:

Authorize the District to enter into an agreement for copier, printer, and software services.

MOTION REQUESTED:

"I move that the Corvallis School Board authorize the District to enter into a contract with Pacific Office Automation for copier, printer, and software services as outlined in RFP 2026, for a total amount not to exceed \$600,000 over the 60-month term."



Corvallis

SCHOOL DISTRICT

XII.C. Minutes

XII.C.1. April 16, 2026



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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:30 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.

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF 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	Ryan Noss, Ed.D., Superintendent Melissa Harder, Assistant Superintendent Kim Patten, Operations Director Lauren Wolfe, Finance Director Byron Bethards, Ed.D., SG&E Director

II. ACKNOWLEDGMENT OF ARAB AMERICAN HISTORY MONTH

Director Al-Abdrabbuh reflected on his Arab American heritage as a personal and community gift. He recognized the contributions of district staff and the legacy of Governor Victor Atiyeh, affirming that the Arab American community is vital to the nation's fabric.

Board members and a student rep read aloud Resolution No 22-0302, Acknowledgment of Arab American Heritage Month, which is celebrated annually in April. (The document is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

III. BOARD MEMBER REPORTS

Co-Vice Chair Tominey attended Garfield's "Libros E Desuno" event, praising the successful collaboration between families, staff, and community partners. She also participated in an innovation team meeting focused on the "Corvallis Promise," highlighting the creative and dedicated planning by district staff for future student success.

Director Hawkins attended the Golden Apple award presentation at Bessie Coleman and participated in the community "Books and Breakfast" event at Garfield. She commended staff



for organizing high-quality athletic meets and welcoming open houses, and she congratulated student representative Thomas Sherry on receiving the "Future First" award.

Director Wang participated in the community event at Garfield and attended two initial collective bargaining sessions. He noted the high level of professionalism demonstrated by both sides during the negotiations and said the sessions had been an encouraging and valuable learning experience.

Co-Vice Chair Jones volunteered at the Garfield "Books and Breakfast" event, where she enjoyed helping students discover books and seeing their excitement for reading. She also attended the Career Convention and participated in mock interviews for high school juniors, noting the impressive way students articulated the real-world applications of their coursework and accomplishments.

Director Al-Abdrabbuh attended the Garfield community event and thanked the PTA for their successful fundraising for teacher wish lists. He announced his selection as the first Oregonian in 80 years to serve as Secretary-Treasurer of the National School Board Association and shared resources on the impacts of the federal education budget and a leadership book inspired by the work of Mr. Rogers.

Chair Whitebear attended the Garfield "Books and Breakfast" event and the district's production of *Footloose*, noting the innovation team's ongoing work and the welcoming atmosphere at the new junior high open house. She celebrated CVHS student Clarence Fernando's election as Oregon's first Youth Governor and shared specialized resources on Pacific Islander curriculum and success plans following a recent conference at OSU.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss announced the latest Golden and Green Apple award winners and highlighted the successful visit of 24 students from Nichidai High School, Tokyo, a tradition supported by local host families. He celebrated the first night baseball game at Crescent Valley, made possible by generous community funding for new field lighting at district athletic facilities. Additionally, the Superintendent addressed a new state executive order regarding instructional time and provided an update on consolidation. (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.)

V. STUDENT REPRESENTATIVE REPORTS

Leo Schwartz, CVHS Student Representative, highlighted a range of campus activities, including the successful Asian Cultural Club Lunar New Year celebration, ongoing prom preparations, and active participation in spring athletics. The report also congratulated



Clarence Fernando, the newly elected 81st Oregon Youth Governor, and expressed gratitude for district teachers in anticipation of Teacher Appreciation Week.

The district's robotics team was recognized for exceptional performance at the Pacific Northwest competition, where they earned third place and qualified for the World Championships. This achievement marks the program's strongest showing in several years.

VI. PUBLIC COMMENT

Annelie Haberman, CSD Staff Member, addressed the impact of school consolidations and the addition of sixth grade on elementary counselor-to-student ratios, specifically advocating for the restoration of counselor FTE to support student mental health. (The full written statement is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

Will Rottenkolber, CSD Parent, provided a book to board members and urged the board to rescind the consolidation vote, asserting that updated financial data reveal the decision was based on a "false sense of urgency" rather than a true fiscal disaster. He argued that the current process has created unnecessary chaos in schools and fueled a loss of public trust, which he believes is the primary driver behind the district's declining enrollment.

Amanda Cordes, CSD Parent, addressed the need for greater accountability and transparency, requesting that the board prioritize public comment time over lengthy individual reports from board members. She emphasized that twenty minutes of testimony per month is insufficient during a period of major systemic change and urged the board to plan for expanded community dialogue in the coming year.

Naomi Hartman, CSD Staff Member, advocated for the restoration of twice-weekly elementary music instruction, arguing that once-a-week sessions are neurologically ineffective for long-term skill building. She warned that the current reduction in minutes will widen the equity gap for students who cannot afford private lessons and will eventually lead to declining participation in the district's secondary music programs.

Clarissa Cisneros, CSD Staff Member, emphasized that support staff are the primary resource for students in crisis, particularly as "you cannot schedule a crisis." She shared that Garfield students face unique trauma related to the fear of ICE deportation, arguing that current staffing cuts leave students without the emotional support necessary to engage in learning. (The full written statement is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

Claudia Cano, CSD Staff Member, reported that student mental health needs are at an all-time high, compounded by a political climate that leaves children fearing for their families' safety. She provided examples of students mistaking safety drills for immigration raids and urged



the board to recognize that the current level of need has far outpaced the available counseling resources. (The full written statement is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

Lizzie Worsch, CSD Staff Member, highlighted the logistical strain of declining assistant-to-student ratios, noting that limited staffing has already led to the removal of academic interventions and increased physical escalations during school specials. She questioned the district's ability to reverse declining test scores while simultaneously reducing the support staff essential for student regulation and academic success. (The full written statement is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

Joel Inman, CSD Staff Member, argued that an equitable distribution of resources must be based on actual student need rather than a "one counselor per building" formula. He stressed that increasing caseloads for counselors ignores existing disparities and ignores the critical need for language-specific support for the district's significant immigrant and Spanish-speaking populations. (The full written statement is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

Amelia Ingersoll, CSD Staff Member, described a surge in severe mental health issues within her third-grade classroom, including panic attacks and expressions of suicidal ideation. She expressed concern that adding sixth graders to the school next year will consume a single counselor's limited time, leaving younger students in crisis without adequate access to life-saving emotional support. (The full written statement is posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

Daniel Olivera, CSD Staff Member, spoke to the intersection of labor, poverty, and student well-being, noting that many local families face hazardous working conditions and long hours that can lead to unintentional student neglect. He urged the board to prioritize counseling in elementary and middle schools to help address behavioral triggers stemming from these difficult home environments.

VII. CITY OF CORVALLIS TAX EXEMPTIONS

City of Corvallis Housing and Neighborhoods Services Manager Brigetta Olson and Economic Development Manager Christopher Jacobs presented on the Multi-Unit Property Tax Exemption (MUPTE) and Low-Income Rental Property Tax Exemption (LIRPTE).

It was noted that although the School Board reviewed a report on these ordinances in 2023, the formal resolutions required by Oregon Revised Statutes (ORS) were not adopted at that time. This procedural oversight was identified during a recent review by the City Attorney's office. To meet state requirements, the Board is now requested to formally adopt resolutions



for each program, following the Benton County Board of Commissioners' recent unanimous approval of similar resolutions.

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

MOTION:

It was moved by Director Largent and seconded by Director Al-Abdrabbuh to adopt Resolution No. 26-0401 supporting City of Corvallis Multiple-Unit Property Tax Exemption policy under ORS 307.600 to 307.637.

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

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

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Largent to adopt Resolution No. 26-0402 supporting City of Corvallis Low Income Rental Property Tax exemption policy under ORS 307.515 to 307.537 and ORS 307.540 to 307.548.

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



VIII. WORK SESSION WITH KRISTEN MILES (OREGON SCHOOL BOARDS ASSOCIATION)

The Board welcomed Kristen Miles from the Oregon School Board Association (OSBA) for a work session focused on strengthening the district's community engagement strategies. Board members identified several key goals for the process, including improving accessibility for individuals with disabilities, calibrating individual engagement within the collective board system, and helping the community understand the specific scope and limitations of the board's role to manage expectations.

Key Discussion Points:

- The board discussed the analogy of being a "thermometer" (reflecting the community) versus a "thermostat" (setting the environment for progress), concluding that they must balance both while maintaining a unified system of governance.
- A consensus emerged regarding the practice of board members asking questions during public testimony. Members noted that questions can create unintended friction, appear inequitable, and extend meetings. The board expressed a desire to move toward a "listening-only" model during public comment, with members following up with constituents privately to build deeper connections.
- Kristen emphasized the importance of articulating the "why" behind significant board decisions. By connecting current actions to past data and future goals, the board can provide a clear rationale that helps the community understand complex systemic changes.

Kristen suggested scheduling a follow-up session to further define the role of individual board members as messengers for the district. To prepare for this session, Board members have been assigned the following:

- Homework: Identify one specific perception of the board that you would like to see changed or improved.
- Future Discussion Topics:
 - Navigating the gap between the board's current perceived situation and the desired state.
 - Individual board member engagement protocols and "role clarity" as a messenger.
 - Managing board and community expectations regarding timelines for change.
 - Defining what "repair" looks like when the relationship between the board and the community is tested.



IX. CONSOLIDATED ACTION

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Co-Vice Chair Jones 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. Board Meeting Schedule 2026-27**
- B. Non-Resident Transfer Spots**
- C. Minutes – March 5, 2026; March 12, 2026**
- D. Licensed Personnel Action**

X. CONSOLIDATED INFORMATION

The Board pulled items A and B.1. for discussion.

- A. February Financial Summary (Unaudited)**
- B. Board Policies**
 - 1. Policy DN - Disposal of District Property**

XI. BOARD MEMBER COMMENTS

Co-Vice Chair Tominey requested an update on the district's post-consolidation plan for counseling and mental health services. She emphasized that while staffing is an operational matter, the board and community need to understand how student well-being will be supported as school populations increase.

Director Hawkins reflected on the personal toll of recent recall efforts and affirmed her commitment to building inclusive school communities. She stood by the consolidation decision as a necessary step to protect core student programs and urged the community to move forward together with a shared purpose of supporting students in their new school environments.



Director Wang proposed that the board begin developing a formal AI policy. He noted that AI impacts everything from staff workflows to student learning and argued the district must be proactive in teaching responsible use to avoid falling behind the technology.

Director Al-Abdrabbuh shared a personal reflection on the trauma and personal attacks experienced by board members in recent months. He called for a path forward rooted in accountability and "trauma-informed" leadership, encouraging the community to assume the best of one another and celebrate the district's strong academic progress.

Director Largent stated that community healing is not possible without acknowledging mistakes made during the consolidation process. He also promoted upcoming cultural events, including the 71st annual *Ho'ike* festival and *Pacifika Fest* at Oregon State University.

Director Jones expressed concern about the "weight" staff carry as they support students through transitions. She urged the district to prioritize staff wellness in future resource allocations and noted that consolidation was only the first in a series of difficult financial decisions necessitated by the upcoming budget season.

Chair Whitebear:

- Invited critics to work alongside the district rather than from the outside and announced plans to update the district website to better define the board's specific role versus operations.
- Reaffirmed the district's commitment to protecting families from the impacts of ICE and Border Patrol enforcement, stating that the district's safety resolution is a functional promise of protection, not just "words on paper."
- Acknowledged Autism Awareness Month and re-elevated community concerns regarding the isolation and "intense" transitions faced by students with learning disabilities and developmental needs.
- Shared various resources, including suicide prevention materials for Native youth, *Chinuk Wawa* language credit opportunities for students
- Shared that it was announced that Beaver Beginnings, an on-campus childcare center at OSU, is closing after KinderCare terminated its contract.

XII. ADJOURNMENT

With no further business, the meeting was adjourned at 10:18 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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Corvallis
SCHOOL DISTRICT

XII.D. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

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

Licensed Personnel Action

ACTION REQUESTED

Resignation/Retirement

Name	Position	FTE	Building	Effective	Notes
Messenger, Tyler	Fourth Grade Teacher	1.0	Franklin K-8 School	6/30/2026	Resignation
Vinyard, Zack	Layoff	.6	District Office	6/30/2026	Resignation-declined recall offer

MOTION REQUESTED:

"I move to approve the Licensed Personnel action as submitted."



Corvallis

SCHOOL DISTRICT

XII.E. Board Policies -- **FOR ACTION**:

XII.E.1. Policy DN - Disposal of District Property



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Finance Director
Meeting Date: May 7, 2026

ACTION REQUIRED

SECOND READ: 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:

Approval of revised policy.

MOTION REQUESTED:

"I move to approve Board policy DN, as revised."



Corvallis

SCHOOL DISTRICT

Code: DN

Adopted: 1/11/99

~~Readopted: 4/11/16~~

Revised: 05/07/2026

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 **recycled**, 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



Corvallis
SCHOOL DISTRICT

XIII. CONSOLIDATED INFORMATION

XIII.A. Financials - Unaudited (March)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: May 7, 2026

March Financial Summary (Unaudited) **NO ACTION REQUIRED**

Background

The Financial Summary for the General Fund for the period ending March 31, 2025 and March 28, 2026 follows this report. Year-to-date operating revenues through the end of March 2026 total \$87.5 million or 89.06% of total budgeted operating revenues as compared to \$84.8 million or 87.34% through the end of March 2025.

Year-to-date operating expenditures through the end of March 2026 total \$64.5 million or 62.45% of total budgeted operating expenditures as compared to \$59.4 million or 60.15% through the end of March 2025.

Currently, the projected general fund ending balance is \$15,074,622 or 15.22% 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 March 31, 2026
2. Schedule of Investments as of March 31, 2026



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2025 - 2026 Financial Summary

For the Period Ending March 31, 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	\$ 34,368,068	96.84%	\$ 36,632,983	\$ 35,678,408	97.39%	\$ 37,018,718	\$ 385,735
Local Option Levy	\$ 10,185,765	96.85%	10,853,047	10,543,357	97.15%	10,879,046	25,999
Other Local Sources	\$ 2,482,752	66.45%	3,232,500	2,267,167	70.14%	2,978,304	(254,196)
Intermediate Sources	\$ 149,640	14.26%	875,000	340,899	38.96%	1,012,668	137,668
State School Fund	\$ 36,743,605	84.40%	44,944,068	37,512,992	83.47%	45,225,651	281,583
Other State Resources	\$ 670,595	28.52%	1,385,023	781,813	56.45%	1,456,813	71,790
Federal Sources	\$ 165,644	44.35%	327,000	368,440	112.67%	446,962	119,962
Other Sources	\$ 3,100	100.00%	5,000	15,827	-%	20,000	15,000
Total Operating Revenues	\$ 84,769,170	87.34%	\$ 98,254,621	\$ 87,508,901	89.06%	\$ 99,038,162	\$ 783,541
Beginning Fund Balance	\$ 19,386,615	100.00%	17,330,395	17,916,300	103.38%	17,916,300	585,905
TOTAL RESOURCES	\$ 104,155,785	89.45%	\$ 115,585,016	\$ 105,425,201	91.21%	\$ 116,954,462	\$ 1,369,446
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 29,881,776	61.91%	\$ 50,804,776	\$ 31,074,943	61.17%	\$ 49,718,273	\$ 1,086,503
Associated Payroll Costs	16,941,385	61.07%	27,784,726	19,063,408	68.61%	30,483,658	(2,698,932)
Purchased Services	9,485,637	64.47%	15,678,551	9,751,999	62.20%	14,093,367	1,585,184
Supplies and Materials	1,869,233	65.52%	3,676,748	2,947,357	80.16%	3,283,516	393,232
Capital Outlay	89,672	40.56%	82,000	33,148	40.42%	51,408	30,592
Other Objects	1,131,536	54.65%	2,687,847	1,641,546	61.07%	1,661,078	1,026,769
Transfers	\$ -	-%	2,588,540	-	-%	2,588,540	-
Total Operating Expenditures	\$ 59,399,238	60.15%	\$ 103,303,188	\$ 64,512,401	62.45%	\$ 101,879,840	\$ 1,423,348
Contingencies	-	-	7,369,097	-	-%	-	-
Unappropriated Ending Fund Balance	-	-	4,912,731	-	-%	-	-
TOTAL REQUIREMENTS	\$ 59,399,238	60.15%	\$ 115,585,016	\$ 64,512,401	55.81%	\$ 101,879,840	\$ 1,423,348

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

****PROJECTED ENDING FUND BALANCE \$ 15,074,622**
15.22%

Corvallis School District 509J
Schedule of Investments
March 31, 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>
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U.S. Treasury Obligations:

Commercial Paper:

Total Investments Outside of Local Government Investment Pool:	\$ -
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Local Government Investment Pool:	<u>Monthly</u> <u>Distribution Yield</u>	
General Account	4.00%	55,849,200
Total Investments Inside of Local Government Investment Pool 1		\$ 55,849,200

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.

Total Investments	\$ 55,849,200
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Compliance with Investment Policy

<u>Type of Investment</u>	<u>Maximum % of</u> <u>Portfolio per Policy</u>	<u>Current Percent</u>
	<u>DFA</u>	
U.S. Treasury Obligations	100.0%	0.0%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	0.0%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	100.0%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks:

3 Month U.S. Treasury Yield Curve Rate	3.70%
3 Month Jumbo Certificate of Deposit Rate	3.90%



Corvallis

SCHOOL DISTRICT

XIV. BOARD MEMBER COMMENTS (8:55 PM)*

XV. ADJOURNMENT (9:15 PM)*

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841