

Thursday, January 15, 2026
6:30 PM

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

Meeting Details: Thursday, January 15, 2026, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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

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

- I. CALL TO ORDER AND ROLL CALL (6:30 PM)*
- II. BOARD MEMBER REPORTS
- III. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES



NSBA Report to Oregon School Boards Association Board

January 15th, 2026

Submitted by NSBA Regional Director Sami Al-Abdrabbuh (Oregon)

This report was prepared by Sami Al-Abdrabbuh, Ph.D. NSBA Pacific Region Board Director from Oregon. This update includes information and update developed by NSBA staff

NSBA Federal Legislative Advocacy Update and Call for Action

With just days remaining before the January 30 deadline, Congress must act to pass a federal budget and avert further uncertainty for public schools nationwide. In response, the National School Boards Association (NSBA) is providing six ready-to-use advocacy emails for school board members and education leaders to send immediately to their Members of Congress. These messages press lawmakers to protect critical education funding, uphold local control, and prevent harmful disruptions to students, educators, and communities that depend on stable and predictable federal support.

Each message is designed to help you clearly and effectively communicate the needs of your local district and students on the following topics:

- [Fully Fund and Modernize the Individuals with Disabilities Education Act \(IDEA\)](#)
- [Expanding, Strengthening, and Retaining the Educator Workforce](#)
- [Strengthening Investments in ESEA Title I and Career & Technical Education \(CTE\)](#)
- [Promoting Digital Access, Digital Literacy, and Cybersecurity](#)
- [Prioritizing Student Health, Wellness, and Safety](#)
- [Opposing School Vouchers in All Their Forms](#)

We encourage you to review the messages, select the issues most relevant to your district, and send them to your U.S. Senators and Representative. These messages help ensure that federal policymakers hear directly from local education leaders about the real-world impact of their decisions.



Your engagement strengthens NSBA's advocacy efforts and elevates the voice of local governance in federal policy discussions. Thank you for taking action on behalf of public education.

NSBA Federal Advocacy Priorities

The National School Boards Association is urging Congress to address:

- Fully funding and modernizing the Individuals with Disabilities Education Act (IDEA)
- Recruiting, supporting, and retaining educators
- Increasing investments in Title I (ESEA) and Career & Technical Education (CTE)
- Expanding digital access, digital literacy, and cybersecurity
- Prioritizing student health, wellness, and safety
- Opposing school vouchers in all forms

Noteworthy Updates

Federal School Choice Tax Credit

NSBA made a Submission to Treasury Department on Federal School Choice Tax Credit Attachments [NSBA Submission to Treasury Department on Federal School Choice Tax Credit](#). (if you have issues accessing the document, feel free to ask Sami via Sami@corvallis.k12.or.us)

Complimentary Advocacy Prep Series

The [NSBA Advocacy Prep Series](#) is an ongoing four-week virtual training experience designed to equip school board members with the skills, confidence, and tools needed to advocate effectively on Capitol Hill during the NSBA Advocacy Institute. Held every Monday in January, these one-hour sessions walk attendees step-by-step through the process of preparing for successful meetings with their U.S. Senators and Representatives. These sessions are open and complementary for all Oregon's school board members even if they are not attending the NSBA Advocacy Institute in person.

Attendees will learn how Congress works, understand NSBA's federal priorities, craft their advocacy message, and secure meetings with their Members of Congress. Each session includes live coaching, templates, and real-time working time to support outreach and scheduling. Click below to view description for each session.

1- Advocacy 101 & Securing a Hill Meeting

2- Crafting the Message & Understanding NSBA Priorities

** This report is best reviewed digitally in order to access linked resources.*



3- Running a Successful Meeting

4- Final Prep, Logistics, & Role-Plays

[Register Here for Prep Series](#)

If you missed a session and would like to watch a recording, please reach out to sami@corvallis.k12.or.us. As a reminder, to support efficient and effective coordination, all Oregon school board members are asked to coordinate with OSBA staff regarding securing and scheduling Hill meetings with members of Congress and their staff.

Artificial Intelligence Certification Pilot Program

NSBA, in partnership with the National AI Academy (NAIA), is launching an AI Smart Certification for K–12 education leaders in response to a White House executive order on AI education.

- Pilot enrollment is now open
- Initial eligibility is limited to NSBA leadership, affiliated districts, and select partner networks
- The certification provides foundational and practical guidance on AI in public education
- Focus areas include technology integration, policy development, governance, and strategic decision-making

You can request more information or register in the National AI Academy using the following link:

https://nsba.iad1.qualtrics.com/jfe/form/SV_clqLJxNrKDs2dvg

Do you have questions or ask for more updates about NSBA? feel free to reach out to sami@corvallis.k12.or.us or call 541-283-6611 anytime.

IV. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the January 15, 2026, meeting.

School Board Recognition Month

Each January is School Board Recognition Month, a time to express our appreciation for the efforts of our school board members in shaping the future of our students and fostering an environment of learning and growth.

District Department Scorecards

At the January 22 board meeting, district departments will report on their progress on their scorecards. These scorecards are how our departments track their progress on their individual goals tied to the overall district goals.

Please review the scorecards before the board meeting. This will prepare you for a one-on-one discussion with our department leaders.

Hands Across Corvallis

Later this month, the [Corvallis Public Schools Foundation](#) will host its annual "Hands Across Corvallis" breakfast on Tuesday, January 27, 2026, from 7:30 to 8:30 a.m., at Corvallis High School. This event will include a brief video and presentations on how the Foundation makes a difference in our students' lives, emphasizing student successes.

The foundation's three priority areas are:

- Academic Support - Providing real-world learning opportunities and academic interventions that help every student find success and stay on track to graduate.
- Learning Enrichment - Funding grants and programs that support educator and student creativity, advance equity, and inspire students – fueling their excitement for learning.
- Educational Access - Removing barriers to education by addressing pressing needs such as mental health support, and assistance for students navigating financial insecurity.

2026-27 School Start Date Reminder

The first day of the 2026-2027 school year is on Wednesday, September 2, 2026, which is before Labor Day. This is based on the feedback we gathered during our staff and family surveys last year.

High School Honor Roll

Both of our comprehensive high schools have made the AP Honor Roll. To qualify for the AP School Honor Roll, schools must meet or exceed the criteria for a given recognition level for all three of the following metrics:

- **College Culture:** 50% of our graduating class students took an AP exam at some point in high school, regardless of their score.

- **College Credit:** 30% of our graduating class scored 3 or higher on any AP Exam in high school.
- **College Optimization:** 5% of our graduating class took 5 or more AP Exams in high school, with at least one exam taken in 9th or 10th grade.

Consolidation Update

The following updates and reminders were shared with staff this week:

<p>Staffing</p>	<ul style="list-style-type: none"> ● The district is asking all certified and classified staff to complete a Preference for Placement form to help us place staff for the 2026-27 school year. ● This month, we will distribute classroom FTE to building leaders. ● Outgoing principals are collaborating with incoming principals on school budgets for next year and will collaborate on staffing next month.
<p>Programming</p>	<ul style="list-style-type: none"> ● This week, we shared a staff survey asking for feedback on the proposed 2026-2027 school programming structure. ● This month, we are continuing to: <ul style="list-style-type: none"> ○ Finalize bell schedules (start/end times) and mock schedules. ○ Develop elective options, athletic & after-school activities, and Profile of a Graduate. ● Next year, our Title I schools will increase from four to five: Adams, Garfield, Kathryn Jones Harrison, Lincoln, and Mt. View.
<p>Facilities and Transportation</p>	<ul style="list-style-type: none"> ● Facilities and Technology department walkthroughs for inventory and move coordination planning. ● Transportation routing for the 26/27 school year is underway. The initial draft of routes will be available for families by the end of March. These are draft routes, as we will continue to make adjustments based on student registrations and ridership needs until August 2026.
<p>Student Transitions</p>	<ul style="list-style-type: none"> ● Beginning in April, we will start formal student transition efforts, including transition meetings and open houses for families and the community to visit our schools. ● Coordinating school visits and student meet-and-greets. ● Teams are compiling important information regarding students' support needs for fall.
<p>Transfers</p>	<ul style="list-style-type: none"> ● The Boundary Locator Tool is updated to reflect the new boundaries for the 2026-2027 school year.

	<ul style="list-style-type: none">● The Early Resident Transfer Window is February 9 – February 27● The Standard Resident Transfer Window is March 23 – April 5
School Transitions	<ul style="list-style-type: none">● This month, we will:<ul style="list-style-type: none">○ Begin transition committees for Letitia Carson, Cheldelin, and Linus Pauling which include legacy projects and memorabilia.○ Other schools transitioning to K-6 and K-8 will begin working on logistics planning.



Corvallis
SCHOOL DISTRICT

Consolidation Update

Corvallis School Board
January 15, 2026

Staffing

Staff completing a Preference for Placement form for the 2026-27 school year

Distribute classroom FTE to building leaders

Outgoing principals collaborate with incoming principals on 26-27 school budgets

- Collaborate on staffing next month

Programming

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

Finalize bell schedules (start/end times) and mock schedules

Develop elective options, athletic & after-school activities, and Profile of a Graduate

Next year, our Title I schools will increase from four to five:
Adams, Garfield, Kathryn Jones Harrison, Lincoln, and Mt. View

Facilities and Transportation

Facilities and Technology department walkthroughs for inventory and move coordination planning

Transportation routing for the 26/27 school year is underway.

- Initial draft of routes will be available by the end of March.
- Continue to make adjustments based on student registrations and ridership needs until August 2026

Student Transitions

Start formal student transition efforts in April

- Transition meetings
- Open houses for families and the community

Coordinating school visits and student meet-and-greets

Teams are compiling important information regarding students' support needs for fall

Transfers

The Boundary Locator Tool is updated to reflect 26-27 boundaries

The Early Resident Transfer Window is February 9 – February 27

The Standard Resident Transfer Window is March 23 – April 5

School Transitions

Begin transition committees for Letitia Carson, Cheldelin, and Linus Pauling

- Legacy projects
- Memorabilia

Other schools transitioning to K-6 or K-8 will begin planning logistics

QUESTIONS

V. **PUBLIC COMMENT (6:50 PM)***

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

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



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 02-06-25)

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

Public Comment at School Board Meetings

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

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

Written Correspondence

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

Telephone Calls

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



PROVIDING REMOTE INPUT TO THE SCHOOL BOARD

(Revised 02/06/25)

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

Public Comment at School Board Meetings

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

- A. Email Board Secretary Kim Nelson at kimberly.nelson@corvallis.k12.or.us by noon on the day of the meeting.
- B. Provide your name, home address, and the telephone number you will be calling in on.
- C. You will be provided a telephone number and meeting access code.
- D. At the time designated on the agenda, call the number provided and enter any required access codes.
- E. You will be “in the waiting room” until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
- F. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- G. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to comment after you.
- H. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- I. If you read from a prepared statement, you may choose to email your written comments to Kim Nelson at kimberly.nelson@corvallis.k12.or.us to post online with the informational packet of the meeting and to file with the official minutes of the meeting. It is not required, however.
- J. Speakers may offer objective criticism of District operations and programs, but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at <http://policy.osba.org/corvall/kl/index.asp>.
 - Complaints regarding budget, programs, or other District issues should also be handled by first following the steps outlined in policy KL.
- K. 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	541-632-3568	Terese Jones	541-230-1673
Sami Al-AbdRabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Bernie Wang	541-704-7298		

Lead in the Water at Mt. View Elementary School

My name is Michael Eller, and I am a parent in the school district.

Last week, Mountain View families were informed of the results of water quality testing conducted in December at the school. Eight classroom faucets, used for drinking water, tested above the EPA action level of 15 parts per billion (ppb) for lead—levels the EPA states as unsafe for consumption. The District has stated that these fixtures have been taken out of service until they are remediated and retested.

However, lead was also detected in all remaining classroom drinking fountains, with levels just below the action level threshold. There is no safe level of lead exposure, particularly for children. Because children absorb lead more easily during development, even low-level, long-term exposure can result in serious health impacts, including developmental delays and damage to the brain, kidneys, immune system, and reproductive organs.

Mountain View School is 72 years old. Given common building practices of the 1950s, it is likely the plumbing system includes galvanized or copper piping with lead solder—known sources of lead in drinking water. The 2018 Bond does not appear to have addressed replacement of existing water piping or fixtures.

Water testing currently occurs every three years, yet lead levels appear to have increased significantly since the last test in November 2023. In two years, the lead levels quadrupled from 8 ppb to 32 ppb, and double of what the EPA action levels are.

This raises an important question: how much lead have the more than 220 students and 40 staff members been exposed to during that time?

As the District plans to add over 120 additional students to Mountain View next year, I ask what immediate safety measures will be implemented to reduce lead exposure. Testing every three years is clearly insufficient if lead levels can rise from single-digit readings to over 30 ppb in just two years. Will there be a morning “flushing of the system” before students and staff fill their water bottles every day?

I am asking the Board to work with the District to identify the source of the lead, develop a clear mitigation plan, and establish a timeline for corrective action. This information should be communicated transparently—both to current families and staff and to prospective families and employees being asked to join Mountain View as part of the consolidation.

Given the serious health risks associated with lead exposure, this issue must be prioritized before students are relocated and new programs are built around this facility. I urge you to take action and ensure our schools are safe and healthy learning environments.

Thank you for your time.

Test results

Lead level	Water usage	Recommendation
Up to 1 part per billion (µg/L) 0.001 mg/L	SAFE for all uses	
Up to 15 ppm (µg/L) 0.015 mg/L	Not recommended for infant formula or baby food. Pregnant women, immunocompromised people, and young children should avoid drinking untreated water. Don't use untreated water for cooking, in beverage mixes, in food preparation or for washing fruits and vegetables.	Run COLD tap water for 1 to 2 minutes before using it for drinking or cooking.
15 ppb (µg/L) 0.015 mg/L	Public water system limit. If this were a public water supply, the public water system would be actively treating the water to reduce the lead level.	
More than 15 ppb (µg/L) 0.015 mg/L	NOT SAFE for consumption by humans, pets, or livestock (including drinking, mixing into beverages, cooking, washing fruits and vegetables). SAFE for other household uses (bathing, washing dishes, laundry, garden irrigation).	Treat contaminated water. See ACTION STEPS FOR CONTAMINATED WATER. Supervise children to ensure they do not swallow water while bathing, brushing teeth, etc.
More than 40 ppm (mg/L)	NOT SAFE for consumption by humans, pets or livestock. SAFE for other household uses: bathing, washing dishes, laundry, garden irrigation.	See ACTION STEPS FOR CONTAMINATED WATER. Supervise children to ensure they do not swallow water while bathing. If you have concerns about lead buildup in your soil, follow advice from OSU Extension on getting your soil tested.

Test results can be reported in ppb (parts per billion), µg/L (micrograms/L), or mg/L (milligrams/L); 1 ppb = 1 µg/L = 0.001 mg/L

References:

Apex Laboratories. 2026. "Lead in Drinking Water Sampling Report, Mountain View Elementary School, 340 NE Granger Ave, Corvallis, Oregon, Apex Project # 25015075. January 6.

Oregon Health Authority (2026). General Lead FAQs.

<https://www.oregon.gov/oha/ph/healthyenvironments/healthyneighborhoods/leadpoisoning/parentsfamilies/pages/prevent.aspx>. Accessed January 15, 2026.

Oregon Health Authority. 2026. Drinking Water Rules.

<https://www.oregon.gov/oha/PH/HEALTHYENVIRONMENTS/DRINKINGWATER/RULES/Pages/rules.aspx#lead>. Accessed January 15, 2026.

Oregon Health Authority. 2026. Healthy School Facilities.

<https://www.oregon.gov/oha/PH/HealthyEnvironments/HealthyNeighborhoods/HealthySchoolFacilities/Pages/index.aspx>. Accessed January 15, 2026.

Oregon Public Health. 2026. Drinking Water Data Online.

<https://yourwater.oregon.gov/sscore.php?cs=all&ra=all&st=epa&src=all&sat=SCH&compl=all&sort=ss#notes> Accessed January 15, 2026.

Oregon State University (OSU). 2023. Lead in your drinking water – Be Well Project.

<https://extension.oregonstate.edu/catalog/pub/em-9402-lead-your-drinking-water>. Accessed January 15, 2026.

Hello my name is Betania (Bethany) Canfield and I am a school counselor in the Corvallis School District.

I want to thank the school board and Superintendent Ryan Noss for enduring at this time of complexity. Thank you for your hard work.

I care deeply about the impact of the consolidation, closures and budget cuts impacting our Corvallis community, this has affected my coworkers, as well as students in our community. I personally do not know if I have a job next year, this has been a difficult time.

At the same time I believe that we need to keep things in perspective. In addition to our community members that are affected by the consolidation, our Corvallis community also includes students, families and staff that are enduring a current crisis of daily fear and uncertainty due to targeted ICE abductions and deportations not only nationally but in our Corvallis community as well. Our community also includes families that are having essential resources taken away. When we have students who live with the fear of their parents being deported, or not knowing when their next meal will be, for these students to be concerned about going to a different school would feel like a luxury at this time. That is not to minimize anything, that is the reality and I believe we need to consider our entire community as we move forward.

In consideration of all of our community members I came here to say that I am adamantly opposed to signing anything related to a recall of any of our school board members. Removing the board at this time would cause the vulnerable to be more vulnerable, it could cause the delay of funding to critical programs that impact our most marginalized community members and it is not allowing district leadership the time and capacity to place equitable attention on issues that are impacting our community here in Corvallis.

I would like to ask our community to be thoughtful rather than reactionary in how we move forward at this time. I want to ask us to consider all of us, not just ourselves or the people we know and love, but our whole community.

School Board and Superintendent Ryan Noss, thank you so much for your time and presence. Thank you for your long hours and for enduring.

Hello, my name is Amanda McBride and I rent in the Corvallis School District boundary. I am the mother of two Garfield Geckos, and I am a proud staff alumna of the LPMS PRIDE.

Before I begin, I would like to acknowledge the families and communities of the North Star State and every mother and parent who works to fight for the betterment of the world for our children. There are so many people who are thankful for this work, thankful for those of us who can be here and speak up, and I will continue to advocate for the needs of ALL as long as I am able.

As the district moves forward with plans and preparations to tackle the challenges in this consolidation, I would like to inquire about how to replicate an existing CSD model that has been successful in maintaining student numbers as well as performance levels.

Franklin School is currently the only existing K-8 school in our district and I would like to understand and explore what makes Franklin School a school of choice and how to bring those features into every other school in our district. Knowing that Franklin School as a building is not impacted as directly as others in the coming year, but their staff will be (I believe, since staff work for the district and not for a specific school), I feel that we need to explore opportunities that will support all schools regardless of the class and economic status of the student and family population. Why do families choose this school? What about it makes it stand out from a neighborhood school? What makes it the best fit for families who live in neighborhood school boundaries? What ideas and programs can be shared from Franklin that would support growth in all buildings and create the same sense of opportunity and exposure as being a Franklin Phoenix?

In addition to the work that the Innovation Team is doing to prepare and develop programs for the new school models in the coming year, I would also like to ask the board and the district to build in support to develop a District Wide PTA.

Between the families that are being displaced to new locations as well as the school communities that will be working on expanding their offerings and resources for staff and students, I believe that a district wide PTA would provide an opportunity for all schools to be represented and come together in a structured way. This could allow representatives to share what is going on in town, in schools, both positives and challenges, as well as working to give ALL students in our school district the same access and opportunities that their peers receive at their individual schools. I mean, how great would it be if we could figure out how to provide every 7th grader in Corvallis with the opportunity to travel to our nation's capital as a school district and see national democracy at work!

At a town hall held last summer, Representative Sarah Finger McDonald stated that there will be no additional funding for schools in Oregon for the foreseeable future and that as the state braces for financial obstacles, what we can and should do is to focus on building and supporting our community. I do not want to come off as making our schools homogenous, but I want to make sure that students are getting similar opportunities and that all schools and staff have access to a robust Parent Teacher Group that can help them accomplish building and programming goals. A district wide PTA could ensure that schools who have active PTA, PTO, or Booster Groups can gather and work together to help strengthen and support all of our schools.

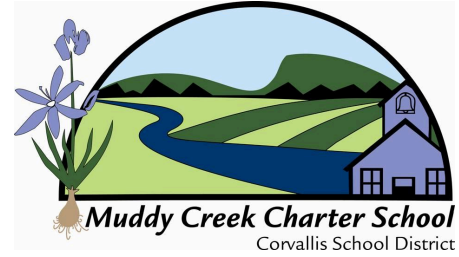
Thank you.

Presented to the Board at the January 15, 2026,
board meeting. KN

VI. MUDDY CREEK CHARTER SCHOOL ANNUAL REPORT

Muddy Creek Charter School

Annual Report 2024 - 2025



Executive Summary

Academic Performance

Student achievement on standardized assessments in English Language Arts and Mathematics declined slightly compared to the 2023–2024 school year. However, our performance remains consistent with Corvallis School District and statewide averages. We believe this temporary dip is attributable to two primary factors: the adoption of new core curricula in both ELA and Math, and an increase in the diversity of our student population. As with most curriculum adoptions, an adjustment period is expected while teachers and students build familiarity and instructional fluency.

At the same time, our project-based and place-based learning experiences returned in full force and continue to be a highly effective and engaging instructional approach. All teachers implemented at least two long-term projects during the year, with some classrooms completing as many as six. These projects deepened student engagement, strengthened community connections, and supported integrated skill development across subject areas.

Fiscal Performance

Muddy Creek Charter School met all district and state fiscal requirements and reporting expectations during the 2024–2025 school year. Key financial highlights include:

- Strategic use of Student Investment Account (SIA) funds to support a full-time School Counselor and Dean of Students
- Continued partnership with Corvallis School District to access Integrated Programs funding, supporting early literacy curriculum adoption and staffing
- A budget overage of \$182,400 in 2024–2025, largely driven by lower-than-projected enrollment and increased staffing needs for SPED support.

In response, we have revised our annual budgeting process and implemented three-year cash flow projections to strengthen financial oversight and prevent future overspending. Student enrollment (ADMw) was lower than anticipated; recruitment efforts are ongoing and remain a priority.

Organizational and Governance Performance

MCCS continues to fulfill its mission and charter obligations by:

- Designing and delivering a supplemental place-based and project-based curriculum aligned with strong core academic instruction

- Supporting the development of creative, collaborative, and joyful learners with a strong sense of community belonging
- Ensuring all instructional staff are appropriately licensed by TSPC or meet Highly Qualified standards
- Serving a high percentage of students receiving IEP and 504 services (32% in both 2024–2025 and 2025–2026)
- Maintaining compliance with all district and state reporting requirements
- Collaborating with Corvallis School District (509J) to deliver special education services
- Continuing a strong focus on inclusive practices and community diversity

Vision

Muddy Creek Charter School is a rural public school dedicated to the integration of an outstanding academic program with its community – the land and its people. We offer a joyful and creative educational experience where engaged students practice the skills they will need to be effective citizens and stewards in the future. Muddy Creek Charter School will serve as a model for preserving schools in rural communities.

Mission

Muddy Creek Charter School was founded to provide an outstanding K-5 public educational program for children who reside in and around the Muddy Creek Watershed. In multi-age classrooms, the school will deliver a place-based, project-based, integrated arts and science curriculum grounded in its rural agricultural setting and commitment to community service.

Diverse learning styles will be fostered. MCCS will be supported in its efforts by forging and maintaining partnerships with local landowners and agencies, OSU researchers and the community at large. Our success will be our children. The students of MCCS will not only meet or surpass the state benchmarks but will also have a deeper understanding of their place in the world as demonstrated by portfolios of high quality projects, and they will be well prepared to transition into other schools for their continued education.

Leadership

Executive Director: Sarah Danforth

Inavale Community Partners Board:

- President: Lester Oehler
- Vice President: Jacque Krumrey
- Treasurer: Karen Steele
- Secretary: Patrick Riccolo
- Members: Jamie Hahn, Alex Goldner, Derek Jordan, Brooke Cassell

Business Manager: Tonya Mosher

Brief Historical Perspective

Muddy Creek Charter School opened in September 2008 as a K–5 public charter school sponsored by Corvallis School District. While serving families within the Muddy Creek and Beaver Creek watersheds, MCCS also enrolls students from surrounding communities, including Philomath, Monroe, and Albany. Since its founding, the school has remained committed to innovative, community-centered education.

Staffing

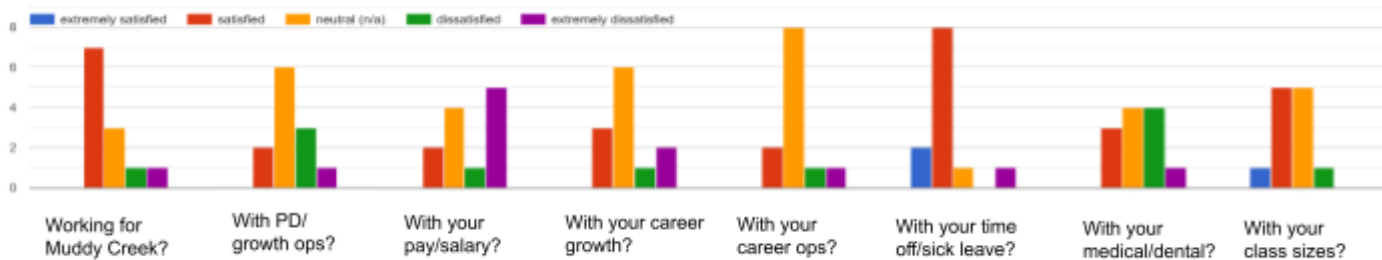
MCCS operates six classrooms serving grades K–5, each staffed by a full-time teacher. Kindergarten through second grade classrooms receive additional paraprofessional support. All students receive weekly instruction in Physical Education, Art, Music, and Library.

The administrative team includes an Executive Director, School Counselor, Dean of Students, and Office Manager. IT and bookkeeping services are contracted externally. Corvallis School District provides part-time special education staffing, speech-language pathology services (both in-person and online), and one classroom paraprofessional.

All teachers meet charter school requirements and are licensed through TSPC.

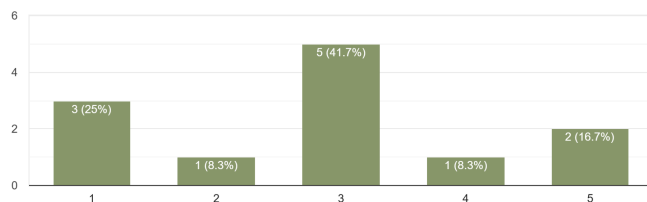
24-25 Staff Satisfaction Survey Results

Overall, how satisfied are you...



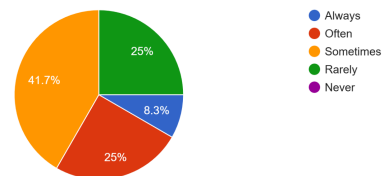
How likely are you to recommend MCCS as a place to work?

12 responses

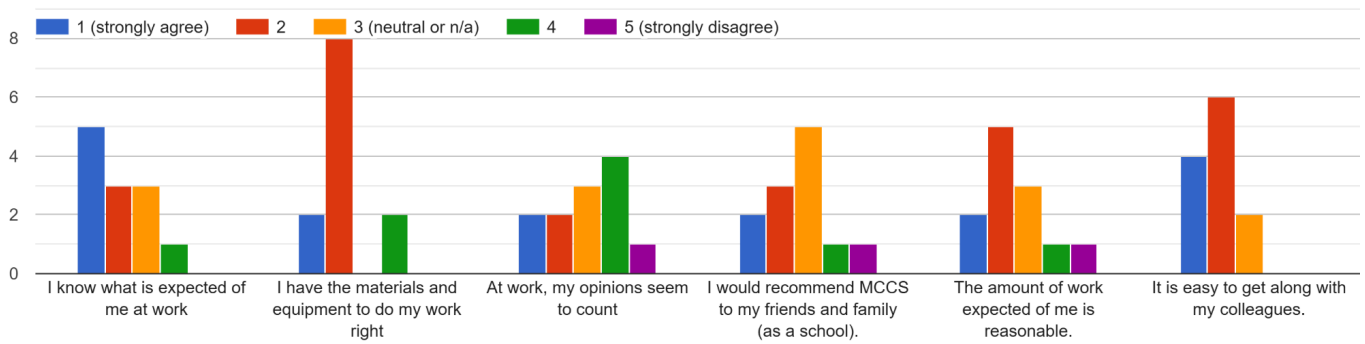


How often do you feel burned out at work?

12 responses



In general...



Financials

Please see attached documents for the following:

- Municipal audit (forthcoming)
- Cash flow statement
- Budget-to-actual report

Attendance and Enrollment

MCCS averaged 106 enrolled students during the 2024–2025 school year, with a maximum capacity of 130 students. Average attendance across grades was 83%.

K - 88% (14, capped at 18)
1 - 88% (17, capped at 21)
2 - 77% (20, capped at 22)
3 - 77% (20, capped at 23)
4 - 81% (21, capped at 23)
5 - 84% (14, capped at 23)

Academics

English Language Arts

The 2024–2025 school year marked the second year of implementation of HMH *Into Reading*. All grade levels received training and taught with fidelity during 90-minute literacy blocks. Small-group instruction occurred daily, and students identified as struggling readers received an additional 30 minutes of targeted intervention. MCCS staff collaborated closely across general and special education to identify and support at-risk learners. As anticipated, assessment scores reflected a temporary adjustment period following curriculum adoption.

Mathematics

Math instruction was identified as a growth area in the previous year. In response, MCCS

adopted *Big Ideas Math* (National Geographic), a standards-aligned curriculum emphasizing academic vocabulary and spiral learning. Supplemental tools, including Sumdog and Number Corner-style instruction in the primary grades, supported fluency and conceptual understanding.

Science and Place-Based Learning

Students engaged in integrated science and social studies projects rooted in inquiry, fieldwork, and community relevance. Projects emphasized local context with global connections and included initiatives such as a community food drive, Indigenous history studies, agricultural and industry exploration, wildlife stewardship, and significant expansion of the school garden program.

Technology

MCCS balances a low-tech educational philosophy with intentional technology integration. The school maintains a 1:1 Chromebook program for all students. Primary students use devices primarily for assessment and skill practice, while students in grades 3–5 engage more deeply with Google Workspace tools and receive keyboarding instruction.

Library, Art, and Music

Students attend weekly library classes led by a part-time librarian who curates a diverse and inclusive collection and coordinates partnerships with the Corvallis Public Library. She also coached the Oregon Battle of the Books team for grades 3–5.

Art instruction follows the Teaching for Artistic Behavior (TAB) framework, emphasizing student choice, perseverance, and creative problem-solving.

Grant funding again supported a half-time music teacher, allowing all students to receive weekly music instruction and participate in two school concerts. Plans are underway to continue strengthening and formalizing the music program.

Assessments

MCCS utilized STAR assessments for literacy and math progress monitoring in grades 3–5, administered three times annually. Amplify (DIBELS) was used schoolwide (K–5) for literacy screening, dyslexia identification, and progress monitoring. Students in grades 3–5 also participated in SBAC testing.

END OF YEAR ELA DATA (Beginning and Middle year data available in the Admin Goals document provided)

EOY - STAR (3-5) At/Above grade level - 75% Below grade level - 14% Well-below grade level - 12%	EOY - DIBELS (K-5): At/Above grade level - 56% Below grade level - 25% Well-below grade level - 19%	SBAC scores (3rd-5th only) At/Above grade level - 55% Below grade level - 30% Well-below grade level - 16%
--	---	--

END OF YEAR MATH DATA (Beginning and Middle year data available in the Admin Goals document provided)

<p>Grade level EOY Data (Avg Post-test scores): (K: AvgGrade - 98%; Growth - 81%) 1st: Avg Score - 87%; Growth - 26% 2nd: Avg Score - 82%; Growth - 51% 3rd: Avg Score - 81%; Growth - 52% 4th: Avg Score - 87%; Growth - 24% 5th: Avg Score - 68%; Growth - 37%</p>	<p>STAR MATH EOY (3rd-5th only) At/Above grade level - 80% Below grade level - 16% Well-below grade level - 4%</p>	<p>SBAC EOY (3rd-5th only) At/Above grade level - 44% Below grade level - 28% Well-below grade level - 28%</p>
---	--	--

Unfortunately, the assessment tools we use do not disaggregate student data by Race/ethnicity, Disability status, Socio-economic status, and ELL status as the ODE At-a-Glance report does so we will not be able to provide that level of specificity as required by the charter contract.

Community Engagement

Community partnership remains central to MCCS culture. In addition to newsletters, assemblies, and board meetings, the school adopted ClassDojo to strengthen communication between classrooms and families. A strong Parent-Teacher Organization meets monthly to support students and staff.

Developing an Inclusive Community

Staff participation in Collaborative Problem Solving (CPS) training has strengthened our capacity for de-escalation, empathy, and shared problem-solving. The Justice, Equity, Diversity, and Inclusion (JEDI) Committee continues to examine policies, practices, and barriers to access, with the goal of creating a more representative and inclusive school community.

Recognizing limitations as a small, underfunded charter school, MCCS expanded transportation options and pursued grants to support food and clothing access for families experiencing insecurity. These efforts have improved retention and access and will continue into the 2025–2026 school year.

Summary

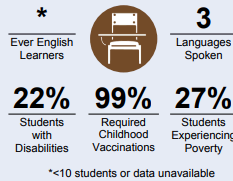
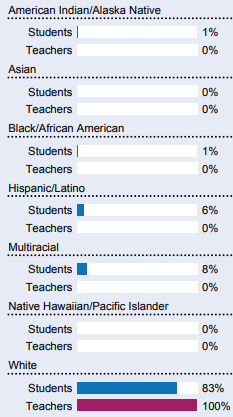
Muddy Creek Charter School continues to offer a distinctive, hands-on educational experience within a small, rural setting. The 2024–2025 school year was one of growth, reflection, and rebuilding. Our staff demonstrated resilience and creativity, and our students thrived within our integrated, community-centered model. We look forward to continuing this momentum in the coming year.

PRINCIPAL: Sarah Danforth | GRADES: K-5 | 30252 Bellfountain Rd, Corvallis 97333 | 541-752-0377

Students We Serve

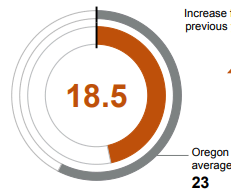


DEMOGRAPHICS

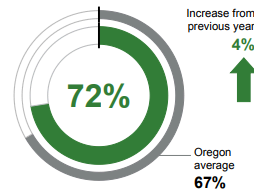


School Environment

CLASS SIZE
Median class size.

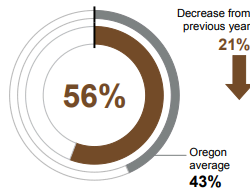


REGULAR ATTENDERS
Students who attended more than 90% of their enrolled school days.

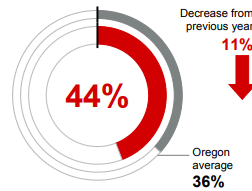


Academic Success

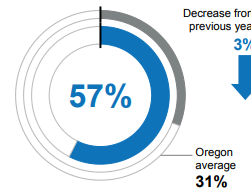
ENGLISH LANGUAGE ARTS
Students meeting state grade-level expectations.



MATHEMATICS
Students meeting state grade-level expectations.



SCIENCE
Students meeting state grade-level expectations.



School Goals

Muddy Creek emphasizes place-based/project-based learning through authentic field trips and inquiry-based experiences. This gives our students a real-world context in which to connect their learning in the classroom. Learning here is not contained to the four walls of the classroom.

Our goal is to teach to and meet the needs of the whole child. By placing equal value on academic rigor, real-world experiences, and multi-age learning opportunities, our students are well-equipped to solve problems and participate in their community.

State Goals

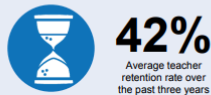
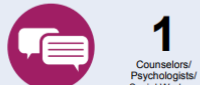
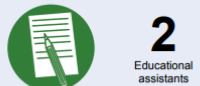
The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

On the first Friday of the month, our All School Meeting brings the whole community together to welcome newcomers, celebrate learning, and emphasize positive culture. Parent volunteerism and authentic learning opportunities are critical to our success. Small class sizes and lower teacher-to-student ratio ensure that all children are seen, heard, and embraced in our community.

Our focus on Love & Logic and Collaborative Problem Solving promotes our belief that all of our students belong here and are capable of doing better when they know how.

Our Staff (rounded FTE)



Outcomes

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Multiracial	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	71%	59%	51%
Students Experiencing Poverty	62%	46%	46%
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	52%	15%	15%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	80%	68%	46%
Male	68%	47%	44%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Muddy Creek Charter School is committed to providing a safe and positive learning environment for all students. Our school's response to bullying or harassment is to put a stop to the behavior quickly and consistently, provide students with positive behavioral supports, and to send the message that bullying and harassment is not acceptable. Programs our school has implemented include:

- Collaborative Problem Solving
- Second Steps for SEL
- Character Development - taught by our counselor
- Standard Response Protocol (SRP) for emergency response

EXTRACURRICULAR ACTIVITIES

Muddy Creek participates in Oregon Battle of the Books, which engaged more than half our 3rd, 4th & 5th graders last year. Daily learning experiences frequently extend beyond the classroom with events such as our all-school hike to Mary's Peak and field trips to local farms and research facilities. Our 5th graders participate in the 4-H Wildlife Stewards Summit that involves collaborative research and written and oral presentations. Students participate in a broad range of engaging learning experiences, and include extensive ecosystem study in KG, community service projects, school garden/farm, and Outdoor School in 5th grade.

PARENT ENGAGEMENT

Muddy Creek strongly encourages volunteerism from our parents and the community. Classroom activities offer the most opportunities including:

- field trips
- reading with students and supporting other academic tasks
- sharing their expertise or hobby
- art class

Parents also volunteer to support the library, improve or maintain our campus. The PTO provides numerous activities for our community to come together with potlucks, camp out, movie nights, and other activities. Our Board of Directors is comprised of volunteers who dedicate many hours to oversee the operations of this school that they value for their children, grandchildren and members of their community. Volunteers are essential!

COMMUNITY ENGAGEMENT

Our Board of Directors are all volunteers, some of whom are local community members rather than parents. It has been our goal to have a Board that represents a wide range of skills, experiences and backgrounds to ensure a broad perspective is taken in decision making.

We work closely with a number of agencies in the region to support our educational objectives, such as Oregon State University Extension/4-H, BLM, Mary's River Watershed Council, the State and US Forest Service.

All classes take on an on-site community service project each year. Examples include the Bird Garden, Native Plants Garden and Food Drive for local food banks.



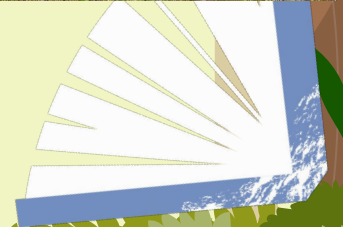
CSD Board Update

Muddy Creek Charter School
January 15, 2026



Place-based, Public Elementary Education in Corvallis, Oregon

Muddy Creek Charter School was established in 2008 to serve rural communities south of Corvallis. Our use of place-based education integrates the connection to our surroundings, community partnerships, and hands-on project learning activities to serve elementary school students from Corvallis and beyond!



Chaos Coordinator

Background: This is my 3rd year as Executive Director and Principal at Muddy Creek and my 12th year in elementary ed.

Philosophy: I believe that kids learn best when the setting is authentic and meaningful. Rigor is important, and so is having fun!

What I love most about MCCS: Our community!! Between the families and the staff it really feels like family at Muddy Creek. We are all working together to help kids and that keeps us all smiling!



Sarah Danforth

MCCS Strategic Goals 25-26

Instructional Excellence

Integrating best
practices for
Instruction, Behavior &
Classroom
Management

CPS School- wide Redux

Lots of new people...
Let's get everyone
trained up and keep
putting it into
practice!

Place/Project Evolution

Professional
development and peer
collaboration to take
our kids to the next
learning level

Instructional Excellence

Mentorship

Helping our new teachers as they develop the skills and techniques necessary for career longevity.

Intentionality

Using planning, reflection, data and PLC to refine instructional practices.

PBE/PBL Seminar

Monthly professional development that centers in Place & Project learning opportunities.

PBIS/PAX

Anticipating and managing behavioral challenges so that all students can learn.

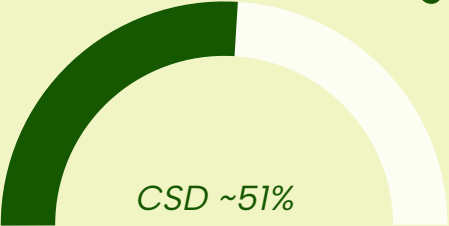


Oregon At-A-Glance: MCCS

ELA

English Language Arts scores are above state average of 43%. Down 21% from 23-24.

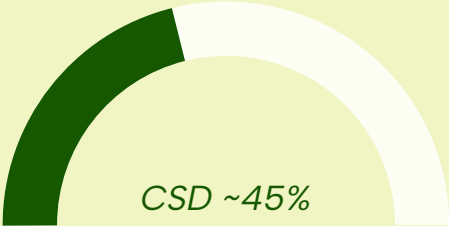
56%



Math

Math scores have increased 11% from 23-24, and 8% above state average.

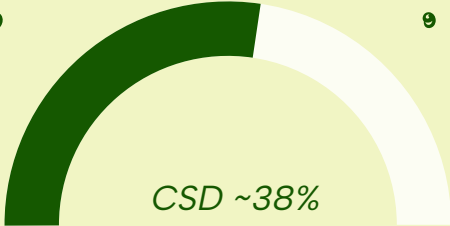
44%



Science

Scores down 3% from 23-24, but still almost double state average!

57%



Place & Project-Based Learning

The background features a light green gradient with stylized tree silhouettes in brown and green. There are decorative elements like a fan-like shape and scattered leaves on the right side, and a bush-like shape at the bottom left.

What is Place-Based Education?

Place-based education uses the local community and environment as the context for learning. Students connect academic content to real places, people, and issues in their own community, making learning more relevant and meaningful.

What is Project-Based Learning?

Project-based learning is an approach in which students learn academic content by working over time to investigate and respond to a real-world question or problem. Students apply knowledge across subjects to create a product or presentation, building critical thinking and problem-solving skills.







6th grade at Muddy Creek?

- Extend learning for MCCS students
- Align with Corvallis structure
- Retain/Expand student population





Muddy Creek Charter School

Corvallis School District

VII. SUSTAINABILITY REPORT



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sky Richert-Lathum, Sustainability Specialist
Kim Patten, Director of Operations
Meeting Date: January 15, 2026

Sustainability Management Plan Report 2026

Information

BACKGROUND:

The Sustainability Management Plan (SMP) has reached completion as a formal planning framework, with all tangible goals set forth in the plan having been implemented and institutionalized. A written report is included with the board packet detailing the objectives, benchmarks, and accomplishments of the SMP.

Sustainability Management Plan Report 2026

1/7/2026

Corvallis School District

Written by Sky Richert-Lathum, Sustainability Specialist

Oversight from Kim Patten, Director of Operations

Executive Summary — Statement of Completion

The Sustainability Management Plan (SMP) has reached completion as a formal planning and implementation framework and has successfully transitioned into an institutionalized program of ongoing sustainability practice across the Corvallis School District. Effectively, the work outlined in 2019, and advanced in 2023, has been completed. All tangible goals set by the Sustainability Management Plan have been implemented, and this report will outline both the successes, and next steps for ongoing sustainability practices at Corvallis School District. Originally developed in 2019 to operationalize Board sustainability policy and integrate environmental stewardship, resource efficiency, and student engagement into District operations, the SMP has guided coordinated action across five core areas: Energy & Water, Facilities, Transportation, Food & Waste, and Leadership. Through the 2019–2023 implementation period and the subsequent 2023 plan update, the District has established durable structures, processes, metrics, and governance mechanisms that now support sustainability as an embedded operational function rather than a discrete project initiative.

Implementation of the SMP occurred during a period of significant organizational and environmental complexity, including the Facilities Bond program, pandemic-related operational disruptions, changes in transportation and building use patterns, and constraints on staffing and data collection capacity. Despite these conditions, the District advanced measurable progress, built mature data-tracking practices, and strengthened alignment between sustainability goals, student learning opportunities, and long-term facilities stewardship. Post-bond recommissioning, performance monitoring, and Portfolio Manager benchmarking now provide a consistent foundation for managing energy and water performance across facilities. In parallel, indoor environmental quality practices, landscaping

and stormwater stewardship, and sustainable design standards have been incorporated into capital planning and renovation approaches.

Across operational domains, the District has implemented recurring transportation data analysis alongside Student Transportation of America (STA), expanded active and shared transportation education and outreach, formalized waste-audit and diversion-tracking practices, and piloted waste-reduction initiatives such as reusable material kitchen operations. The network of School Sustainability Leaders (SSLs) and student Green Teams is now established in every school, supporting site-based implementation, student leadership, and curriculum connections. District-level coordination through the Sustainability Specialist role and advisory partners has created a repeatable cadence for monitoring, reporting, and continuous improvement through the annual sustainability reporting process.

Collectively, these accomplishments demonstrate completion of the SMP's intended planning cycle and confirm that the District now possesses the structures, capabilities, and governance required to sustain ongoing progress. The Board is asked to recognize the closure of the SMP as a time-bound plan and to acknowledge its successful transition into a standing operational program focused on continual improvement, accountability, and long-term benefit to students, facilities, and the broader community.

Background and Context

The Sustainability Management Plan (SMP) was initiated to transform the District's long-standing commitment to sustainability into a structured, actionable, and measurable operational program. Building upon the Board's 2011 Sustainability Policy and subsequent community- and staff-driven task force work, the 2019 SMP established a unified framework that aligned facilities stewardship, resource efficiency, curriculum integration, and student engagement under a single management approach. The plan identified five interconnected action areas, Energy & Water, Facilities, Transportation, Food & Waste, and Leadership, and introduced shared definitions, performance expectations, and implementation responsibilities across departments and school sites. Its purpose was not only to reduce environmental impact, but also to strengthen learning environments,

support student well-being, and model responsible public sector resource management.

The implementation period for the SMP coincided with several major contextual factors that shaped priorities, timelines, and operational realities. The 2018 Facilities Bond program brought significant capital investment across nearly all schools, enabling the integration of sustainable design standards, efficiency improvements, and building performance upgrades that will continue to produce long-term financial and environmental benefits. At the same time, the COVID-19 pandemic introduced unprecedented operating conditions, including temporary facility closures, altered transportation patterns, modifications to ventilation and indoor air practices, and interruptions in data collection and baseline measurement in several action areas. These conditions required adaptive implementation, staged rollout of strategies, and recalibration of timelines and expectations.

Despite these challenges, the SMP provided a consistent organizing structure for decision-making, collaboration, and accountability. The plan supported the alignment of capital projects with sustainability objectives, the maturation of utility and performance-tracking systems, and the expansion of student-centered engagement through School Sustainability Leaders and Green Teams. By the time of the 2023 plan update, the District had progressed from initial strategy deployment toward institutionalization of recurring practices, such as monitoring, recommissioning, waste auditing, curriculum alignment, and transportation surveying, that now function as routine operational activities.

This completion report is therefore situated at a natural inflection point. It documents the District's progress in executing the SMP as a discrete planning effort, acknowledges the contextual realities that influenced implementation, and demonstrates how the work has transitioned into a sustained operational program. The 2023 update and this completion review together affirm that the SMP has fulfilled its original purpose: to establish durable systems, expectations, and capacity that embed sustainability into the District's ongoing operations, strategic planning, and educational mission.

As a next step recommended in this report, there is a recommendation to create the next iteration of a Sustainability Management Plan, that does not erase the past work of the 2019/2023 SMP, but continues to build on the facilities-based goals of the first plan and work towards greater institutional cultural changes towards sustainability practices outside of just operations.

Implementation Approach and Governance

Implementation of the Sustainability Management Plan (SMP) has been advanced through coordinated leadership, shared accountability, and active participation from District staff, students, and community partners. Since 2019, the District has moved from strategy development to sustained implementation by building organizational structures that distribute responsibility, formalize communication pathways, and support consistent progress across schools and operational departments. These structures are now the foundation that enables the SMP to function as an ongoing program rather than a time-limited initiative.

The Sustainability Specialist serves as the central coordinating role for District sustainability efforts and currently operates within the Operations Department. This position oversees implementation of strategies across all SMP action areas, manages data tracking and annual reporting functions, facilitates internal and external partnerships, and supports alignment between operational practices, instructional opportunities, and student engagement. The Sustainability Specialist also provides technical guidance, develops tools and resources for site-level implementation, and maintains the continuous-improvement and performance-monitoring cycle that underpins the SMP.

School Sustainability Leaders (SSLs) are certified or classified staff members at each school who receive a stipend to advance sustainability practices and programming at the site level. SSLs lead their school's Green Team, serve as the sustainability liaison for their building, and support the integration of sustainability-related activities into school culture and student learning. SSLs participate in periodic Districtwide coordination meetings facilitated by the Sustainability Specialist and collaborate with peers to share practices, address challenges, and align efforts across schools.

Green Teams exist at every school in the District and provide a student-centered platform for leadership, project implementation, and peer engagement. Consistent with the SMP framework, Green Teams support activities such as waste audits, transportation awareness campaigns, resource-use education,

and school-specific sustainability initiatives. These teams strengthen student voice, reinforce real-world learning connections, and contribute directly to progress within multiple SMP action areas.

The Sustainability Advisory Committee (SAC) provides strategic guidance and community partnership alignment for District sustainability efforts. The SAC offers feedback on priority initiatives, helps connect District work to broader community sustainability objectives, and supports visibility of sustainability accomplishments. The committee's role includes reviewing and recommending project funding proposals, endorsing initiatives that integrate sustainability into District operations and learning environments, promoting environmental awareness and student engagement, and recognizing exemplary efforts through programs such as the annual Green Apple award.

Together, these roles and governance mechanisms create a durable implementation framework that distributes leadership, embeds sustainability responsibilities within existing organizational structures, and ensures continuity of effort across planning cycles and leadership transitions. They position the District to maintain forward momentum on SMP goals while adapting to emerging needs, operational realities, and opportunities for deeper student and community engagement.

Continued Accountability

As per the current Sustainability Management plan, a report should still be presented to the school board every year, as well as a meeting with all of the high school Green Teams every other year, that presents the general progress of the current Sustainability Management plan and provides opportunity for school board feedback.

Evidence of Completion by Action Area

Energy & Water

Objectives of this action area

The Energy & Water action area focused on improving operational efficiency, reducing utility expenditures, and establishing reliable baselines and performance

monitoring practices districtwide. The SMP sought to institutionalize benchmarking, recommissioning, and corrective-action processes that support long-term stewardship of facilities assets. One major highlight of the work done in this area is that solar panels installed at CSD now account for an **estimated 67 percent of the entire District's energy footprint**.

Key activities completed

Utility tracking and benchmarking practices

The District now maintains recurring, building-level tracking of electricity, natural gas, and water consumption. Utility data is reviewed by facilities staff and the Sustainability Specialist to identify anomalies, seasonal performance trends, and opportunities for behavior-based and operational efficiency improvements. These data sets also inform the annual sustainability report and provide a consistent foundation for decision-making regarding building operations.

ENERGY STAR Portfolio Manager integration

ENERGY STAR Portfolio Manager has been implemented as the District's formal benchmarking platform. Bond-modernized facilities have been entered into the benchmarking system, allowing for comparison against national peers and development of normalized Energy Use Intensity (EUI) indicators. Portfolio Manager scores now support prioritization of recommissioning activities and communication of energy performance to school communities.

Post-bond recommissioning and building shutdown standards

A structured two-year post-occupancy recommissioning process has been scheduled for the 2026-2027 school year for bond projects to confirm that systems are operating to design intent. In parallel, building shutdown standards and checklists have been developed to guide practices during weekends, holidays, and extended breaks, reducing unnecessary off-hours equipment operation.

Leak identification, irrigation scheduling, and meter improvements

The District has strengthened its approach to water management through proactive leak identification, improved irrigation scheduling, and closer review of meter

readings at campuses with new landscaping or stormwater features. These practices have reduced avoidable consumption and improved responsiveness to system irregularities.

Outcomes and institutionalized processes

Energy and water performance management is now embedded as a routine Facilities function, supported by:

- recurring benchmarking and data review,
- recommissioning expectations for capital projects, and
- site-based engagement through Green Teams and SSLs.

These processes position the District to maintain continuous improvement while protecting the financial and environmental value of bond investments.

Facilities

Objectives of this action area

The Facilities action area aimed to ensure that school buildings support health, comfort, and learning while aligning capital investment with long-term sustainability objectives. The SMP emphasized sustainable design integration, indoor environmental quality stewardship, and responsible care of outdoor environmental systems. A major takeaway is the implementation of native trees and plants on all CSD campuses, and working alongside our grounds team to create more and larger “no-spray” zones that minimize the amount of harmful chemicals that are used in the maintenance of our grounds.

Key activities completed

Sustainable Design Guidelines application in bond projects

Sustainable Design Guidelines were applied consistently across bond program projects, influencing mechanical system selection, daylighting, acoustics, and

envelope performance. These standards have contributed to improved learning environments and measurable reductions in energy use intensity at several modernized campuses.

Indoor environmental quality standards and monitoring approach

Indoor environmental performance expectations are now documented through facilities design standards and project specifications. Roles and workflows for addressing indoor comfort or environmental concerns have been clarified, ensuring that responses are coordinated through Facilities and aligned with best-practice health and safety guidance.

Landscaping and stormwater environmental program development

The District cataloged existing stormwater features, native landscaping, and outdoor learning areas, laying the foundation for a coordinated environmental campus program. Work is underway to develop interpretive materials and educational integration opportunities associated with site-based environmental systems.

Outcomes and institutionalized processes

Sustainability considerations are now consistently integrated into:

- capital planning and renovation decisions,
- maintenance program development, and
- campus environmental asset management.

Facilities stewardship is functionally aligned with sustainability objectives and will continue to mature through future planning cycles.

Transportation

Objectives of this action area

The Transportation action area sought to increase use of active and shared transportation modes, reduce reliance on single-occupancy vehicle trips, and establish recurring data collection to inform program design and outreach strategies.

Key activities completed

Annual transportation survey and commuting baseline

An annual transportation survey has been maintained by the Sustainability department, and group transportation information is generated through STA, yearly to measure student and staff commuting behaviors. Survey timing is aligned with Walk & Roll Week to maximize engagement and provide consistent year-to-year data.

Active and shared transportation promotion

Green Teams and SSLs support transportation awareness campaigns, bus-ridership encouragement, and walking and biking participation efforts. These initiatives reinforce environmental, safety, and wellness benefits.

Bike education program expansion

The elementary bike education program has been sustained and expanded to middle school, supported by community partnerships and bicycle access initiatives.

Safe Routes to School review

Safe Routes to School resources have been reviewed and updated to reflect bond-related site circulation changes and campus access improvements.

Outcomes and institutionalized processes

Transportation data collection, program outreach, and student engagement now operate as recurring components of the sustainability program. The District has a durable framework for monitoring trends and supporting active transportation culture across schools.

Food & Waste

Objectives of this action area

The Food & Waste action area focused on reducing landfill disposal, improving diversion rates, and building consistent measurement, education, and monitoring practices at schools.

Key activities completed

Waste audit process and recurring schedule

A standardized waste audit methodology has been implemented and repeated at multiple schools, providing actionable insight into waste-stream composition and behavior-based drivers.

Diversion and waste-stream tracking framework

Schools track volumes of landfill, recycling, and compost streams to support site-level reflection and District-level reporting. Compost has been ongoing in creation at multiple sites. Due to staff downsizing, an ongoing practice is being created to best sustain composting at all buildings where possible.

Single-use plastics reduction efforts

Schools have implemented practices to discourage single-use plastics and encourage reusable alternatives, supported by purchasing awareness and staff-student collaboration. Food and Nutritional Services has also launched their own initiative to cut down on single use plastics, and encourage reusable alternative.

Reusable materials kitchen pilot

Although a reusable-materials kitchen pilot has not been completed, every school has created a reusable alternative model to evaluate operational feasibility and diversion outcomes, informing future expansion considerations. Due to staffing constraints a fully reusable kitchen was unable to be created. The operational

feasibility models have been crucial in significantly cutting down on single-use plastics

Outcomes and institutionalized processes

Waste audits, diversion monitoring, signage, and student waste-station monitoring have become routine components of school waste management. Behavior change and student leadership directly reinforce environmental outcomes. Food and Nutritional Services have also been instrumental in support of these projects across the District.

Leadership

Objectives of this action area

This action area sought to embed sustainability into organizational culture, curriculum connections, decision-making processes, and student leadership structures.

Key activities completed

SSL network implemented District-wide

Every school now designates a School Sustainability Leader responsible for site-level coordination, Green Team facilitation, and liaison functions with the District program.

Oregon Environmental Literacy Standards alignment

Curriculum adoption and instructional planning processes increasingly reference environmental literacy concepts, supporting integration of sustainability themes into learning environments. 2025 marked the creation of the environmental literacy toolbox, which features 14 lesson plans that all address the five OELP strands and have been made available to every educator in the District.

Student project exhibitions and staff training events

District-level showcases and professional learning opportunities have elevated student sustainability work and strengthened peer learning among staff.

SMP progress updates and cross-District collaboration

High school Green Teams participate in periodic collaboration sessions and program updates, creating a District-wide network of student sustainability leaders.

Decision-making and purchasing guidelines

Sustainability considerations are reflected in design guidelines and emerging purchasing and operational guidance, reinforcing consistent alignment across departments.

Outcomes and institutionalized processes

Sustainability leadership, advisory engagement, student participation, and annual reporting now operate as standing organizational functions, supporting continuity of effort and continual improvement across all action areas. Green Teams have been consistently participating in sustainability events such as the Sustainability Coalition's Town Hall and Earth Day events, all standardized as a result of the Sustainability Management Plan.

Lessons Learned and Implementation Insights

The District currently operates at a high level of maturity in facilities stewardship, resource management, and sustainable operational practices. The next opportunity for strategic growth lies in the intentional integration of sustainability concepts across K–12 learning, with emphasis on the three foundational pillars of sustainability — environmental, social, and economic.

A forward-looking set of sustainability goals should therefore extend beyond infrastructure performance and support the development of rigorous, nuanced, and developmentally appropriate sustainability education. This approach recognizes the importance of interdisciplinary and intersectional perspectives, including the ways that historical, cultural, economic, and environmental systems shape both ecological outcomes and community well-being. Integrating these perspectives will better prepare students to navigate complex global challenges, strengthen critical-thinking and civic-engagement skills, and ensure that sustainability learning is inclusive, relevant, and accessible to all student communities.

Such an educational orientation also acknowledges that environmental challenges and their impacts are not experienced equally, and that meaningful sustainability education must recognize the legacies of inequity — including racism, displacement, and colonization — that have influenced land use, resource distribution, and environmental health. By embedding these themes thoughtfully into curriculum and student learning experiences, the District can equip students to engage with sustainability in ways that are academically rigorous, socially responsive, and grounded in empathy, stewardship, and collective responsibility.



Annual Sustainability Report

Sustainability Department,
Operations Department
Sky Richert-Lathum,
Sustainability Specialist
Kim Patten,
Director of Operations



Corvallis
SCHOOL DISTRICT

Successes from Sustainability Management Plan (SMP)

- 67 percent renewable energy
- K-12 Eco-Literacy Lessons
- School Garden Program
- Governance systems installed
- Standardized tracking procedures

Sustainability Institutional Changes

SMP transitioned from time-bound plan to institutionalized sustainability program

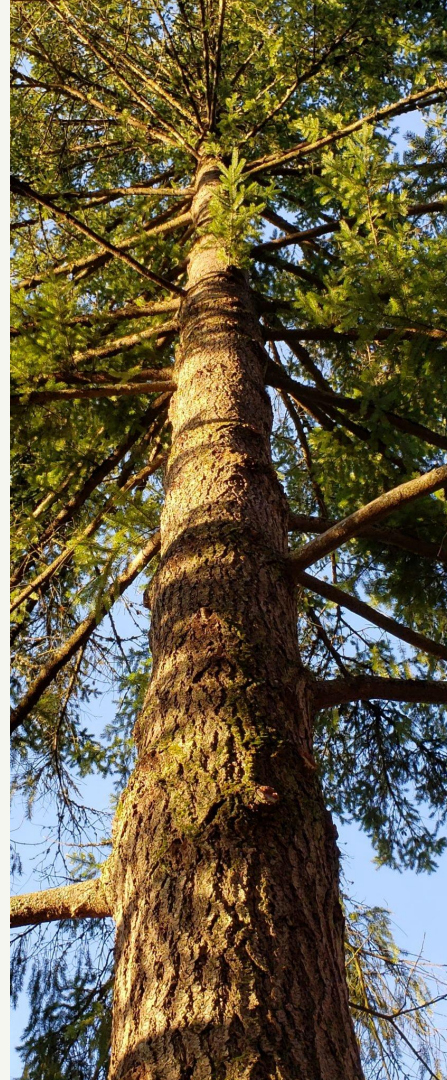
Foundational systems, metrics, and governance now embedded in operations
Completed goals across Energy & Water, Facilities, Transportation, Food & Waste, and Leadership

Ongoing work continues through monitoring, reporting, and continuous improvement



Interim Goals

- New Sustainability Management Plan to be finished during 2027-2028 school year.
- 5 Interim Goals to help maintain momentum of Sustainability Department
- Community listening and revisiting pre-2019 planning conversations
- Goals designed to influence K-12 education and continue to morph department into breathing educational addition to Corvallis School District



2026-2027 Interim Goals

1. Create and Complete Two Native Plant Living Classroom Models and Blueprints at Bessie Coleman Elementary and Bridges Program
2. Complete Department of Forestry Grant Project with Mary's River Watershed Council by planting 100 Native Trees at 5 different selected CSD Campuses.
3. Standardize Implementation of Oregon Environmental Literacy Toolbox in K-12 curriculum

2026-2027 Interim Goals (Cont.)

4. Work with Student Growth and Experience on the creation and implementation of the new Natural Resource Management CTE Pathway for 5-12 Students.
5. Develop next steps for sustainability long range plans at Corvallis School District.

CORVALLIS SCHOOL DISTRICT'S NATIVE PLANT LIVING CLASSROOMS PROGRAM



Existing Garden Program at Bridges

Vision

We aim to establish a **Culturally Relevant Garden Program** across Corvallis Public Schools that integrates **Indigenous knowledge systems, food sovereignty, wellness, and education**. Inspired by existing models in Canada and grassroots Indigenous-led movements in the U.S., this initiative will center **Traditional Ecological Knowledge (TEK)** as a guiding framework for both practice and pedagogy.

Pillars

- **Reciprocity** – With the land, communities, and Indigenous knowledge holders.
- **Intergenerational Learning** – Gardens as a space where elders, youth, and educators co-learn.
- **Restoration & Resilience** – Ecological healing tied to cultural healing.
- **Place-Based Learning** – Rooted in the specific landscape and tribal stories of the Willamette Valley.



GOALS

Through collaboration with tribes, community partners, and the Corvallis School District Innovation Team, all schools in the district ideally will have a Native Plant Living Classroom to further their sustainability and environmental education growth.

SHORT TERM GOAL

Bessie Coleman Elementary School and the Bridges Program will be the pilot programs. They will have established gardens and curriculum by the end of 2026.



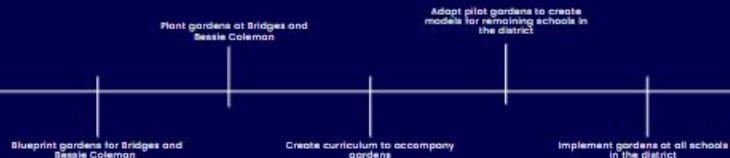
Proposed Bessie Coleman Location



Proposed Bridges Location

LONG TERM GOAL

Using the pilot programs as a basis, individual models will be developed and applied to the remaining schools in the district in order to create Living Classrooms that work best for each location.



MRWC Goal

100 Native Trees Plant
alongside Grounds and
Facilities Crew

5 Campuses

Native Tree Learning
Laboratories at College
Hill and Mt. View



Table of Environmental Literacy Toolbox



Title of Lesson	Grade Level(s)	Link of Lesson	Strands Covered
Arboretum Field Trip: American Chestnut	K-12	Link	Strand 2 and 5
Letitia Carson: Place and History	K-12	Link	Strand 2 and 3
Kathryn Jones Harrison: Place and History	K-12	Link	Strand 2 and 3
Old Growth Forest Field Trip	K-12	Link	Strand 2 and 3
Arboretum Field Trip: Civilian Conservation	K-12	Link	Strand 3 and 4
Introduction to Indigenous History	3-12	Link	Strand 1, 2, and 3
Seeds of Peace: The Hiroshima Peace Trees	3-12	Link	Strand 3 and 4
TEK/ Oregon-Based Indigenous Knowledge	3-12	Link	Strand 2, 3, and 5
Radiation Exposure in U.S. Communities	7-12	Link	Strand 1, 3, and 4
Uranium Mining & Environmental Racism	7-12	Link	Strand 2, 3, and 4
Impacts of Lithium Mining: Life over Lithium	7-12	Link	Strand 3 and 5
Redlining and Pollution	7-12	Link	Strand 1, 3, and 5
Climate Science and the Cold War	9-12 (College Prep)	Link	Strand 1 and 3
Introduction to History of Science	9-12 (College Prep)	Link	Strand 1 and 2

Oregon Environmental Literacy Program Strands

The Five Environmental Literacy Strands, Required for all students in the State of Oregon upon graduation:

- 1) Systems thinking
- 2) Physical, living, and human systems
- 3) Interconnectedness of people and the environment
- 4) Personal and civic responsibility
- 5) Investigate, plan, and create a sustainable future

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



Corvallis School District

SUSTAINABILITY LESSON PLAN

Redlining and the Air We Breathe: Environmental Racism in the United States



Lesson Overview

This lesson examines the practice of redlining, a discriminatory housing policy used in the U.S. during the 20th century and its lasting impact on environmental health. Students will learn how redlining shaped patterns of urban development, segregated communities, and determined where polluting industries and infrastructure were placed. Through historical maps, demographic data, and modern air quality research, students will see how environmental racism operates across decades, affecting access to clean air, green space, and healthy living conditions. By integrating history, geography, environmental science, and social justice, this lesson empowers students to recognize how systemic discrimination is linked to current sustainability challenges and to consider equitable solutions for the future.

Grade Level and Standards

Grade Level(s)
9–12 (adaptable for 7–8 with scaffolding)

Duration: 60–90 minutes (extendable to multi-day project)

Standard Alignment
To be added HERE

Sustainability Insight

To be added HERE

Learning Objectives

Students will be able to:

- Define redlining and explain its historical context.
- Identify how redlining created environmental inequalities in U.S. cities.
- Analyze maps and data to see the connection between formerly redlined areas and present-day air quality and pollution levels.
- Reflect on the concept of environmental racism and propose strategies for more equitable environmental policy.

Includes:

- Lesson Overview
- Standards
- Grade Level
- Full Table to be Created
- Links and Guiding Questions
- Minimal Teacher Prep

Lesson Outline

Vocabulary

- **Redlining** – The practice, beginning in the 1930s, of denying loans or insurance to people in certain neighborhoods based on racial/ethnic composition, often marked in red on maps by the Home Owners' Loan Corporation (HOLC).
- **Environmental Racism** – Disproportionate exposure of communities of color to environmental hazards due to discriminatory policies or practices.
- **Urban Heat Island Effect** – Higher temperatures in urbanized areas caused by lack of vegetation and an abundance of heat-absorbing surfaces; often worse in formerly redlined areas.
- **Air Quality Index (AQI)** – A measure of air pollution that indicates how safe or unsafe the air is to breathe.
- **Zoning** – Laws and policies determining how land can be used (residential, industrial, commercial).

Materials

Primary Sources & Tools:

- [Mapping Inequality: HOLC redlining maps archive \(University of Richmond\)](#)
- [Air Data: Air Quality Data Collected at Outdoor Monitors Across the US](#)
- [A Toxic Legacy: How Racism is Killing the Planet](#) | Parker McMullan, Bushman TEDxBozler (Stacy Beaumont)
- [The Legacy of Redlining: An Analysis of Environmental Inequity in Portland, Oregon](#)

Lesson Procedure

A. Warm-Up (10–15 mins)

- Ask students: “What factors do you think determine where highways, factories, and green spaces are built?”
- Show a short video introducing redlining’s history
- Briefly explain the HOLC maps and how they were used to limit investment in communities of color.

B. Data Analysis Activity (25–35 mins)

- Using the Mapping Inequality website, show an example of a redlined map for a major U.S. city (can also use local/regional examples).
- Layer in modern-day air quality or pollution data (EPA EJScreen).
- Have students work in small groups to answer:
 - Do formerly redlined areas have worse air quality today?
 - What environmental features or hazards are concentrated in these areas?
 - How does this connect to present-day health disparities?

C. Guiding Questions (15–20) Minutes

- Using the Mapping Inequality website, show an example of a redlined map for a major U.S. city (can also use local/regional examples).
- Layer in modern-day air quality or pollution data (EPA EJScreen).
 - Have students work in small groups to answer:
 - Do formerly redlined areas have worse air quality today?
 - What environmental features or hazards are concentrated in these areas?

How does this connect to present-day health disparities?

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byron.bethards@corvallis.k12.or.us

Long Range Planning Considerations

- Listening sessions with community partners, students and staff.
- Emphasis on K-12 integration and larger institutionalized culture change

Natural Resource Management CTE Pathway

- 5-12 Grade pathway
- Collaboration with Student Growth and Experience
- Student Engagement
- Forestry and alternative energy initiative with Urban Farm tie in at College Hill

VIII. LONG RANGE FINANCIAL UPDATE



Corvallis
SCHOOL DISTRICT

Long- Range Financial Report

Prepared By :

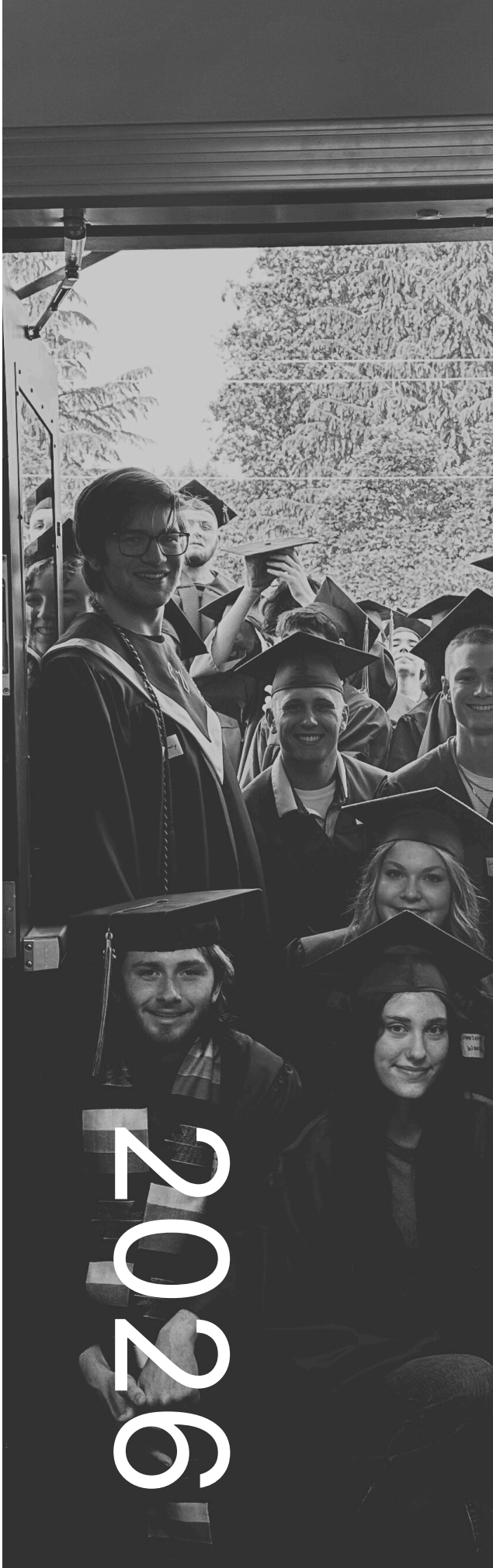
Lauren Wolfe
Director of Finance

Prepared For:

Corvallis School District
509J School Board
January 15, 2026

1555 SW 35th Street | Corvallis, Oregon
www.csd509j.net

2026



About the District

The Corvallis School District serves approximately 5,700 students in grades K-12 from the city and surrounding area of Corvallis, Oregon. Under Oregon law, school districts are empowered to provide educational services for the children residing within its boundaries. The district performs this responsibility by building, operating, and maintaining school facilities; developing and maintaining approved educational programs for all students; and, transporting and feeding students in accordance with district, state, and federal programs.

For the 2025-26 school year, district schools include seven elementary schools, two middle schools, two high schools, one K-8 school, one alternative education center serving students in grades K-12, and a charter school serving students in grades K-5. A seven-member school board, elected to four-year overlapping terms by the voters residing within district boundaries, governs the district.



Our schools are increasingly diverse and our staff work diligently to meet the needs of our students across a wide spectrum of cultural differences, learning styles, and abilities.

We help all students gain a solid educational foundation, develop confidence in their ability to learn and grow, and provide them with the critical skills needed in a rapidly changing world.



Mission

Our mission is to cultivate an inclusive educational environment where every student's voice matters, fostering equity and community wellness. We provide exceptional learning experiences that prioritize academic rigor and engagement, empowering all students to succeed and pursue their goals.



& Vision

We are committed to equitable access to an inclusive and rigorous learning experience and outcome that honors each student's race, culture, socioeconomic status, language, ability, gender, gender expression, and sexual orientation, resulting in engaged citizens and leaders of the future.

School Board Goals

Student voice is a core tenet of the Corvallis School Board. Student identity (race, culture, socioeconomic and family status, national origin, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Goal 1: Excellent Learning Experience

Vision: We will create exceptional learning experiences where all students learn at high levels. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

Goal 2: Equitable Systems

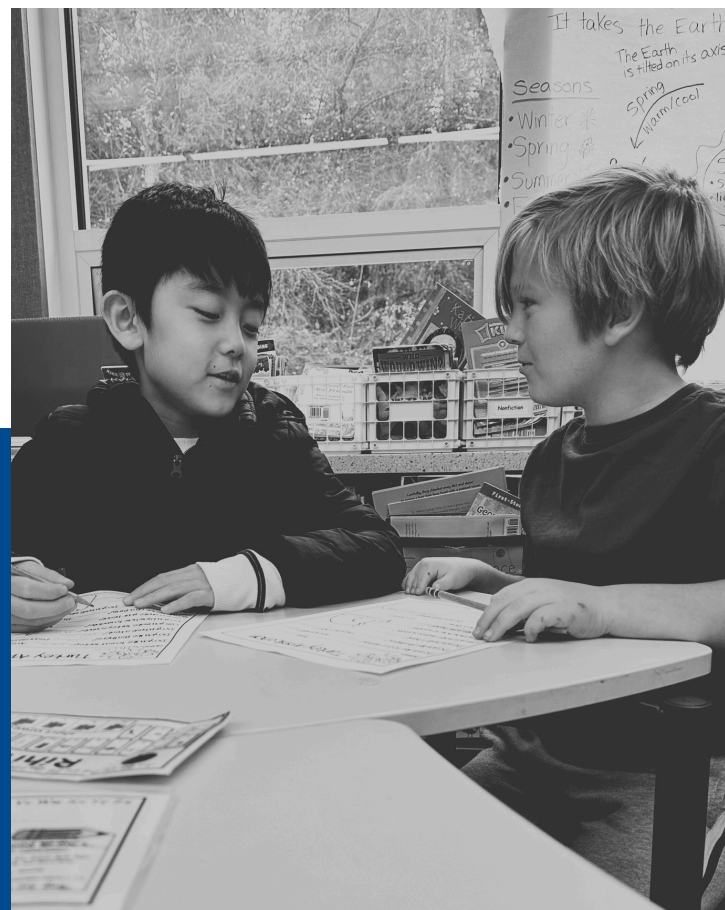
Vision: We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families.

Goal 3: Relevant and Engaging Learning

Vision: Students will participate in relevant learning experiences that support their short and long-term goals towards an evolving future.

Goal 4: Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the 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 identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

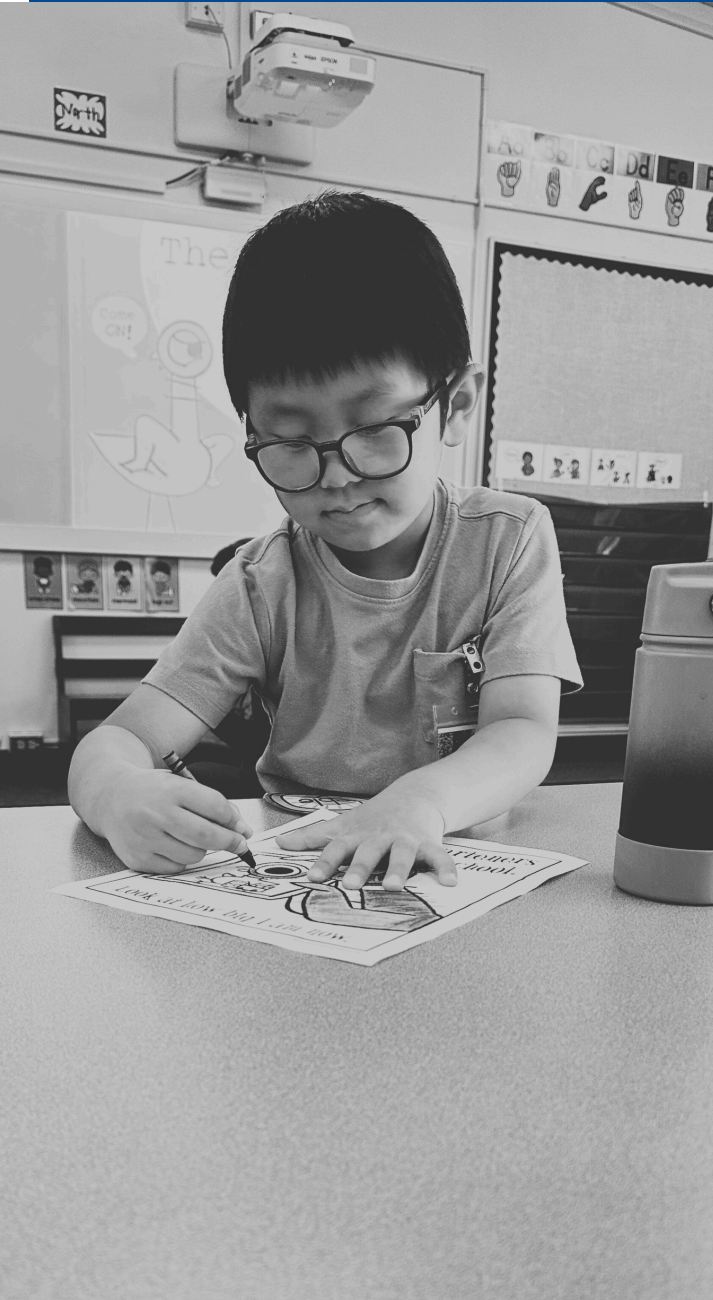




Long-Range Financial Planning

Long-range financial planning (LRFP) is used to move beyond the traditional one-year budget cycle and prepare for the unique, often volatile, economic landscape of the state and country.

While the annual budget is a legal requirement for immediate spending, a Long-Range Financial Plan serves as a 3-to-5-year roadmap that aligns a district's educational goals with its predicted financial health.



Why Districts Use Long-Range Planning

1

Sensitivity to State Revenue: Since state revenue relies heavily on income taxes, school budgets are vulnerable to Oregon's economic cycles. LRFP helps districts build rainy day reserves to survive mid-biennium state funding cuts.

2

Managing Rising Pension Costs: Costs for the Public Employees Retirement System (PERS) are a massive and growing portion of district budgets.

3

Transparency and Trust: Oregonians place a high value on fiscal transparency. A documented long-term plan shows the community that the district is being a responsible steward of public funds

HOW DISTRICTS IMPLEMENT LONG-RANGE PLANNING

Revenue and Enrollment Forecasting

Districts must predict their future operating revenue based on the weighted student formula (ADMw). Because Oregon funds schools per student, a drop in enrollment (common in many districts recently) can lead to a funding cliff. Planning allows them to realign staffing levels to enrollment gradually rather than abruptly.

Strategic Spending Alignment

Long-range financial planning ensures that the district goals are sustainable over the long term.

The Budget Committee Process

Oregon's Local Budget Law requires a committee composed of the School Board and an equal number of appointed community members. While this committee approves the annual budget, they may use a LRFP to evaluate whether current spending is sustainable.

Strategic Reserve Policies

Districts typically aim to keep a reserve of a minimum of 10% of their operating budget to act as a buffer against state and federal revenue shortfalls.

Facility and Asset Management

For physical infrastructure, districts use long-range planning to assess the lifecycle of roofs, building systems, technology, etc. In addition, districts use this information to schedule bond elections so they don't overlap too heavily with other local tax measures.



KEY CHALLENGES

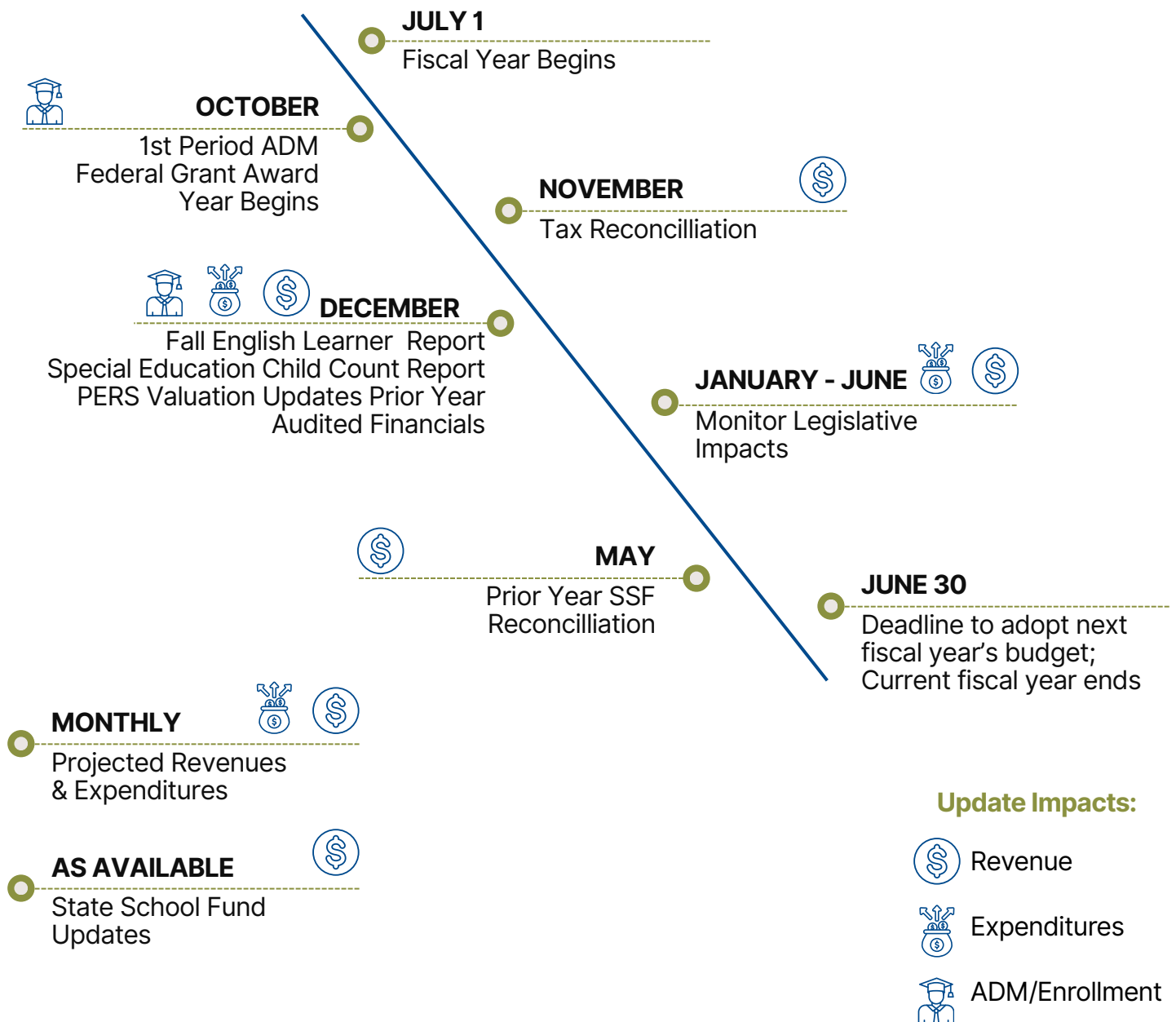
Unfunded Mandates: New state requirements often require districts to reallocate funds mid-budget cycle.

Collective Bargaining: Roughly 80–90% of a district's operating budget is personnel. Long-range plans must estimate future salary increases and healthcare costs during contract negotiations.



Long-Range Planning Cycle

The Long-Range plan undergoes updates at several key points throughout the year.





Building a Long-Range Plan

ENROLLMENT

The number of projected students is the basis for the district's budgeted resources as it is a major component of the district's State School Fund (SSF) allocation. The SSF, the District's primary source of funding, is calculated on the basis of the number and type of students enrolled.

The District develops annual enrollment projections using two types of information-cohort survival rates and birth rates. Cohort survival is a commonly used demographic technique that looks at the number of students in a given grade (called a cohort), and determines how many of those students will move up to the next grade or school level. Because there are no previous years' cohorts to compare classes with, kindergarten projections are generated using birth rates and the district's capture rates of eligible births in Corvallis and Benton County.

Data published annually by the [Oregon Health Authority](#) is used to compare state, county and zip code specific birth rate data.

Birth Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
State of Oregon	45,533	43,630	42,183	41,861	39,817	40,931	39,503	38,295	38,968
<i>% change</i>	-0.3%	-4.2%	-3.3%	-0.8%	-4.9%	2.8%	-3.5%	-3.1%	1.8%
Benton County	763	696	685	668	627	627	639	562	564
<i>% change</i>	3.1%	-8.8%	-1.6%	-2.5%	-6.1%	0.0%	1.9%	-12.1%	0.4%
Zip Code 97330	354	301	281	302	227	288	259	238	237
Zip Code 97333	211	170	175	162	179	136	129	130	135
Total CSD Area Births	565	471	456	464	406	424	388	368	372
<i>% change</i>	7.8%	-16.6%	-3.2%	1.8%	-12.5%	4.4%	-8.5%	-5.2%	1.1%

Analysis of Birth Rate Trends

Birth data serves as a critical leading indicator for the district, revealing a sustained decline in the local population of school-aged children. Total births within the district's area dropped from 565 in 2016 to just 372 in 2024, representing a significant 34% decrease over eight years. While both primary zip codes show downward trajectories, the decline has been marked by periods of high volatility, including double-digit percentage drops in 2017 and 2020. Although 2024 saw a marginal recovery of 1.1%, the broader trend suggests a shrinking pool of potential students for years to come.



Kinder Enrollment Year	District Actuals				District Projection			
	2022	2023	2024	2025	2026	2027	2028	2029
Enrollment as of Oct 1	378	350	326	343	324	296	281	284
	-4.5%	-7.4%	-6.9%	5.2%	-5.5%	-8.6%	-5.1%	1.1%

	District Actuals				District Projection				10 YR AVERAGE
	2022	2023	2024	2025	2026	2027	2028	2029	
% of State of Oregon	0.87%	0.83%	0.78%	0.86%	0.79%	0.75%	0.73%	0.73%	0.90%
% of Benton County	54.3%	51.1%	48.8%	54.7%	51.7%	46.3%	50.0%	50.4%	55.69%
% of Area Zip Codes	80.3%	76.8%	70.3%	84.5%	76.4%	76.3%	76.4%	76.3%	76.37%

A ten-year average is calculated and used to project Kindergarten enrollment in future years.



Kindergarten Enrollment & Projections

Current enrollment figures reflect this demographic shift, showing a clear move away from the recent peak of 396 students seen in 2021. Despite a brief 5.2% increase in 2025, the district's long-term projections remain conservative, forecasting a steady decline that reaches a low of 284 students by 2029. This represents a nearly 28% decrease in incoming class sizes compared to the start of the decade.

Regional Comparison & District Impact

The district's challenges mirror a wider trend across the State of Oregon, though the local data shows sharper fluctuations than the state average. Because school funding and resource allocation are typically tied to student headcounts, these shrinking kindergarten cohorts are resulting in a smaller total student population across all grade levels. This persistent downward trend was the driving force behind the planned consolidation of schools for the 2026-27 school year.



Historical Enrollment Trends (2015–2026)

The district reached a peak enrollment of 6,738 students in the 2017–18 school year. Since then, total enrollment has decreased nearly every year:

- **Pre-Pandemic Decline:** A gradual decline began in 2018–19, with the district losing roughly 1% of its student population annually.
- **Pandemic Impact:** The largest single-year drop occurred in 2020–21, with a loss of 274 students (-4.3%).
- **Recent Years:** The decline has continued into the 2025–26 school year, which recorded an enrollment of 5,755 students, a total loss of nearly 1,000 students since the 2017 peak.

Grade-Level Analysis

- **Kindergarten Decline:** Kindergarten enrollment has dropped significantly from 472 students in 2016–17 to just 343 in 2025–26. Because kindergarten is a feeder grade, these smaller cohorts will continue to lower the total enrollment as they move through the system.
- **High School Stability:** Grades 9–12 have remained relatively more stable than elementary grades over the historical period, though they are beginning to show signs of attrition as smaller middle school classes promote into 9th grade.

Future Projections (2026–2030)

The district projects that enrollment will fall to 5,030 students by the 2029–30 school year.

- **Cumulative Loss:** If projections hold, the district will have approximately 1,700 fewer students in 2030 than it did at its peak in 2017, representing a total decline of roughly 25%.
- **Accelerating Decline:** The final year of the projection (2029–30) anticipates a sharp 5.5% drop, the largest percentage decrease in the entire dataset.
- **Shrinking Primary Grades:** By 2029, the kindergarten class is expected to be only 284 students, nearly 40% smaller than the 2016 kindergarten class.

		ENROLLMENT OF DISTRICT SCHOOLS														AMT	%
		K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	CHANGE	CHANGE
Actual	2016-17	472	466	485	493	508	450	478	480	504	521	561	570	599	6,587	-2	0.0%
Actual	2017-18	457	516	483	485	513	525	487	493	496	558	529	563	633	6,738	151	2.2%
Actual	2018-19	421	473	529	480	485	516	550	481	495	523	549	531	635	6,668	-70	-1.0%
Actual	2019-20	421	428	498	539	483	481	524	554	495	537	522	545	580	6,607	-61	-0.9%
Actual	2020-21	385	409	403	445	523	481	479	522	529	524	530	512	591	6,333	-274	-4.3%
Actual	2021-22	396	396	420	402	430	535	473	474	534	568	548	535	568	6,279	-54	-0.9%
Actual	2022-23	378	424	418	424	401	457	532	469	493	572	574	542	572	6,256	-23	-0.4%
Actual	2023-24	350	400	416	409	422	398	440	524	460	525	552	567	553	6,016	-240	-4.0%
Actual	2024-25	326	356	391	406	403	419	405	429	526	498	517	538	595	5,809	-207	-3.6%
Current	2025-26	343	352	368	390	418	410	433	416	451	590	512	515	557	5,755	-54	-0.9%
Projection	2026-27	333	362	348	358	386	412	399	434	418	492	588	505	538	5,573	-182	-3.3%
Projection	2027-28	306	350	368	346	356	393	411	397	442	453	496	583	534	5,435	-138	-2.5%
Projection	2028-29	291	319	355	364	346	360	400	411	402	479	455	494	629	5,305	-130	-2.5%
Projection	2029-30	284	295	324	360	370	351	365	406	417	408	486	462	502	5,030	-275	-5.5%

Source: Oregon Department of Education; enrollment in the above chart references students in district schools. ODE data includes public charter schools and programs within the CSD boundary.

AVERAGE DAILY MEMBERSHIP (ADM)

While enrollment and ADM or, Average Daily Membership, are often used interchangeably, they represent two different ways of counting students for school districts, particularly in Oregon's funding system.

Enrollment (Headcount): This is a snapshot count of students registered at a specific time, typically the October 1st. Its purpose is to inform immediate operational needs like staffing and ordering materials.

ADM (Average Daily Membership): ADM is a longitudinal average of students over the school year. Calculated by dividing the sum of each student's membership days by total instructional days, it accounts for partial enrollment (Full-Time Equivalency or FTE). ADM is the primary driver for state funding because it better reflects the district's consistent resource workload throughout the year.

ADM & State Funding

In Oregon's State School Fund formula, ADMw (Weighted Average Daily Membership) is a student count that is weighted to account for the varying costs of educating different types of students. It starts with the ADMr (Resident Average Daily Membership), which is the average number of students on the active roster, typically counted as 1.0 for each full-time K-12 student. Additional weights are then added to this base count to arrive at the total ADMw for a district.





Student-Specific Weights

The formula provides extra funding for students who belong to specific categories that generally require more resources:

- Special Education (IEP): An additional 1.00 weight is added for each student in special education, up to a cap of 11% of the district's total enrollment (ADMr).
- English Language Learners (ELL): An additional 0.50 weight is provided for students learning English as a second language.
- Students Navigating Poverty: An additional 0.25 weight is added for students from families navigating poverty, based on census and district data.
- Foster Care, Neglected, or Delinquent: Students in foster homes or state-recognized facilities for neglected or delinquent children receive an additional 0.25 weight.
- Pregnant and Parenting: An additional 1.00 weight is assigned for eligible pregnant and parenting students.

Extended ADMw

To protect districts from sudden budget shortfalls due to declining enrollment, the funding formula uses Extended ADMw. This is the greater of the current year's ADMw or the prior year's ADMw, allowing districts a one-year buffer to adjust to a smaller student population.

Impact on Funding

The chart below illustrates how the District's headcount enrollment is converted into funding units (ADMw).

	District Estimate 2025-26			Projection 2026-27			Projection 2027-28			Projection 2028-29		
	District	Charter	Total	District	Charter	Total	District	Charter	Total	District	Charter	Total
ADMr	5,692.60	106.00	5,798.60	5,512.57	125.00	5,637.57	5,376.07	125.00	5,501.07	5,247.47	125.00	5,372.47
Students in ESL Programs	275.00	0.00	275.00	266.50	0.00	266.50	265.50	0.00	265.50	259.50	0.00	259.50
Students in Pregnant/Parenting Programs	1.00	0.00	1.00	1.00	0.00	1.00	1.00	0.00	1.00	1.00	0.00	1.00
IEP Students capped at 11% of ADMr	626.19	0.00	626.19	631.00	0.00	631.00	616.00	0.00	616.00	601.00	0.00	601.00
Students on IEP above 11% of ADMr	18.00	0.00	18.00	18.00	0.00	18.00	18.00	0.00	18.00	18.00	0.00	18.00
Students in Poverty	163.00	2.94	165.94	163.00	2.94	165.94	163.00	2.94	165.94	163.00	2.94	165.94
Students in Foster Care/Neglected/Delinquent	4.00	0.00	4.00	4.00	0.00	4.00	4.00	0.00	4.00	4.00	0.00	4.00
Remote Elementary School Correction	0.00	10.29	10.29	0.00	10.29	10.29	0.00	10.29	10.29	0.00	10.29	10.29
ADMr	6,779.78	119.23	6,899.01	6,596.07	138.23	6,734.30	6,443.57	138.23	6,581.80	6,293.97	138.23	6,432.20
Extended ADMw	6,977.93			6,899.01			6,734.30			6,581.80		
ADMr as % of 10/1 Enrollment	98.92%	*		98.92%	**		98.92%	**		98.92%	**	
ESL Students as % of ADMr	9.66%			9.66%	**		9.66%	**		9.66%	**	
IEP Students as % of ADMr	11.19%	*		11.19%	**		11.19%	**		11.19%	**	
Students in Poverty as % of ADMr	2.86%	*		2.86%	**		2.86%	**		2.86%	**	
Students in Foster Care, Neglected, or Delinquent as % of ADMr	0.09%			0.09%	**		0.09%	**		0.09%	**	

*3-year average. **utilizes 3-year average for projection
 Amounts listed for student-specific categories are weights, not actual number of students.
 Historical ADMw information can be located on [Oregon Department of Education's website](#).

For 2025-26, the district is funded based on the prior year's ADMw of 6,977.93, despite a current actual ADMw of 6,899.01. This creates a temporary buffer. By 2028-29, the funding base is projected to fall to 6,581.80 extended ADMw, a drop of nearly 400 funding units in three years.



RESOURCES

The General Fund for Public K-12 school districts in Oregon are funded through a complex mix of state, local, and federal resources. This system was fundamentally reshaped in the 1990s by Measure 5 and Measure 50, which capped local property taxes and shifted the primary responsibility for funding to the state government.

The majority of funding (approximately 50–67%) comes from the state, primarily through the State School Fund (SSF), which is allocated \$11.4 billion for the 2025–2027 biennium. State sources include the General Fund (driven by income taxes), Lottery Receipts, a portion of Marijuana Taxes, and the Corporate Activity Tax (CAT), established by the Student Success Act (2019) to fund dedicated grants. Local funding, which accounts for about 30–35% of revenue, stays within the district but is counted toward the state's equalization formula. The main local source is Property Taxes, though districts can also utilize Local Option Levies for up to five years to raise additional operating funds.

Property Tax Revenue

The following table outlines a five-year property tax revenue projection for the District for the prior fiscal year through 2028-29. The district's local revenue foundation rests on an Assessed Value (AV) that is expected to grow from \$8.30 billion to \$9.49 billion over this period, with annual growth rates averaging 3.45% based on historical data. While the district covers property in both Benton and Linn counties, Benton County accounts for the vast majority of the tax base.

Operating revenue is generated through two primary mechanisms: a permanent operating levy and a local option levy. The permanent operating levy, set at a rate of \$4.4614 per \$1,000 of AV, is projected to bring in a net collection of \$36.4 million in the current year, rising to \$40.4 million by 2028-29. Additionally, the district utilizes a local option levy at a rate of \$1.50 per \$1,000 of AV, which is projected to grow from \$10.4 million to \$11.9 million in net collections. However, this local option levy is much more susceptible to compression, with projected losses exceeding \$1.8 million by the end of the forecast period.





	2024-25	2025-26	2026-27	2027-28	2028-29
PROPERTY TAX COLLECTIONS					
Assessed Value (AV)	\$ 8,300,485,832	\$ 8,575,437,507	\$ 8,871,194,256	\$ 9,177,151,307	\$ 9,493,660,457
% Change in Assessed Value	3.04%	3.31%	3.45%	3.45%	3.45%
Operating Levy					
Permanent Rate of \$4.4614 per \$1,000 of AV	\$ 37,031,787	\$ 38,258,457	\$ 39,577,946	\$ 40,942,943	\$ 42,355,017
South Corvallis Urban Renewal	(147,829)	(138,492)	(129,706)	(138,676)	(135,625)
Compression Loss	(182,437)	(192,617)	(198,690)	(205,616)	(212,684)
Taxes Imposed	36,701,522	37,927,348	39,249,550	40,598,650	42,006,708
Property Tax Collections	\$ 35,195,563	\$ 36,436,988	\$ 37,707,234	\$ 39,003,321	\$ 40,356,049
Collection Rate	95.90%	96.07%	96.07%	96.07%	96.07%
Net Operating Levy	\$ 35,195,563	\$ 36,436,988	\$ 37,707,234	\$ 39,003,321	\$ 40,356,049
% Change in Net Operating Levy	2.75%	3.53%	3.37%	3.37%	3.37%
Local Option Levy					
Rate of \$1.50000 per \$1,000 of AV	\$ 12,450,729	\$ 12,863,156	\$ 13,306,791	\$ 13,765,727	\$ 14,240,491
Compression Loss	(1,575,384)	(1,656,241)	(1,701,236)	(1,759,909)	(1,820,606)
Taxes Imposed	10,875,345	11,206,915	11,605,556	12,005,818	12,419,884
Local Option Levy Collection	10,432,751	\$10,758,638	\$11,141,334	\$11,525,585	\$11,923,089
Collection Rate	95.93%	96.00%	96.00%	96.00%	96.00%
Net Local Option Levy	\$ 10,432,751	\$ 10,758,638	\$ 11,141,334	\$ 11,525,585	\$ 11,923,089
% Change in Net LO Levy	3.02%	3.12%	3.92%	3.92%	3.92%

Historical tax data can be found in Table 4a on [Benton](#) & [Linn](#) Counties Tax Assessor websites.

State School Fund Revenue

The State School Fund is the mechanism designed to promote funding equalization across the state's school districts, ensuring that a student in a district with a low property tax base receives roughly the same per-student funding as a student in a high property tax base.

The SSF operates on a biennial (two-year) budget cycle and uses an equalization formula to calculate the state's share for each district.

Determining Formula Dollars

The formula calculates the total amount of state and local money (Formula Revenue) a school district should receive. This calculation starts with a base amount per student and then adjusts it using key factors:

- **Weighted Enrollment (ADMw):** This is the foundation of the formula. A district's student count (Average Daily Membership) is weighted to account for students who cost more to educate.
- **Teacher Experience Adjustment:** The formula also accounts for the average experience and education level of the district's teachers, as more experienced staff generally result in higher personnel costs.
- **Other Grants:** The total Formula Revenue also includes specific grants for things like transportation.





The Equalization Process

The state determines a total formula revenue amount for each district based on its student population and specific needs (e.g., special education or English language learners). Property taxes are the primary component of local revenue, which is then used to offset the state's contribution.

- **Inverse Relationship:** If a district's local property tax collections are high, its share of state aid from the State School Fund (SSF) is reduced.
- **State Responsibility:** If local property tax revenues are low, the state increases its contribution to ensure the district reaches its target funding level.
- **Statewide Resource:** Effectively, the formula treats all local property taxes as a shared statewide resource; the funds stay in the district where they are collected, but they directly dictate how much state money that district receives.

Allocation and Spending

The total State School Fund amount, which is set by the Legislative Assembly every two years, is divided between school districts (about 95.5%) and Education Service Districts (ESDs, about 4.5%).

The SSF grant is largely for general operations such as staffing, curricula, and building costs.

Future Projections

The following table details the five-year funding projections for the Corvallis School District specifically showing how district-level revenue integrates with the statewide State School Fund (SSF) formula from 2024-25 through 2028-29. It's important to note that the State School Fund does not get reconciled until thirteen months after the fiscal year ends, which is why the information for the year 2024-25 is still projected.

State-Level Funding Context

The upper portion of the table establishes the statewide pot of money that Corvallis draws from:

- **Total SSF Allocation:** Funding is not yet established for the 2027-29 biennium. The projection assumes a 10.55% increase in the SSF for the 2027-29, which is the average increase over prior two bienniums.
- **Averages** are used to project growth of local revenue, the statewide transportation grant, and statewide ADMw.

District-Level Formula Components

The lower portion of the table applies these statewide figures specifically to the Corvallis School District:

- **Declining Enrollment (Extended ADMw):** CSD is projecting a consistent decline in its weighted student count, dropping from 7,243.01 in 2024-25 to 6,581.80 by 2028-29. This is a critical factor because SSF revenue is distributed on a per-student basis.



Long-Range State School Fund Projection

	2023-24 Actual	2024-25 Projected	2025-26 Projected	2026-27 Projected	2027-28 Projected	2028-29 Projected
State-Level State School Fund Data						
Total State School Fund Allocation	\$10,200,000,000	\$11,359,400,000	\$12,557,321,396			
	49%	51%	49%	51%	49%	51%
Annual State School Fund Allocation	\$4,998,000,000	\$5,202,000,000	\$5,566,106,000	\$5,793,294,000	\$6,153,087,484	\$6,404,233,912
Less Transfers & Deductions	(39,922,664)	(61,280,088)	(66,603,491)	(66,603,491)	(66,603,491)	(66,603,491)
State Revenue for Formula	\$4,958,077,336	\$5,140,719,912	\$5,499,502,509	\$5,726,690,509	\$6,086,483,993	\$6,337,630,421
Local Revenue for Formula	\$2,557,064,021	\$2,638,237,801	\$2,751,283,884	\$2,865,140,206	\$2,983,708,242	\$3,107,182,977
	4.96%	3.17%	4.28%	4.14%	4.14%	4.14%
Total Revenue for Formula	\$7,515,141,357	\$7,778,957,713	\$8,250,786,393	\$8,591,830,715	\$9,070,192,236	\$9,444,813,398
District Share	\$7,176,959,996	\$7,428,904,616	\$7,879,501,005	\$8,205,198,333	\$8,662,033,585	\$9,019,796,795
Less High Cost Disability & Facility Grants	(55,000,000)	(55,000,000)	(55,000,000)	(55,000,000)	(55,000,000)	(55,000,000)
Less Share of EAF	(9,102,000)	(9,102,000)	(9,484,284)	(9,484,284)	(9,484,284)	(9,484,284)
Total Formula Revenue for Distribution	\$7,112,857,996	\$7,364,802,616	\$7,815,016,721	\$8,140,714,049	\$8,597,549,301	\$8,955,312,511
Funding Ratio	2.24497447271	2.33772596626	2.47916085500	2.61119462091	2.78975648624	2.93763887287
Statewide Transportation Grant	\$330,159,536	\$328,309,407	\$352,339,932	\$371,715,684	\$392,156,940	\$413,722,295
	9.74%	-0.56%	7.32%	5.50%	5.50%	5.50%
Statewide ADMw	671,290	668,883	668,815	661,170	653,613	646,142
	0.15%	-0.36%	-0.01%	-1.14%	-1.14%	-1.14%
Statewide Revenue per ADMw	\$10,104	\$10,520	\$11,158	\$11,750	\$12,554	\$13,219
	5.01%	4.12%	6.07%	5.31%	6.84%	5.30%
District-Level State School Fund Data						
CSD Extended ADMw	7,407.21	7,243.01	6,977.93	6,899.01	6,734.30	6,581.80
CSD Transportation Grant	\$3,897,039	\$4,299,306	\$4,303,254	\$4,432,352	\$4,565,322	\$4,702,282
	5.99%	10.32%	0.09%	3.00%	3.00%	3.00%
CSD Experience Adjustment	0.71	0.71	0.71	0.71	0.71	0.71
Total Local Revenue	\$ 36,148,824	\$ 37,073,870	\$ 38,125,678	\$ 38,272,843	\$ 39,588,371	\$ 40,961,390
CSD General Purpose Grant	\$75,125,653	\$76,495,270	\$78,154,414	\$81,385,730	\$84,875,213	\$87,350,415
CSD Total Formula Revenue	\$79,022,692	\$80,794,576	\$82,457,668	\$85,818,082	\$89,440,535	\$92,052,697
SSF Grant Calculation	\$42,873,869	\$43,720,706	\$44,331,990	\$47,545,239	\$49,852,164	\$51,091,307

Historical SSF information can be located on [Oregon Department of Education's website](#).

2023-24 projection utilizes [ODE's estimate](#) as of April 29, 2025. District specific data is updated to align with data submitted to ODE, but not yet updated in the estimate.

2024-25 projection utilizes [ODE's estimate](#) as of April 29, 2025. District specific data is updated to align with data submitted to ODE, but not yet updated in the estimate.

The 2025-26 projection utilizes [ODE's estimate](#) as of November 17, 2025. District specific data is updated to align with data submitted to ODE, but not yet updated in the estimate.

Total Operating Revenues

The State School Fund (SSF) formula revenue is the foundation for the District's long-range projections, as it accounts for roughly 84% of total operative revenues. This reliance is why enrollment, ADMw, and SSF revenue are the key variables used in these projections.

The remaining 16% of operating revenues, totaling \$16.3 million, come from various sources (detailed in the following table). A significant portion of this additional funding is generated by the Local Option Levy, which is set to expire on June 30, 2027.

Projections for additional operating revenues remain conservative. This approach is necessary because these revenues constitute a small part of the total revenue and show considerable year-to-year variation.





Long-Range Operating Revenue Projection

	2024-25	2025-26	2026-27	2027-28	2028-29
SSF Formula Revenue					
3101 - SSF - Current Year	\$43,642,721	\$44,331,990	\$47,545,239	\$49,852,164	\$51,091,307
3101- SSF - Prior Year Adjustment	-\$9,661	\$77,986	\$0	\$0	\$0
1111 - Property Tax Collections - Current	\$35,195,563	\$36,436,988	\$37,707,234	\$39,003,321	\$40,356,049
1112 - Property Tax Collections - Prior Year	\$244,829	\$528,730	\$565,609	\$585,050	\$605,341
1114 - Payments in Lieu	\$2,407	\$3,000	-	-	-
1190 - Penalties & Interest on Taxes	\$46,218	\$50,000	-	-	-
2101 - County Schools	\$243,662	\$250,000	-	-	-
3103 - Common Schools	\$1,341,191	\$856,960	-	-	-
Total SSF Formula Revenue	\$80,706,929	\$82,535,653	\$85,818,082	\$89,440,535	\$92,052,697
% change	3.72%	2.27%	3.98%	4.22%	2.92%
Local Revenues					
1121 - Local Option Levy - Current	\$10,432,751	\$10,758,638	\$11,141,334	\$11,525,585	\$11,923,089
1122 - Local Option Levy - Prior Year	\$70,953	\$105,408	\$100,000	\$100,000	\$100,000
1123 - Penalties & Interest LOL	\$13,247	\$15,000	\$15,000	\$15,000	\$15,000
1510 - Interest	\$2,263,111	\$1,700,965	\$1,500,000	\$1,500,000	\$1,500,000
1910 - Rentals	\$29,848	\$25,000	\$40,000	\$40,000	\$40,000
1920 - Donations	\$141	\$500	\$1,000	\$1,000	\$1,000
1960 - Recovery of PY Expenditure	\$61,049	\$70,000	\$75,000	\$75,000	\$75,000
1980 - Fees Charged to Grants	\$609,577	\$587,000	\$600,000	\$600,000	\$600,000
1990 - MAC	\$562,721	\$0	\$0	\$0	\$0
1990 - Other	\$209,918	\$567,390	\$750,000	\$750,000	\$750,000
Total Local Revenues (non-SSF)	\$14,253,318	\$13,829,901	\$14,222,334	\$14,606,585	\$15,004,089
% change	-10.47%	-2.97%	2.84%	2.70%	2.72%
Intermediate Revenues					
2102 - ESD	\$478,957	\$425,536	\$450,000	\$450,000	\$450,000
2199 - Other Intermediate	\$3,311	-	-	-	-
2200 - Restricted	\$323,492	\$333,263	\$325,000	\$325,000	\$325,000
Total Intermediate Revenues (non-SSF)	\$805,760	\$758,799	\$775,000	\$775,000	\$775,000
% change	24.94%	-5.83%	2.14%	0.00%	0.00%
State Revenues					
3199 - HCD	\$899,103	\$675,000	-	-	-
3299 - Other State	\$11,168	\$90,764	-	-	-
Total State Revenues (non-SSF)	\$910,271	\$765,764	\$765,764	\$765,764	\$765,764
% change	54.63%	-15.88%	0.00%	0.00%	0.00%
Federal Revenues					
4201 - Transportation Fees Foster	\$0	\$67,000	-	-	-
4202 - Medicaid	\$345,885	\$352,803	-	-	-
4500 - PreETS	\$20,435	\$45,000	-	-	-
4801 - Fed Forrest	\$7,187	\$0	-	-	-
Total Federal Revenues	\$373,507	\$464,803	\$418,323	\$418,323	\$418,323
% change	27.37%	-2.97%	-10.00%	0.00%	0.00%
Other Revenue Sources					
5300 - Sale of Fixed Assets	\$3,100	\$20,000	-	-	-
Total Other Revenue Sources	\$3,100	\$20,000	\$20,000	\$20,000	\$20,000
% change	-99.06%	-2.97%	0.00%	0.00%	0.00%
TOTAL OPERATING REVENUES	\$97,052,884	\$98,374,921	\$102,019,502	\$106,026,207	\$109,035,872
% change	1.53%	-2.97%	3.70%	3.93%	2.84%

Operating Revenue refers to revenue within the General Fund only.

EXPENDITURES

The financial trajectory of the District through 2029 is characterized by a significant contraction in staffing and a concurrent rise in mandatory expenditures per employee. Despite an overall increase in projected operating revenue, the district is forced to reduce its workforce to offset declining enrollment and escalating operational costs.

STAFFING & ASSOCIATED COSTS

Staffing is the single largest expense in any K-12 school district. In the projection, the District assumes a workforce reduction of nearly 9%, decreasing from 682.90 to 622.68 full-time equivalent (FTE) positions by 2029. This decrease is largely an adjustment to a declining student population, which is expected to drop by approximately 779 students or 7.4% in the same period.



The primary reason the budget remains constrained despite these staffing cuts is the increasing cost of fixed payroll burdens, particularly the Public Employee Retirement System (PERS). PERS expenditures are projected to climb from \$12.22 million to \$13.45 million by 2029, driven by a statewide rise in employer contribution rates as older pension prepayments, or side accounts, expire across Oregon. Salaries and benefits dominate the budget, currently accounting for 78% to 80% of the general fund expenditures. Even as the total number of employees reduces, the cost per individual employee continues to rise due to negotiated annual step increases and cost-of-living adjustments (COLA).

The assumptions regarding the average cost per (FTE) reflect not only COLA, but also the impact of step advancements (seniority) on the salary schedule. Furthermore, the salary range for Non-Represented staff (administrative and managerial) is greater than for Classified and Certified staff, because these individuals supervise employees within one or both of those bargaining units and generally require higher levels of licensure and/or education.

OTHER EXPENSES

Beyond personnel costs, the District is also grappling with inflationary pressures on non-compensation and operational spending. Spending on property services and utilities is expected to rise from \$3.36 million to nearly \$4 million by 2029. Similarly, student transportation expenditures, driven by increasing fuel and labor costs, are projected to jump from \$6.01 million in 2024–25 to \$6.72 million by 2028–29.

To project future expenditures, the District uses a combination of historical organizational data and Consumer Price Index (CPI) trends. Relying solely on the CPI for school district projections is often misleading because the CPI is designed to measure the market of a typical urban household, not the unique expenditure profile of an educational institution. While a household's inflation is driven by consumer goods like food and clothing, approximately 80% of school spending is dedicated to labor costs, including salaries and benefits. These personnel costs are governed by distinct factors, such as contractually mandated "Step and Column" salary increases and escalating health insurance premiums, that frequently outpace general CPI growth.

To form truly informed assumptions, the District must integrate external CPI trends with its own historical organizational data. Historical analysis allows leaders to move beyond generic estimates by identifying district-specific patterns, such as actual teacher vacancy rates, precise enrollment trajectories, and the fiscal impact of local policy decisions. This data-driven approach facilitates scenario planning, enabling the district to model how specific variables will impact long-term sustainability. By blending external economic indices for commodities with internal historical data for personnel and enrollment, districts can create a dynamic, proactive financial forecast that accurately reflects their real-world operating costs.





COMBINED FINANCIAL SUMMARY

The table below combines the detailed information in the previous sections of this Long-Range Financial Report. Operating revenues are projected to experience slight growth, rising from approximately \$98.4M to \$109M over the four-year period. However, projected expenditures are expected to moderately exceed annual operating revenues each year through 2028-29, resulting in operating deficits that range from \$136,353 to \$1.74M. While the ending fund balance is projected to decrease, the reserve-to-revenue ratio remains stable, shifting from 16.2% to 13.2% over the four-year period, reflecting a responsible use of assets. School Board Policy DA requires a minimum reserve of 12.5% of operating revenues.

The current multi-year projection is the first in recent budget cycles to indicate that no corrective action will be necessary in the projection period. This outcome is a direct result of the school consolidation decision implemented for the upcoming school year. While challenging, this significant decision was essential to ensure operational continuity in future years.

Summary of Long-Range General Fund Projections

	2025-26	2026-27	2027-28	2028-29
Operating Revenues	\$ 98,374,921	\$ 102,019,502	\$ 106,026,207	\$ 109,035,872
Beginning Fund Balance	\$ 17,689,629	\$ 15,951,920	\$ 15,498,607	\$ 15,362,253
Total Revenues	\$ 116,064,550	\$ 117,971,422	\$ 121,524,814	\$ 124,398,126
% Change in Revenues	-0.3%	1.6%	3.0%	2.4%
Operating Expenditures	\$ 97,812,630	\$ 100,103,815	\$ 103,722,490	\$ 107,495,551
Transfer to Other Funds	2,300,000	2,369,000	2,440,070	2,513,272
Total Expenditures	\$ 100,112,630	\$ 102,472,815	\$ 106,162,560	\$ 110,008,823
% Change in Expenditures	1.4%	2.4%	3.6%	3.6%
Ending Fund Balance	\$ 15,951,920	\$ 15,498,607	\$ 15,362,253	\$ 14,389,303
% of Operating Revenues	16.2%	15.2%	14.5%	13.2%
ANNUAL OPERATING SURPLUS (DEFICIT)	(1,737,709)	(453,313)	(136,353)	(972,951)
Corrective Action Required	\$ 3,655,055	\$ 2,746,169	\$ 2,108,978	\$ 759,819
Corrective Action Required Prior to Consolidation		\$ (3,857,500)	\$ (6,050,000)	\$ (7,727,500)



Summary

The Corvallis School District 509J is currently navigating a period of significant transition, balancing its commitment to equitable, inclusive, and rigorous education with a complex and often unstable financial environment. The financial landscape is currently defined by a structural shift driven by a long-term decline in student enrollment, which has seen a reduction of approximately 1,100 students over the last decade. This downward trend is projected to continue, largely due to falling local birth rates, the pandemic's aftermath, and a high cost of living that makes the area less accessible for young families. Because Oregon's state funding is distributed on a per-student basis, this enrollment decline has triggered persistent budget deficits, leading to cumulative budget cuts. These pressures are further intensified by rising fixed costs, such as an increase in mandatory Public Employee Retirement System (PERS) contributions. This reality prompted the planned consolidation of schools for the 2026-27 school year to ensure operational continuity.

The district's financial strategy, anchored in Long-Range Financial Planning (LRFP), is designed to manage these shifts through the following key areas:

- **Revenue Sustainability:** The district relies on the State School Fund formula revenue for approximately 84% of its operating revenue, which is distributed based on weighted student counts (ADMw). While property tax collections are projected to grow, the district faces a potential funding shortfall as its student population shrinks.
- **Expenditure Management:** Personnel costs dominate the budget, accounting for 78% to 80% of general fund expenditures. To realign with declining enrollment, the district is projecting a 9% workforce reduction by 2029. However, these savings are largely offset by rising fixed costs, specifically a projected increase in Public Employee Retirement System (PERS) expenditures and inflationary pressures on other services.
- **Fiscal Transparency and Trust:** By moving beyond a one-year budget cycle to a 3-to-5-year roadmap, the district seeks to remain a responsible steward of public funds while maintaining a reasonable operating reserve to buffer against state and federal revenue shortfalls.

In summary, the Corvallis School District is using a proactive, data-driven approach to reconcile shrinking demographics with rising operational costs. Through strategic staffing adjustments and long-term enrollment forecasting, the district aims to protect its core educational mission and ensure that students remain at the center, even in an era of fiscal strain.



GLOSSARY OF TERMS & ACRONYMS

ADMr/ADMw

Average daily membership, resident (ADMr) is the year-to-date average of daily student enrollment. For State funding formula purposes, it is weighted for special education, English Language Learners, poverty according to the most recent census data, and teen parent programs (ADMw).

ASSESSED VALUE

The value set on real and personal property as a basis for levying taxes.

BEGINNING FUND BALANCE

Funds carried forward from the current fiscal year into the next budgeted fiscal year that become a resource to support the appropriations for the next budgeted fiscal year.

COLA

Cost of Living Adjustment

CPI

Consumer Price Index

DEFICIT

The excess of a fund's liabilities over its assets. Oregon school districts may not budget deficits in any fund.

EMPLOYEE BENEFITS

Amounts paid by the district on behalf of employees, in addition to gross salary. Examples are: Group health insurance; Retirement benefits (PERS); Social security (FICA); Workers' compensation; and Unemployment Insurance.

EQUALIZATION

A method for allocating local and state funds for schools adopted by the 1991 Oregon Legislature and modified slightly since then. The purpose of equalization is to ensure that students in all of Oregon's districts are treated more or less equally in terms of how state and local resources are allocated. Equalization is implemented through the State School Fund formula which allocates local and state funds on a weighted per student basis.

EXPENDITURES

Decreases in net financial resources. Expenditures include current operating expenses that require the current or future use of net current assets, debt service, and capital outlays.

FISCAL YEAR

A 12-month period, July 1 through June 30, for the annual operating budget. At the end of the period, a government determines its financial position and the results of its operations. (ORS 294.311[13])

FTE

Full-Time Equivalent staff. One FTE is defined as a regular position scheduled to work eight hours per day, five days per week.

FUND

A fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations.

GENERAL FUND

The fund used to account for all financial resources except those required to be accounted for in other funds. (OAR 150-294.352[1])

LOCAL OPTION TAX

Voter approved taxing authority that is in addition to the taxes generated by the permanent tax rate. Local option taxes can be for general operations, a specific purpose or capital projects. They are limited to five years unless they are for a capital project, then they are limited to the useful life of the project or 10 years, whichever is less.

MEASURE 5 LIMITS

The maximum amount of tax on property that can be collected from an individual property in each category of limitation.

PERMANENT RATE LIMIT

The maximum rate of ad valorem property taxes that a local government can impose. Taxes generated from the permanent rate limit can be used for any purpose. No action of the local government can increase a permanent rate limit.

PERS

Public Employees Retirement System

RAINY DAY RESERVE

Amount budgeted in the General Fund in the Contingencies function for use in any year by an affirmative vote of a majority of the Board. Access to the reserve is triggered when the State School Fund, based on per ADMw estimates from the state for K-12 education fails to increase above prior school years or when the Board declares a financial emergency.

SSF

State School Fund



Corvallis
SCHOOL DISTRICT

A Note from the Director

The intent is for this newly implemented mid-year report to help inform our community and prepare us for the upcoming budget cycle. Long-range financial planning is a standard practice within CSD. This report has been prepared with the objective of enhancing transparency regarding the District's financial status and budgeting processes. It is essential to recognize that the long-range financial projections for the district are subject to continuous change, and the information presented should be interpreted with this understanding.

In service to students,

Lauren Wolfe
Director of Finance



Phone Number

541-757-3859



Email Address

lauren.wolfe@corvallis.k12.or.us



Website

www.csd509j.net



2026

Long-Range Financial Report

Prepared By :

Lauren Wolfe

Director of Finance

Prepared For:

Corvallis School District 509J

School Board

January 15, 2026



Long-Range Financial Planning

Purpose: Moves beyond the one-year budget cycle to prepare for volatile economic landscapes.

Roadmap: Acts as a 3-to-5-year guide that aligns educational goals with predicted financial health.

Why Districts Use LRFP:

- Sensitivity to State Revenue: Helps build rainy day reserves to survive mid-biennium state funding cuts.
- Managing Pension Costs: Prepares for the growing portion of the budget dedicated to the Public Employees Retirement System (PERS).
- Transparency: Demonstrates responsible stewardship of public funds to the community.



Implementing a LRFP

- **Revenue and Enrollment Forecasting:** Predicting operating revenue based on the weighted student formula (ADMw) to realign staffing gradually.
- **Strategic Spending Alignment:** Ensuring district goals are sustainable over the long term.
- **Budget Committee Process:** Utilizing a committee of the School Board and community members to evaluate spending sustainability.
- **Setting Reserve Policies:** Aiming for a minimum 10% operating budget reserve as a buffer against revenue shortfalls.
- **Facility & Asset Management:** Assessing lifecycles of capital assets and scheduling bond elections.

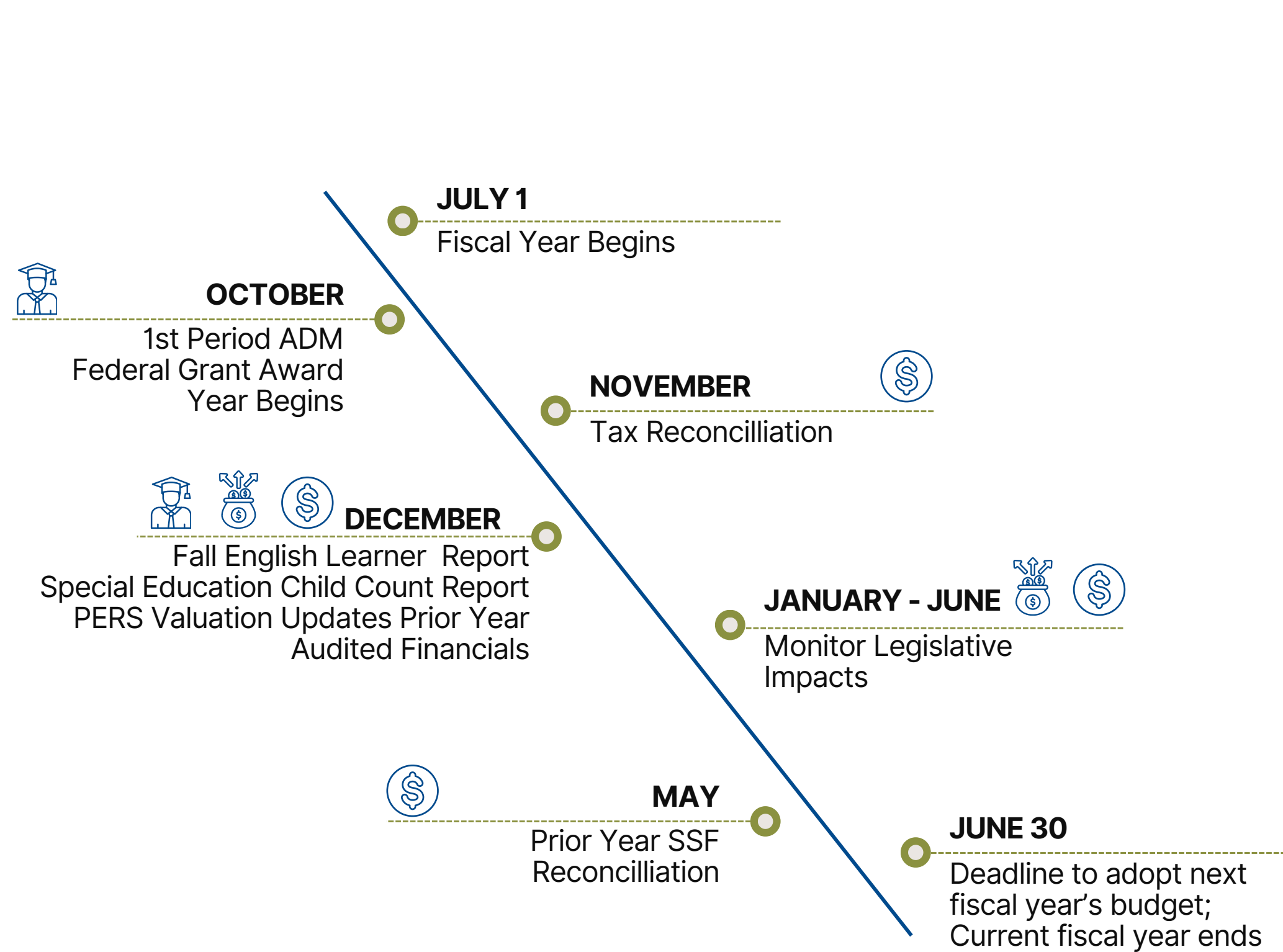





KEY CHALLENGES

Unfunded Mandates: New state requirements often require districts to reallocate funds mid-budget cycle.




Collective Bargaining: Roughly 80–90% of a district's operating budget is personnel. Long-range plans must estimate future salary increases and healthcare costs during contract negotiations.

Long-Range Planning Cycle



- MONTHLY**  
Projected Revenues & Expenditures
- AS AVAILABLE** 
State School Fund Updates

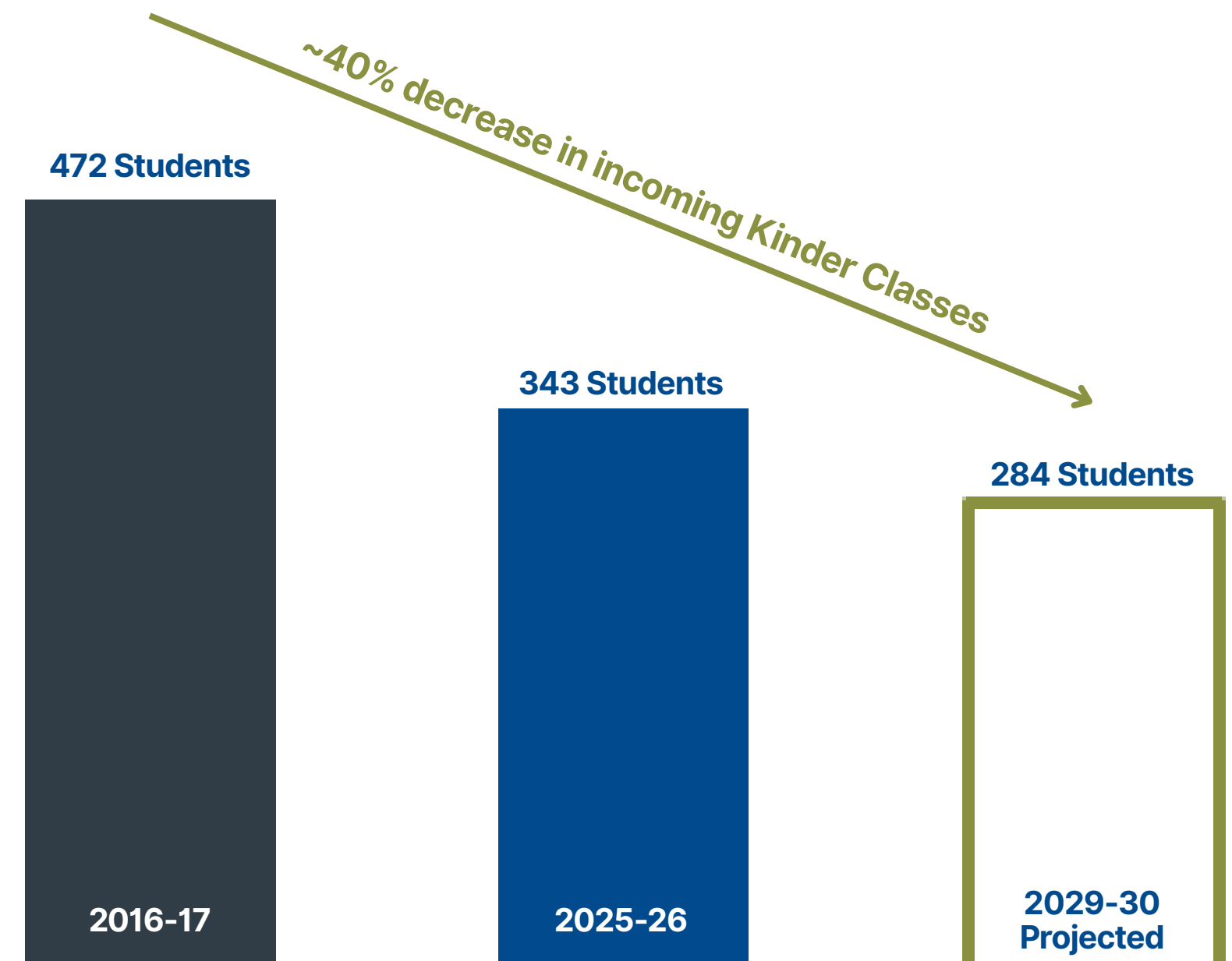
Update Impacts:

-  Revenue
-  Expenditures
-  ADM/Enrollment

Building the Plan: Enrollment Trends

- **Birth Rate Decline:** Total births in the district area dropped 34% from 2016 to 2024 (565 to 372 births), signaling a shrinking pool of students.
- **Kindergarten Projections:** Forecasted to decline to a low of 284 students by 2029, a 28% decrease from the start of the decade.
- **Historical Peak:** In the last decade, enrollment peaked at 6,738 in 2017-18; since then, nearly 1,000 students have been lost as of the 2025-26 school year.
- **Future Outlook:** Total enrollment is projected to fall to 5,030 by 2029-30, representing a 25% decline from the peak.

Smaller Incoming Kinder Classes Compound Over 13 Years



Average Daily Membership (ADM) & Weights

Enrollment: A snapshot count of students registered at a specific time, typically the October 1st.

ADM or ADMr: Average of students enrolled over the school year.

ADMw: Weighted ADMr to account for higher costs of educating specific student types.

Extended ADMw: Uses the greater of the current or prior year's ADMw to provide a one-year buffer for declining enrollment.



Revenue Forecast

State School Fund (SSF) Formula:
~84% of our revenue & includes local tax revenues

Local Option Levy :
~16% of our revenue & does NOT count in the SSF equalization process

Other Sources:
>1% of revenue & includes small state grants, federal grants, & interest earnings



~84%
State School Fund Formula Revenue

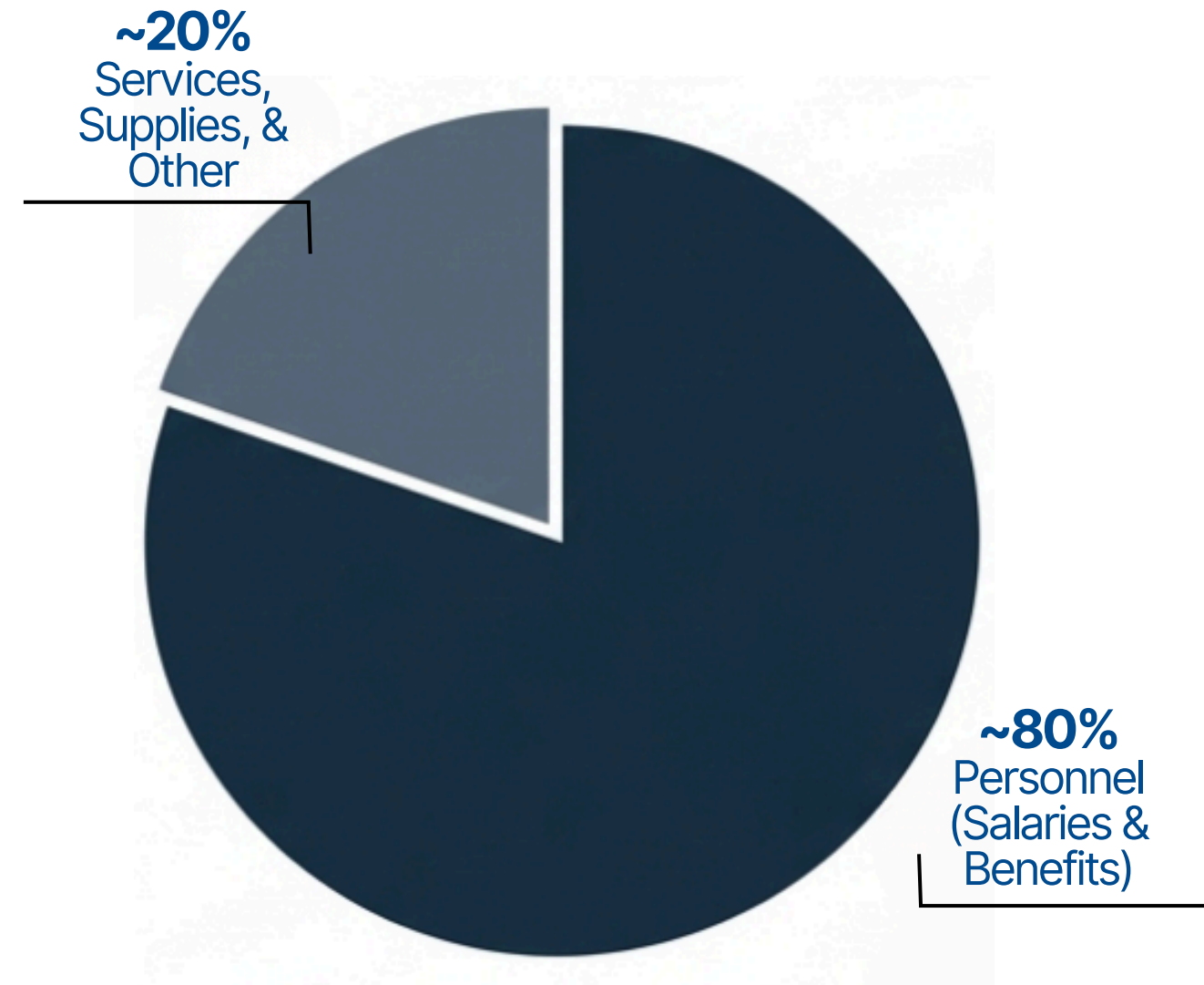


The Expenditure

Challenge:

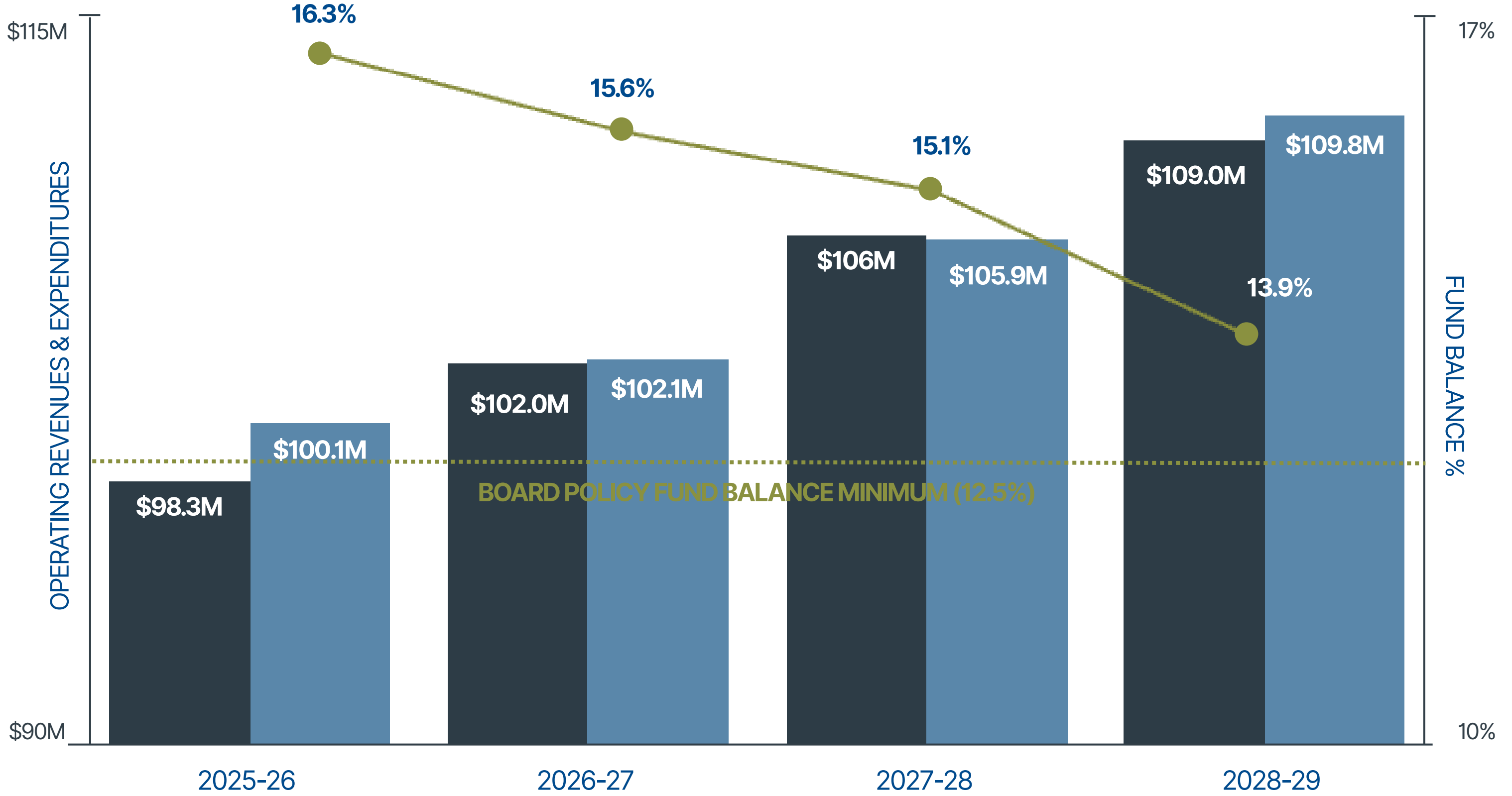
Schools are service-driven organizations

- **Rising Operational Costs:** Non-compensation spending is facing consistent inflationary pressure through 2029.
- **The "CPI Gap" in Education - General Consumer Price Index (CPI) metrics are often misleading for schools:**
 - CPI tracks household goods (food/clothing).
 - 80% of District spending is labor-driven (salaries/benefits).
 - Costs are dictated by "Step and Column" increases and healthcare premiums, which often outpace general inflation.
- **Integrated Forecasting Strategy -A dual-layered data approach for accuracy:**
 - External Data: CPI trends used for commodities and utilities.
 - Internal Data: Historical patterns in teacher vacancies, enrollment, and local policy impact.
- **Proactive Sustainability:** Blending internal and external data allows for dynamic scenario planning and financial forecasts that reflect our actual operating costs.



Long-Range Financial Outlook

LRFP SHOWS NO CORRECTIVE ACTION REQUIRED IN THE PROJECTION PERIOD



Long-Range Financial Plan: 2025 -2029

Period of Transition: The district is balancing its educational mission with a structural shift caused by a long-term decline of roughly 1,100 students over the last decade.

- **Financial Pressures** - Persistent deficits are driven by enrollment-based funding formulas and rising mandatory costs like PERS.
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2026

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Prepared By :

Lauren Wolfe

Director of Finance

Prepared For:

Corvallis School District 509J

School Board

January 15, 2026



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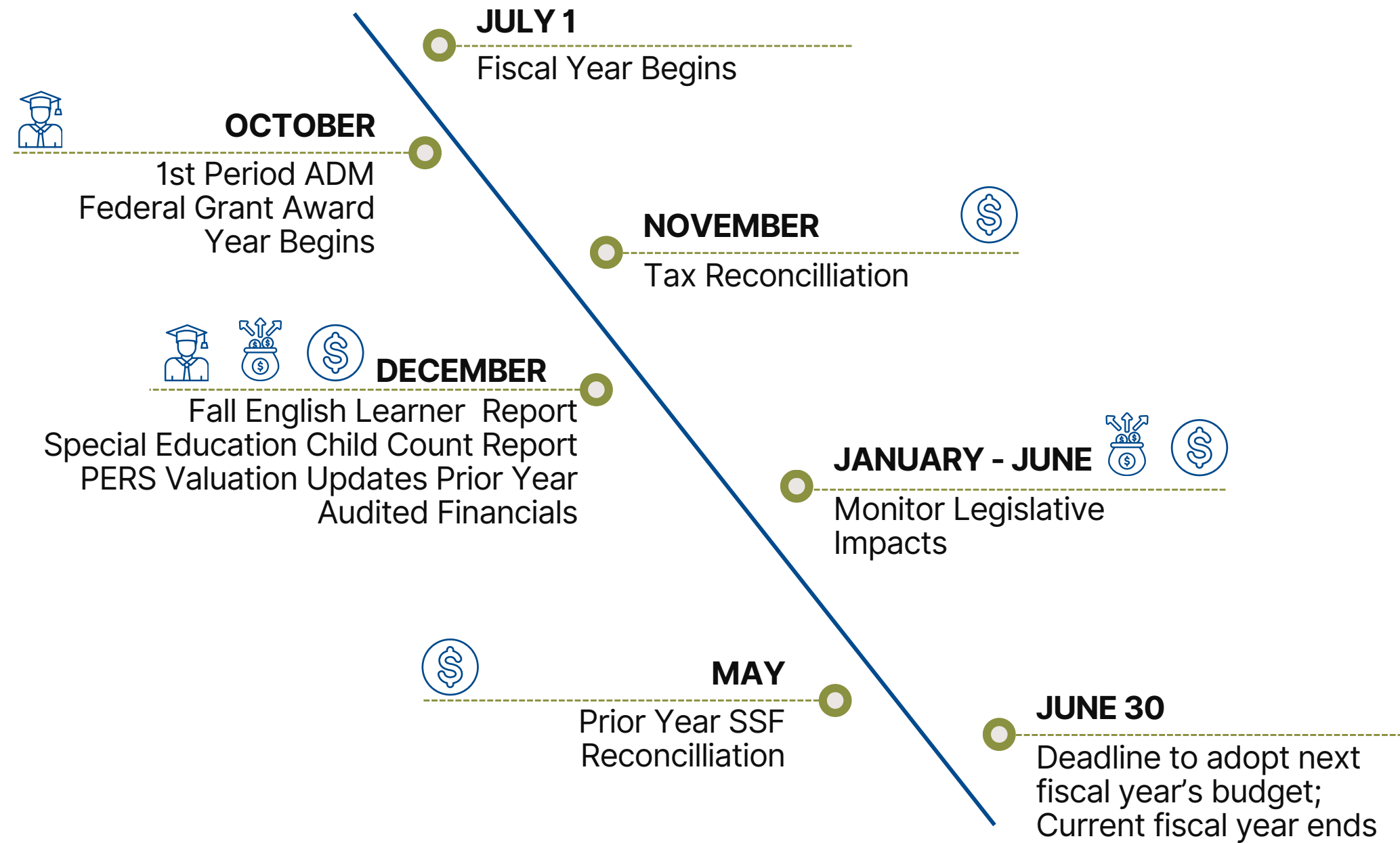


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Projected Revenues & Expenditures
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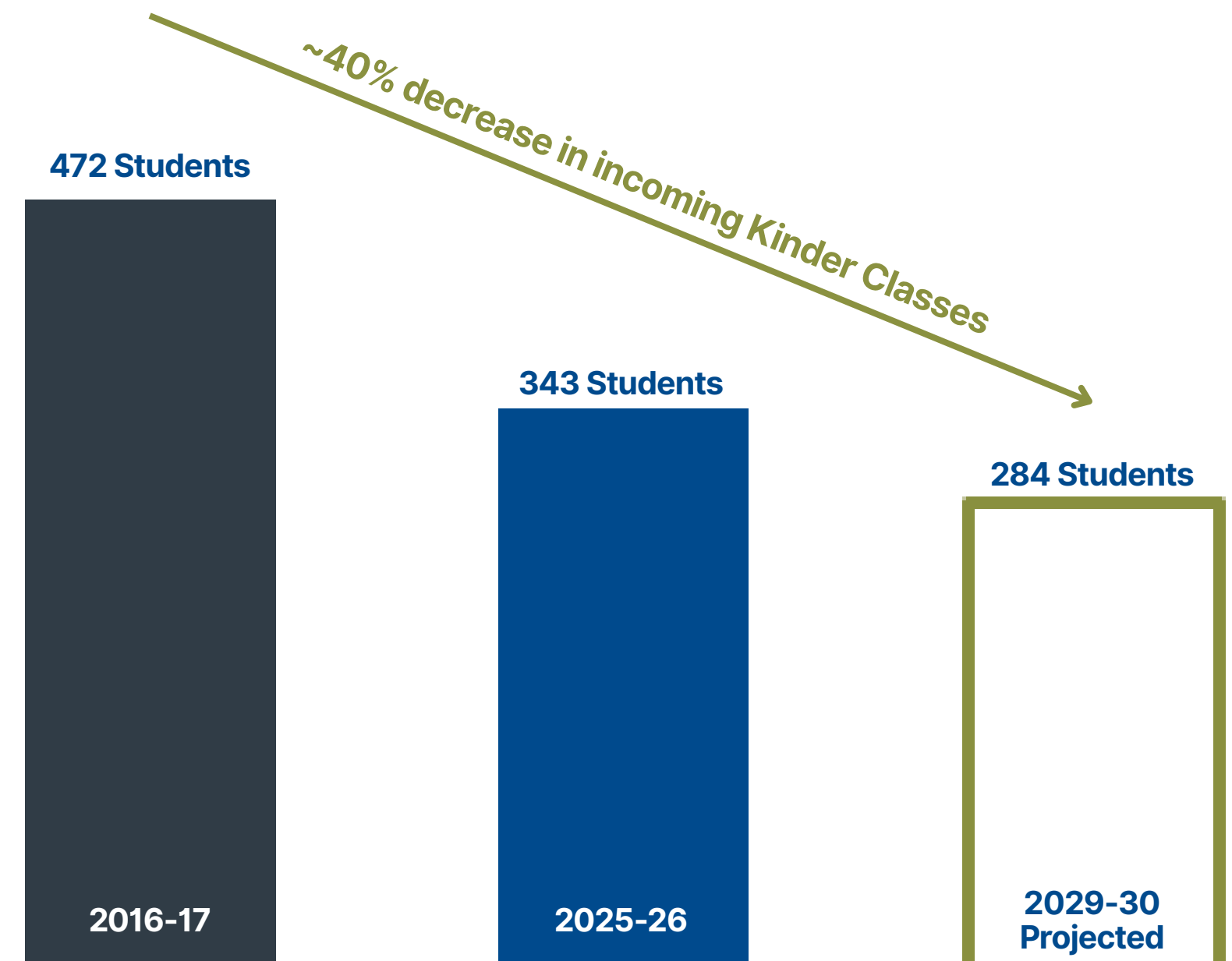
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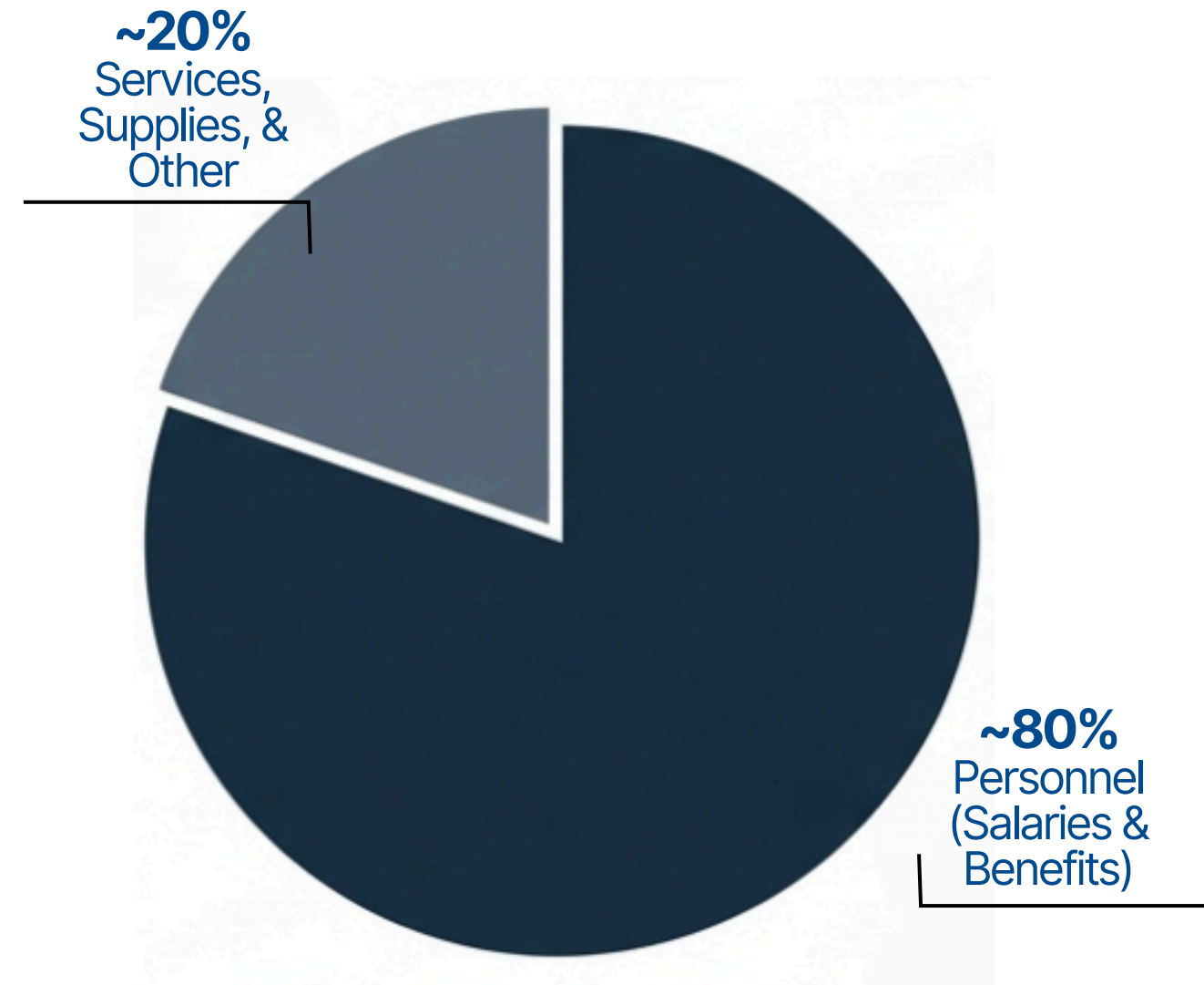


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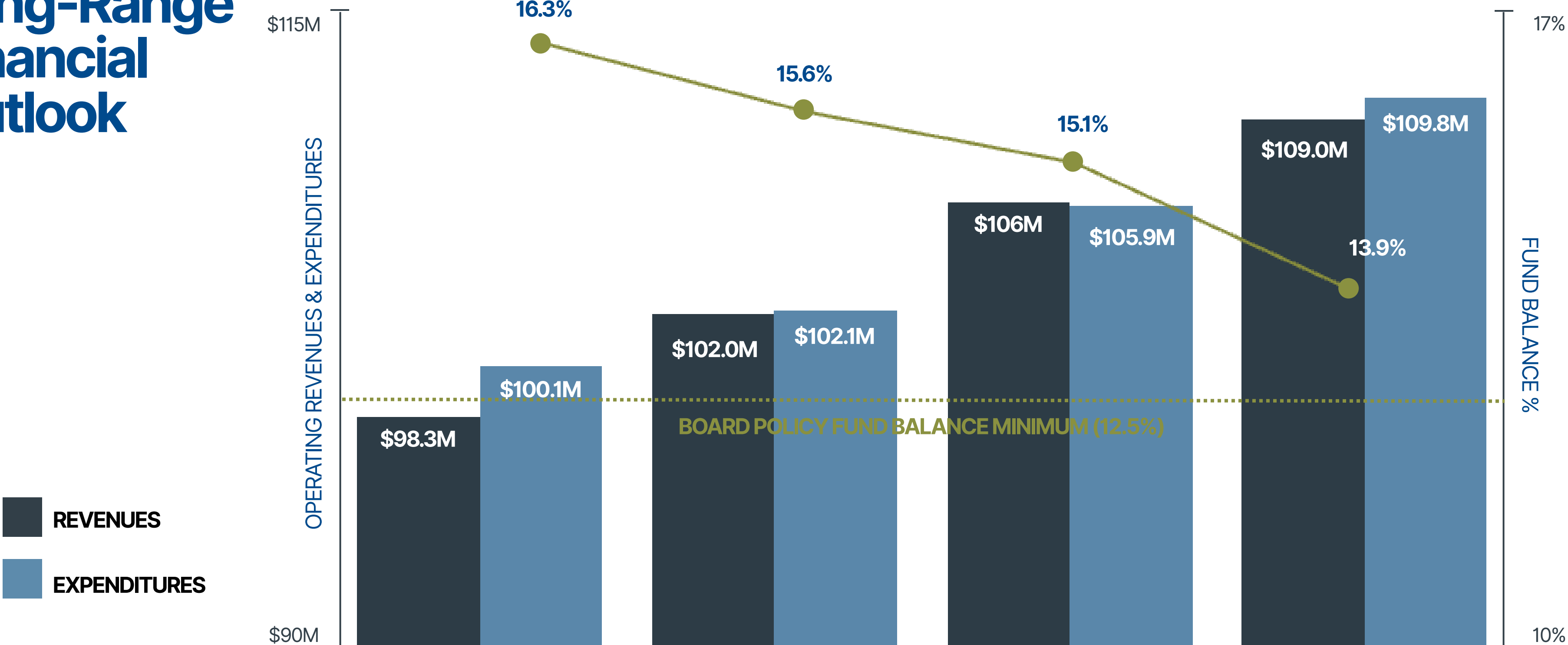
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Long-Range Financial Outlook



CORRECTIVE ACTION REQUIRED:

\$2.7M

\$2.1M

\$0.8M

CORRECTIVE ACTION REQUIRED PRIOR TO CONSOLIDATION:

-\$3.9M

-\$6.1M

-\$7.7M



Long-Range Financial Plan: 2025 -2029

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



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Board Chair Luhui Whitebear, Director Al-Abdrabbuh, Director Largent

Meeting Date: January 15, 2026

Resolution No. 26-0102 – Rights of Undocumented Students and Protocols for Federal Immigration Enforcement (ICE, CBP, etc.)

Interactions on District Properties

ACTION REQUESTED

Background

On December 5, 2016, the Board adopted Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools. On December 11, 2025, the Board reviewed the resolution. It was determined that while the resolution is excellent and remains in effect, it requires urgent revision to reflect changes in immigration enforcement practices over the past decade. These changes are informed by community engagement and needs of those most impacted by immigration enforcement as well as updates to federal immigration enforcement efforts.

ACTION REQUESTED:

Adopt this resolution.

MOTION REQUESTED:

“I move to adopt Resolution No. 26-0102 – Rights of Undocumented Students and Protocols for Federal Immigration Enforcement (ICE, CBP, etc.) Interactions on District Properties.”



Corvallis School District 509J

**Rights of Undocumented Students and Protocols for Federal Immigration Enforcement (ICE, CBP, etc.) Interactions on District Properties
Resolution Number 26-0102**

Whereas, the Board of Directors of the Corvallis 509J School District is committed to the success and safety of each student who attends its schools. The District's purpose is for every student to grow and graduate prepared for life after high school. It is the responsibility of the District to give each student and their family the support to meet this endeavor. As such, the Board adopted Resolution Number 16-1201 titled Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access in Schools in 2016. The Board recognizes changes in federal immigration enforcement and is updating its resolution in response to these changes; and

Whereas, since 1982, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202) has required equal access to public education for all children, including those students who have undocumented immigration status or come from mixed immigration status families; and

Whereas, Immigration and Customs Enforcement (ICE), Customs and Border Protection (CBP), and any agency or individual acting on behalf of federal immigration enforcement or surveillance is hereinafter referred to as "Immigration Enforcement" in this declaration; and

Whereas, the Board believes that physical safety and emotional well-being are paramount to foster student success. Therefore, our schools must be safe and inviting places for all students and their families. Policies already in place prohibit any form of discrimination, harassment, or bullying. The district's anti-discrimination policies have both Federal civil rights law and Oregon law at their foundation; and

Whereas, the Board knows that a safe and inviting educational environment would be disrupted by the presence of Immigration Enforcement officials who might come onto district property for the purposes of removing or obtaining information about students, their family members, and/or their caregivers. The Board further believes that all students' ability to succeed would be negatively impacted by the removal of students, their family members, and caregivers; and

Whereas, the Board understands that students with parents or caregivers removed are left without adults to care for them. Additionally, all students have the potential to be adversely impacted by these types of disruptions in their peers' lives, regardless of immigration status. Therefore, the district will keep and maintain updated policies and procedures to care for such students until a guardian or other designated adult is contacted, and all teachers, administrators, and staff should be trained on such procedures; and

Whereas, the Board recognizes the critical role of staff training in supporting students. Therefore, the district will maintain updated staff trainings on interacting with federal Immigration Enforcement and on the impacts of immigration enforcement on District students and families.

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

Any Immigration Enforcement official or their designee intending to enter onto Corvallis 509J property must first notify the Superintendent or designee of this intention, with appropriate legal documentation, in person and with adequate notice for the Superintendent to consult with legal counsel and take steps to provide for the emotional and physical safety of students and staff.

Only the Superintendent or their designee is authorized to ask for any Immigration Enforcement officer or their designee's credentials, ask why they are requesting access to district property or information, review the legal authority for the request, and grant or deny permission for access following Oregon Sanctuary Laws.

In compliance with Oregon Sanctuary Laws, any Immigration Enforcement official or their designee must provide written legal authority for entry onto any 509J district property. Such authority must document the purpose for such entry.

Corvallis 509J staff and volunteers shall not ask about or document any student's immigration status, or that of the student's family members or caregivers, and pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law, shall not disclose, without parental consent, the immigration status or other personal information about any student or their family.

The Superintendent shall maintain updated trainings, which are reviewed annually, for training teachers, administrators, and other staff on how to respond to Immigration Enforcement personnel or their designees who may attempt to enter 509J property and/or request information about 509J students and families. Subject to applicable laws, the plan shall include trauma informed procedures for notifying families about generalized immigration enforcement efforts to gain information about students and families, how to support students whose family members or caregivers have been removed from the community because of immigration enforcement, and how to support school communities when a student has been removed due to immigration enforcement. Communications shall prioritize the safety and well-being of every student and their family members in making decisions regarding district notifications, center the educational success and well-being of students, and mitigate trauma and harm to students and their families in receiving such communication. Appropriate timeliness, scope of notification, and determination of recipients of communications shall be determined by the Superintendent or their designee. This plan shall be shared with all 509J families in all supported languages.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its meeting this 15th day of January, 2026.

Signed:

Attested:

Luhui Whitebear, Board Chair

Ryan Noss, Superintendent



Corvallis School District 509J
Rights of Undocumented Students and Protocols for Federal Immigration
Enforcement (ICE, CBP, etc.) Interactions on District Properties
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Attested:


Ryan Noss, Superintendent

X. CONSOLIDATED ACTION (8:40 PM)*

A. Budget Parameters - Second Read



Corvallis

SCHOOL DISTRICT

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

Budget Parameters – Second Reading

ACTION REQUESTED

Background

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district’s decision makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district’s fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

The budget parameters presented for adoption tonight are rooted in the [GFOA’s Best Practices in School Budgeting](#) and incorporate feedback received from board members during the December 11, 2025 school board meeting. The terms “should” and “shall” are used throughout rather than the word “must” as budget parameters are general guidelines, not policy. Language changes were made to represent our commitment to aligning resources to Corvallis School District 509J Board Goals.

Action Requested

Adopt the budget parameters as presented.

Attached

Corvallis School District Budget Parameters.

CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

Presented for adoption January 15, 2026

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision-makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

Student Outcomes Should Drive the Budget Process

The budget process should be driven by the vision to create exceptional learning experiences where all students learn at high levels¹. Clear goals for student outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

Provide Every Student with Equitable Access and Opportunities

The district is committed to transforming educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families². The budget process should honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically³. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality curriculum, support, facilities, and other resources, even when this means differentiating resource allocations. (*Excerpted from [Corvallis School District Policy JBB – Educational Equity](#)*)

Decisions Should Be Informed By Data

Decisions that impact the future of student learning should be centered on evidence of what works. Qualitative and quantitative data on student outcomes, both in terms of student achievement and overall student educational experience, should inform the decision-making process.

Base Resourcing Decisions on the Total Value Created for Students

The budget process should seek to allocate resources in a way that creates relevant and engaging learning experiences for students that support their short and long-term goals towards an evolving future⁴.

- **Prioritize strategies and programs with proven cost-effectiveness**

Strategies and programs that have proven to produce larger gains and close the opportunity gap in learning for all student groups relative to their cost should be given priority for funding. Strategies and programs that are chosen should be implemented fully and faithfully even if that means fewer strategies or programs are implemented.

¹Board Goal 1: Excellent Learning Experiences

²Board Goal 2: Equitable Systems

³Board Goal 4: Healthy Communities

⁴Board Goal 3: Relevant and Engaging Learning

- **Make student-centered decisions**

Budget decisions should be based on what is best for students, not adults. In some cases, there is pressure to develop a budget that puts the interests of adult stakeholders above the interest of students. That priority should be reversed.

Critically Re-Examine Patterns of Spending

Past patterns of spending may no longer be relevant given changing needs of the community and student body. Hence, the budget process should encourage review of past spending decisions and critically change, where necessary. The district should develop and implement a program review and sunset process to identify and discontinue programs that are not achieving their objectives or that are simply not as effective as available alternatives.

Take a Long-Term Perspective

The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies.

Additionally, the district recognizes that its ability to maintain consistent educational strategies is subject to the stability of external funding sources. To ensure fiscal resilience, the district must actively monitor and respond to volatility in state and federal funding, such as forecasted state budget shortfalls and potential reductions in federal program support resulting from legislative changes.

Because these external shifts can impact the district's capacity to sustain programs, the multi-year funding plan must remain adaptable. The district will prioritize the protection of high-priority strategies and remain prepared to adjust resource allocations should funding instability threaten the long-term delivery of student-centered outcomes.

Engagement, Transparency and Accountability

Effective budgeting requires valid information about the true costs of serving students and the outcomes produced for students.

- Engage student and staff voice in the budget process, fostering identity and agency³.
- Make performance data readily available. The budget process should be informed by valid and reliable data on fiscal and academic performance.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.

¹Board Goal 1: Excellent Learning Experiences

²Board Goal 2: Equitable Systems

³Board Goal 4: Healthy Communities

⁴Board Goal 3: Relevant and Engaging Learning

- Use a consolidated budget that considers all available funds. Acknowledge constraints on categorical spending, but consider all available funds to make the most impact with available resources.
- Be clear on what actions are being funded to help the district reach its Board goals, not just line items and broad expenditure categories.

¹Board Goal 1: Excellent Learning Experiences

²Board Goal 2: Equitable Systems

³Board Goal 4: Healthy Communities

⁴Board Goal 3: Relevant and Engaging Learning

B. Minutes

1. December 11, 2025



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 Lauren Wolfe, Finance Director Byron Bethards, Ed.D., SG&E Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Thomas Sherry, CHS Thomas DePree, CHS</p>
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II. BOARD MEMBER REPORTS

Director Wang attended the Theater Diversity Advisory Committee (TDAC) meeting, noting the influx of new community members and emphasizing technical opportunities within the theater program. Toured the Boys and Girls Club and was impressed by the scope of their work and how strongly it complements the District's efforts, encouraging other Board members to visit. Also attended the auditions for Footloose and the District Equity Committee meeting.

Director Largent met with the Corvallis High School (CHS) leadership group. Attended a healthcare education series detailing upcoming changes due to federal policy that will impact the District.

Director Hawkins gave a shout-out to the Bridges program staff for their collaborative work. Attended the middle and high school Scorecard meeting, citing it as a favorite meeting and praising administrators for their positive focus on equity and student connections, noting the effective use of YouthTruth data. Acknowledged the great work of the elementary reading program involving dogs and attended the District Equity Team meeting, which featured a presentation by Dr. Lake.

Co-Vice Chair Tominey attended the Mariachi concert at Garfield, featuring students from both Garfield and Linus Pauling, and praised the leadership of the music teachers. Served as a volunteer judge at a Speech and Debate tournament in Clackamas, where Crescent Valley and Corvallis High Schools competed, noting the quality of student expression and staff dedication. Appreciated



the thoughtful, iterative process demonstrated in the Innovation Team meetings and attended the District Equity Team meeting.

Co-Vice Chair Jones attended the Corvallis Public Schools Foundation meeting, hearing updates on plans to expand support through YEA! grants and preparations for the "Hands Across Corvallis" event. Expressed excitement at seeing the District swim team practicing at the Osborn community facility again, marking the return of the team to that space.

Director Al-Abdrabbuh echoed the positive feedback on the recent school principals' Scorecard meeting, highlighting investments in professional development for staff in best practices for reading, math, and supporting students with special education needs. Also noted the effective community use of District property, specifically the community meeting hosted by the City Council at Lincoln School.

Chair Whitebear attended the Indian Education fall gathering (Title VI grant program), encouraging the continued enrollment in the program. Presented with Superintendent Noss at the Oregon School Law Conference on board/superintendent working agreements. Attended parts of the Innovation Team meetings. Announced receiving a scholarship to attend the NSBA Advocacy Institute in DC, which will benefit the District's local political advocacy work at no cost to the District. Attended the Linus Pauling band concert, thanking the middle school for adjusting the concert time based on past Board feedback. Additionally, the Chair spoke at a Leticia Carson event for Native American Heritage Month, teaching students some Chinukawa (the local language) and showing a film on language history and Mary's Peak, noting how well it connected with the students' reading of the land acknowledgment.

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

Director Al-Abdrabbuh shared a federal legislative update concerning the reauthorization of Secure Rural Schools (SRS) funding. This funding, which is essential for many districts reliant on former timber revenue, was recently approved by Congress (now headed for the President's signature). He expressed deep gratitude for the Oregon Congressional delegation's successful advocacy, particularly for Senator Wyden and Representatives Hoyle and Gelser, and encouraged Board members to share their thanks with the representatives' staff.

He also announced that the NSBA is offering virtual training sessions in January, leading up to the National Advocacy Institute in D.C. These sessions, focused on advocacy techniques and high-interest topics, are open to all state association members (including Corvallis Board members), and he will forward the registration details via email.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report sharing updates, including that the online boundary locator tool has been updated, new principal placements for the 2026-27 school



year, and that information will be going out soon with the transfer windows for the next school year. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

CHS Student Representatives reported on the annual Winter Smiles program.

V. PUBLIC COMMENT

Will Rottenkolber, CSD Parent, opposed the consolidation due to the Board's failure to address critical operational concerns like transportation and severe overcrowding at schools like Bessie Coleman, which will require costly portable classrooms and create poor optics after a bond. He criticized the plan for prioritizing "convenience" over genuine equity. He urged the Board to use the improved state funding forecast as an opportunity to pause, revisit the proposal, and conduct a thorough planning process.

Michael Eller, CSD Parent, argued that the closure is no longer financially justified, as the state's improved revenue forecast reduced the district's budget gap from \$4 million to less than \$1 million. He stressed that closing schools and cutting 18 staff positions is now a choice, not a necessity. He appealed to the Board to use this new time and resource buffer to pause the current plan, collaborate with the community, and develop a comprehensive, long-term solution.

Heather Louderback, CSD Parent, criticized the consolidation's flawed process (including the late-night vote despite new funding data) and detrimental outcome, which forces long commutes and widens inequities through overcrowding and logistical gaps. She rejected the Board's "false dichotomy" between programs and buildings and demanded that the Board pause the plan to create a thoughtful, community-driven process with adequate time for city and transportation planning.

Jesse Beasley, CSD Parent, urged the Board to immediately reconsider the proposal based on the updated state finances and prioritize proper boundary realignment. She opined that severe capacity discrepancies (e.g., between Bessie Coleman and Lincoln) cannot be resolved solely through open transfers. Furthermore, she criticized the District for creating significant traffic issues and for inappropriately shifting the responsibility to fix them onto the City of Corvallis.

Julie Alexander, CSD Parent, focused on the negative impact of overcapacity on student experience, noting the revised plan pushes schools well above target utilization. Given the recent improvement in state revenue, which offers "breathing room," she urged the Board to reconsider the immediate closures. She requested the Board prioritize developing a long-term strategy that addresses all future closures at once and, most importantly, rebalance boundaries first as the equitable solution.



VI. BIAS REPORTING UPDATE

Assistant Superintendent Harder and Student Growth and Experience Director Bethards shared a written report before the meeting. At the meeting, they shared a slide presentation and engaged in discussion with the Board. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

Some key takeaways from the discussion included:

- The district works regionally with other school districts (Racial Equity Group) and nationally (WestEd) alongside internal District Equity Team efforts.
- Addressing bias is seen as directly linked to improving state accountability metrics (e.g., attendance, graduation, proficiency) by identifying and resolving systemic inequities.
- A 30-day check-in process with the harmed student has been implemented to gauge well-being and get feedback, often utilizing a "trusted adult" for more honest responses.
- Disability Bias (Ableism) Reports Rose: This is being addressed with new department training and an inclusive kindergarten model.
- A drop in student reporting is attributed to staff reporting on behalf of students, indicating high adult awareness and involvement.
- The system can track single incidents involving multiple types of bias (e.g., race and gender).
- Administrators are showing increased confidence in handling incidents independently due to the systemization of tools (Behavior Guidelines, Racial Language Scale, re-teaching lesson archives). This ensures consistency regardless of staff turnover.

The Board took a break and then resumed the meeting.

VII. STUDENT INVESTMENT ACCOUNT (SIA)

Finance Director Wolfe shared that the grant agreement document is being presented as a state requirement, following the grant's initial presentation last month (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

MOTION:

It was moved by Director Hawkins and seconded by Co-Vice Chair Tominey to approve the district's 2025-27 Student Investment Account (SIA) Grant Agreement.



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

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

VIII. REVIEW BUDGET PARAMETERS

Finance Director Wolfe provided the Board with the first reading of the Budget Parameters, which reflect the revisions made last year and are intended as non-policy guidelines to anchor the budget process to Board Goals and best practices. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

Discussion focused on the parameters' role in this unique consolidation year, ensuring they support spending decisions aligned with district priorities. Following a comment regarding state and federal funding instability, the Board requested that staff explicitly unroll the economic assumptions given to the Budget Committee to provide greater context and clarity on funding sources. The Board also requested that policy DA (Reserves) and related budget committee policies be brought back for a future conversation, given ongoing federal funding volatility.

IX. REVIEW RESOLUTION 16-1201 - RIGHTS OF UNDOCUMENTED STUDENTS

The Board reviewed Resolution 16-1201 (Rights of Undocumented Students and Protocols for ICE Access to Schools) dating from 2016. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

Members agreed that while the resolution is excellent and remains in effect, it requires urgent revision to reflect changes in immigration enforcement practices over the last decade. The key goals for the revision are to update, strengthen, and broaden the scope of the resolution to ensure students and families feel safe, explicitly mention federal agencies beyond ICE (such as Border Patrol), and consider protections for U.S. citizen children of undocumented parents. Chair Whitebear, Director Largent, and Director Al-Abdrabbuh volunteered to form a small group to draft the updated resolution and plan to bring the revised version back to the full Board next month. The existing resolution's commitments remain the district's official stance during the interim drafting period.



X. OSBA CONFERENCE TAKEAWAYS

The following points summarize the key takeaways and proposed actions discussed by Board members following the OSBA Conference:

- A new policy needs to be drafted regarding expense reimbursement procedures to ensure compliance with the Oregon Government Ethics Commission, particularly concerning the use of personal credit/debit cards that earn rewards or points.
- A critical message from state legislators was that the district should not expect additional funding from the state. Board members stressed the need to increase state-level advocacy efforts.
- The Board elevated the topic of providing a stipend for future (non-current) board members for public discussion, acknowledging both the legislative support for the idea and the district's current budgetary challenges.
- The district's consolidation challenges are not unique, as similar situations are being navigated statewide. Chair Whitebear and District staff shared their consolidation experience with other districts.
- The Caucus of Color meeting included significant bylaws changes, and the conference featured a memorable performance by the Woodburn mariachi group.

XI. CONSOLIDATED ACTION

The Board pulled items XI. A. and B.2. for discussion. Director Al-Abdrabbuh proposed an alternate motion to replace one of the staff-recommended candidates. (The documents are available online in the meeting information packet and will be archived in the 2025-26 board records.)

MOTION #1

Director Al-Abdrabbuh moved, and Director Hawkins seconded that Cassandra Inman and Nancy J Larson be appointed to three-year terms ending June 30th, 2028, and that Carla Ho'a be appointed to a two-year term ending June 30th, 2027.

Discussion followed the motion and included the following:

- Directors noted that all applicants were highly qualified, and while the budget process is complex, providing an opportunity for challenging or differing viewpoints to be engaged directly with district data could lead to greater transparency and unified support for the district.
- Directors questioned the substitution of an applicant with strong ties to the district (via school involvement and attendance at numerous public meetings) with a candidate whose current, local community involvement was perceived as limited or unknown to some board members.



- The Board Chair emphasized that while diverse and messy conversations are welcome, they must be conducted with respect and decorum to ensure the committee remains productive in achieving its goals. It was noted that the Budget Committee operates under Robert’s Rules of Order, and the possibility of applying Board norms for respectful conversation to the committee was raised for future orientation.

The discussion concluded after a final round of comments, acknowledging the difficulty of the decision given the high caliber of all applicants. The Board Chair called for a vote to resolve the motion regarding the proposed substitution.

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

The motion failed. Yea: 3, Nay: 4

The Chair called for an alternative motion.

MOTION #2:

It was moved by Director Wang and seconded by Co-Vice Chair Jones that Cassandra Inman and Chris Blacker to be appointed to the Budget Committee for three-year terms ending June 30, 2028. In addition, I move to appoint Carla L Ho’ā to a two-year term ending June 30, 2027.

Following the motion discussion followed and included the following:

- The Chair cautioned the Board against weighing unverified or secondhand reports of a candidate’s public comments (specifically concerning school consolidation) when making an appointment decision, emphasizing that the decision should rely on the formal application and the candidate’s qualifications to serve on the Budget Committee.
- Directors affirmed that all recommended applicants were highly qualified, capable of managing the extensive budgetary information, and had demonstrated commitment. Ms. Wah (CFO experience) and Ms. Inman (current committee member) were specifically noted for their financial and institutional knowledge, respectively.
- Co-Vice Chair Tominey emphasized the core educational tenet of learning and growth, suggesting that the appointment offers an opportunity for candidates—and the Board—to grow, even through difficult conversations. The importance of establishing



clear, strong "guard rails" and norms for conversation within the Budget Committee was raised to ensure that dialogue remains respectful and productive.

- It was suggested that a "Robert's Rules 101" guide be included in the Budget Committee binder to ensure all members understand the procedural requirements for meetings.
- Director Al-Abdrabbuh reaffirmed that despite the difficulty of the conversation, he would support the outcome of the vote, stating his commitment to work collaboratively with any individual appointed to the committee.

The discussion ended as the Board Chair called the vote on the pending motion.

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

The motion passed. Yea: 5, Nay: 2

MOTION #3:

It was moved by Director Largent and seconded by Director Al-Abdrabbuh to adopt consolidated actions as proposed, excluding budget committee appointments, which have already been voted upon.

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

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

- A. Budget Committee Appointments** (The documents are available online in the meeting information packet and will be archived in the 2025-26 board records.)
- B. Minutes** (The documents are available online in the meeting information packet and will be archived in the 2025-26 board records.)
 - 1. November 10, 2025; November 13, 2025; November 20, 2025**



- C. Licensed Personnel Action** (The document is available online in the meeting information packet and will be archived in the 2025-26 board records.)

XII. CONSOLIDATED INFORMATION

There was discussion regarding the projected ending fund balance for the 2025-26 fiscal year and the meaning of the decline compared to previous years.

- The Finance Director confirmed that the district is currently projecting an ending fund balance of \$13.1 million, equating to approximately 13.4% of operating revenue.
- This projection remains *above* the required minimum of 12.5% mandated by District Policy DA.
- The Director explained that the previously higher fund balances (closer to the 19% range) were due to significant increases in external funding (e.g., COVID-related aid) coinciding with minimal operational expenses when buildings were empty. The district has been operating in a deficit every year since returning to in-person learning, resulting in the planned, intentional reduction of the fund balance.
- The ending fund balance serves as the crucial beginning fund balance for the subsequent fiscal year.
- It was reiterated that, regardless of where the district is in the state budget biennium, costs consistently increase each year, making the balance between rising expenditures and revenue growth increasingly challenging.

- A. October Financial Summary (Unaudited)** (The document is available online in the meeting information packet and will be archived in the 2025-26 board records.)

XIII. BOARD MEMBER COMMENTS

Director Al-Abdrabbuh thanked staff for their work supporting immigrant children and families, asserting that every child deserves safety and education regardless of their family or legal status. He emphasized that this is a personal issue impacting neighbors, and the district must continue to advocate for children's care and certainty, even if federal enforcement brings increased costs and challenges.

Director Hawkins commended the district's Crisis Team for supporting students and families through recent crises and checked on staff wellbeing. She then expressed significant concern about staff anxiety over the "waiting game" regarding reassignments following principal moves, urging Superintendent Noss to provide clarity and answers soon to ease uncertainty. Additionally, she thanked Chair Whitebear for leading the difficult previous meeting with calmness, order, and integrity, noting positive feedback from the community



regarding the Chair's performance. She also asked for continued updates from Superintendent Noss on operational issues, such as transportation and city conversations.

Superintendent Noss responded that the staff information preference sheet would be distributed the following day and remain open until early February, allowing time for staff to make decisions and to share more information about the junior high and K-8 models. He noted that HR is currently holding presentations and drop-in sessions at affected schools, and the team is working quickly to share information and address staff concerns, including those now being reported from Bessie Coleman.

Director Largent alerted the community to impending concerns about the Community Health Center in Lincoln, which faces limitations due to changes in federal legislation and drug reimbursement laws. He stressed that with an estimated 200,000 Oregonians set to lose insurance next year, the community must support these health centers as they are the primary source of non-emergency care for those who cannot afford it.

Co-Vice Chair Tominey acknowledged the significant uncertainty facing staff and families, praising staff for setting aside their worries to focus on creating the best possible daily school experiences for students. She also thanked the community for their ongoing questions and feedback, which help the board ensure issues are addressed and communicated clearly, even when they relate to operational matters. Co-Vice Chair Tominey requested clarification regarding a community perception that a recent positive state budget forecast might eliminate the district's known \$4 million deficit.

Superintendent Noss affirmed that the district still carries the \$4 million deficit, and the state news only means they might avoid additional reductions currently planned at 2.5% and 5% across departments. He clarified that the next economic benchmark will be the forecast released in February during the short legislative session.

Co-Vice Chair Jones provided additional context to the state budget forecast, explaining that state agencies are still planning contingency budgets because their current budgets are inadequate, and the positive news only slightly lessens the fear of a massive second round of cuts. She then thanked the district's crisis team for their response to the SNAP crisis and warned of an approaching health insurance crisis, urging the community to address the need for access to critical medications with the same compassion. Co-Vice Chair Jones shared a heartwarming story about a student who proactively reported inappropriate graffiti at Crescent Valley High School. She praised the student's leadership and Principal McKee's and the district's quick responsiveness, stating that such conduct among youth is what will truly improve bias incident reporting and is a source of hope during difficult times.

Chair Whitebear briefly noted that the data supported community assertions that the Leticia Carson report card numbers had increased. She reiterated her belief that the district has a problem with poverty affecting students across all schools and suggested the board



should revisit the bullying policy at a later time. She also pre-warned the board that she would begin enforcing meeting time limits more strictly going forward.

XIV. ADJOURNMENT

With no further business the meeting was adjourned at 9:48 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

DRAFT

2. December 18, 2025



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

I. CALL TO ORDER

The meeting was called to order at 5:32 PM in the Linus Pauling Middle School Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Judah Largent Bernie Wang</p> <p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Melissa Harder, Assistant Superintendent Byron Bethards, SG&E Director</p>	<p><u>STUDENT REPRESENTATIVES PRESENT</u> Amy Ibarra Rodriguez , CHHS Leo Schwartz, CVHS Ayeh Akhavan-Heidari, CHS</p> <p><u>ADMINISTRATORS PRESENT</u> Peter Henning, Adams Elementary Tracey Fischer, Bessie Coleman Elementary Nancy Davila-Williams, Garfield Elementary Elton Kikuta, Kathryn Jones Harrison Elem. Amy Sampson, Letitia Carson Elementary Chaundra Smith, Lincoln Elementary Keli Abbott, Mt. View Elementary</p>
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Chair Whitebear shared that the Board and presenters would have dinner until 6:00 p.m., then proceed with the Scorecard presentations. There would be limited sound as the board members and guests would rotate tables throughout the meeting.

II. STUDENT REPRESENTATIVE REPORTS

Student Representatives provided reports from their schools.

III. WELCOME

Superintendent Noss welcomed staff and shared instructions on how board members, leadership, and student representatives would rotate to the tables represented by school administrators to receive their scorecard reports and ask questions.



IV. SCHOOL SCORECARD REPORTS

Chair Whitebear announced that during the Scorecard presentations, participants would move around the room, and audio would be limited. (Documents are posted online with the information packet of this meeting and will be archived with the official 2025-26 board records.)

- A. Adams Elementary**
- B. Bessie Coleman Elementary**
- C. Garfield Elementary**
- D. Kathryn Jones Harrison Elementary**
- E. Letitia Carson Elementary**
- F. Lincoln Elementary**
- G. Mt. View Elementary**

V. REFLECTION

Superintendent Noss led the Board in reflection on the evening's conversation. Key takeaways included:

- Appreciation for the Scorecard reports and hearing from administrators about the successes and the opportunities to bring families together.
- It has been terrific to see how administrator positions have changed over the years. Principals used to be in their offices all day; now they are in classrooms and in hallways with students.
- The reports provide valuable insights and data.
- Appreciate seeing cohesion between all the schools and the programming prioritization.
- Appreciation for the work of the administrators and the care for the kids and families.

VI. ADJOURNMENT

With no further business the meeting was adjourned at 8:04 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

C. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

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

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Carroll, Ivory	Social Studies	1.0	Cheldelin Middle	1/05/2026	Temporary Teacher
Free, Stacey	Second Grade	1.0	Franklin School K-8	3/1/2026	Rehire, Temporary Teacher
Hawkinson, Paige	Fifth Grade	1.0	Franklin School K-8	2/1/2026	Rehire, Temporary Teacher
Patrick, Allison	Teacher Elementary	1.0	Kathryn Jones Harrison Elementary	1/05/2026	Temporary Teacher

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Free, Stacey	Second Grade	1.0	Franklin School K-8	3/1/2026	Retirement
Hawkinson, Paige	Fifth Grade	1.0	Franklin School K-8	2/1/2026	Retirement
Torres Diaz, Alexis	Supervisor/Custodial	1.0	District Office	12/31/2025	Layoff

MOTION REQUESTED:

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

XI. CONSOLIDATED INFORMATION

A. November Financial Summary (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: January 15, 2026

November Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending November 30, 2024 and November 30, 2025 follows this report. Year-to-date operating revenues through the end of November 2025 total \$67.3 million or 68.47% of total budgeted operating revenues as compared to \$63.7 million or 65.61% through the end of November 2024. As usual, the majority of tax revenue for the year was received during this period..

Year-to-date operating expenditures through the end of November 2025 total \$31.1 million or 30.27% of total budgeted operating expenditures as compared to \$27.7 million or 28.03% through the end of November 2024.

Currently, the projected general fund ending balance is \$15,951,920 or 16.22% of total resources net of the beginning fund balance.

Monitoring Fiscal Impacts:

As of November 31, we are monitoring the fiscal impact of the following:

1. **Audited Ending Fund Balance:** Single Audit standards were not released by the federal government in time to complete the audit within the statutory guidelines. In response, the Oregon Department of Education has extended the deadline until February 2, 2026. At this time, we will have a final ending fund balance, which carries forward into the current fiscal year as the beginning fund balance.
2. **State & Federal Budget Changes:** While recent news is favorable, K-12 advocates must remain vigilant to protect programs from 2025-27 budget cuts, especially given potential competition from vital Human Services programs like Medicaid and SNAP, which are facing reductions due to HR 1. The state budget still faces a forecasted shortfall and unbudgeted costs, necessitating continued advocacy and readiness to adjust strategies for the next legislative session.

If you have any questions or request for additional information, please do not hesitate to contact me.

Supplementary Materials

1. General Fund Financial Summary as of November 30, 2025
2. Schedule of Investments as of November 30, 2026



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2025 - 2026 Financial Summary

For the Period Ending November 30, 2025

	2024 - 2025 YTD Actuals	Prior Year % of Actual	2025 - 2026 Adopted Budget	2025 - 2026 YTD Actuals	% of Budget	Annual Forecast	Variance Favorable/ (Unfavorable)
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RESOURCES

Operating Revenues

Local Property Tax Revenue	\$ 31,112,688	87.67%	\$ 36,632,983	\$ 33,635,808	91.82%	\$ 37,018,718	\$ 385,735
Local Option Levy	\$ 9,226,734	87.73%	10,853,047	9,946,430	91.65%	10,879,046	25,999
Other Local Sources	\$ 1,031,510	27.61%	3,232,500	976,873	30.22%	2,950,855	(281,645)
Intermediate Sources	\$ -	0.00%	875,000	3,869	0.44%	1,008,799	133,799
State School Fund	\$ 22,225,903	51.06%	44,944,068	22,604,429	50.29%	44,409,975	(534,093)
Other State Resources	\$ -	0.00%	1,385,023	-	0.00%	1,622,724	237,701
Federal Sources	\$ 77,191	20.67%	327,000	94,829	29.00%	464,803	137,803
Other Sources	\$ -	0.00%	5,000	15,827	-	20,000	15,000
Total Operating Revenues	\$ 63,674,027	65.61%	\$ 98,254,621	\$ 67,278,065	68.47%	\$ 98,374,920	\$ 120,299
Beginning Fund Balance*	\$ 19,389,715	100.02%	16,830,395	17,689,630	105.11%	17,689,630	859,235
TOTAL RESOURCES	\$ 83,063,742	71.34%	\$ 115,085,016	\$ 84,967,695	73.83%	\$ 116,064,550	\$ 979,534

REQUIREMENTS

Operating Expenditures

Salaries	\$ 13,813,328	28.62%	\$ 50,804,776	\$ 14,852,344	29.23%	\$ 50,717,954	\$ 86,822
Associated Payroll Costs	7,656,674	27.60%	27,784,726	8,626,322	31.05%	28,817,321	(1,032,595)
Purchased Services	3,862,377	26.25%	15,678,551	4,555,171	29.05%	13,638,892	2,039,659
Supplies and Materials	1,182,134	41.44%	3,676,748	1,487,794	40.46%	2,918,534	758,214
Capital Outlay	81,332	36.79%	82,000	13,580	16.56%	82,000	-
Other Objects	1,088,563	52.57%	2,687,847	1,588,050	59.08%	1,637,929	1,049,918
Transfers	-	0.00%	2,088,540	-	0.00%	2,300,000	(211,460)
Total Operating Expenditures	\$ 27,684,408	28.03%	\$ 102,803,188	\$ 31,123,262	30.27%	\$ 100,112,630	\$ 2,690,558
Contingencies	-	-	7,369,097	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	4,912,731	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 27,684,408	28.03%	\$ 115,085,016	\$ 31,123,262	27.04%	\$ 100,112,630	\$ 2,690,558

*unaudited beginning fund balance subject to change

[**District Policy requires an ending fund balance of no less than 12.5%](#)

****PROJECTED ENDING FUND BALANCE \$ 15,951,920**
16.22%

Corvallis School District 509J
 Schedule of Investments
 November 30, 2025

<u>Type of Investment</u>	<u>Investment</u>	<u>Maturity/</u>	<u>No. of</u>	<u>Bond</u>	<u>Purchase</u>	<u>Par (Maturity)</u>
U.S. Treasury Obligations:						
Commercial Paper:						
Total Investments Outside of Local Government Investment Pool:						\$ -
Local Government Investment Pool:			<u>Monthly</u>			
			<u>Distribution Yield</u>			
General Account			4.25%		70,985,260	
Total Investments Inside of Local Government Investment Pool 1						\$ 70,985,260
1 The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows is \$63,387,000						
Total Investments						\$ 70,985,260

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%

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

1. Policy IGBAB/JO-AR - Education Records/Records of Students With Disabilities



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 15, 2026

NO ACTION REQUIRED

Board Policy IGBAB/JO-AR—Education Records—Revised—First Reading

Background

This policy outlines the list of requirements for educational records and records for students with disabilities the school district must maintain. Updates to JOA, Directory Information, impacts this policy by changing what can and cannot be released. Additionally, at no point in time will a school or school district release information to enforcement agencies pursuing federal immigration laws.

Updates include the elimination of “previously attended schools” and the addition of “dates of attendance”.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Code: IGBAB-AR/JO-AR
Adopted: 9/10/01
Revised/Readopted: 10/06/03, 5/5/08, 4/6/09, 8/19/13

**EDUCATION RECORDS/
RECORDS OF STUDENTS WITH DISABILITIES MANAGEMENT
Education Records/Records of Students With Disabilities**

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district. However, this does not include the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education that are:
 - i. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
 - ii. Made, maintained, or used only in connection with treatment of the student; and
 - iii. Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- g. Name and address of educational agency or institution;
- h. Full legal name of the student;
- i. Student's birth date ~~and place of birth~~;
- j. Names of parents/guardians;
- k. Date of entry into the school;
- l. Name of school previously attended;
- m. Courses of study and marks received;
- n. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- o. Credits earned;
- p. Attendance; and
- q. Date of withdrawal from school; ~~and~~
- r. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;

- d. Pursuant to OAR 581-021-0410, file with the United States Department of Education a complaint under 34 CFR §99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0250 (1)(m) and (P) within 10 days of receiving the request.

The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written-evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

¹ Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record;
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220 (6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the educational records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions, and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501 (4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest. As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; or a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities. Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or

functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information. The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, state and local education authorities, or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal and state regulations.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - i. Determine eligibility for the aid;
 - ii. Determine the amount of the aid;
 - iii. Determine the conditions for the aid; or
 - iv. Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - i. Develop, validate, or administer predictive tests;
 - ii. Administer student programs; or
 - iii. Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph C. above and who enters into a written agreement with the district that:

- 1. Specifies the purpose, scope, and duration of the study and the information to be disclosed;
- 2. Limits the organization to using the personally identifiable information only for the purpose of the study;
- 3. The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- 4. The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state, and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph C. above who is conducting an audit related to the

enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

1. Designates the individual or entity as an authorized representative;
 2. Specifies the personally identifiable information being disclosed;
 3. Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation, enforcement, or compliance activity of the federal or state supported education programs;
 4. Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 5. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 6. Identifies the time period in which the personally identifiable information must be destroyed; and
 7. Establishes policies and procedures which are consistent with FERPA and other federal and state confidentiality and privacy provisions to ensure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions.
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parents(s) or student.
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters.
- j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986.
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services, and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but

is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction, or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency.

- l. The disclosure is information the district has designated as "directory information" (see Board policy JOA—Directory Information).
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student.
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or re-evaluation for purposes of determining whether a student has a disability.
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061.
- p. The disclosure is to a case worker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that is legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

6. Record Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record keeping requirements shall include the parent, eligible student, school official, or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student

contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by an individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parents or eligible student notice of the date, time, and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be a part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than

10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly, and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, detention facility, or youth care center in which the student was formerly enrolled and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall, subject to ORS 339.260, transfer originals of all requested students education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for seven years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or five years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DISCLOSURE STATEMENT

Required for use in collecting personally identifiable information
related to social security numbers

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

"Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

"OAR 581-021-0250 (I)(G) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research, and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

2. Policy IGBHD - Program Exemptions



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 15, 2026

NO ACTION REQUIRED

Board Policy IGBHD—Program Exemptions—Revised—First Reading

Background

This policy allows families to make the decision to prevent their student from engaging in state-required or learning activities due to their religion, disability, etc. The major change comes from the Supreme Court decision (Mahmoud v. Taylor) this past June which determined that not permitting “opt-outs” violated the parents’ rights to exercise their freedom of religion. Language regarding the process of opting out has been added to this policy.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Corvallis

SCHOOL DISTRICT

Code: IGBHD
Adopted: 5/10/99
Revised:

~~PROGRAM EXEMPTIONS~~ Program Exemptions

The superintendent district may excuse students from a state-required program or learning activity for reasons of religion, disability¹, or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older who is an emancipated minor. Requests must be submitted to the principal.

~~An alternative program for credit may be provided.~~

The district will determine if credit will be granted for an alternative activity.

END OF POLICY

Legal References:

ORS 336.035 (2)
ORS 336.465
ORS 336.615
ORS 336.625
ORS 336.635

OAR 581-002-0035
OAR 581-021-0009
OAR 581-021-0071
OAR 581-022-2050
OAR 581-022-2110
OAR 581-022-2505

OAR 581-022-1350
OAR 581-022-1440
OAR 581-022-1910

¹ If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

3. Policy JECBB-AR - Resident Transfer Procedures



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 15, 2026

NO ACTION REQUIRED

[Board Policy JECBB-AR](#)—Intradistrict/Resident Transfer Procedures—Revised—First Read

Background

These Intradistrict/Resident Transfer administrative regulations describe the requirements, conditions, and procedures for a resident transfer request.

Each year, the Corvallis School District opens a transfer window for students living within the district boundary. This process occurs each spring and provides an opportunity for families to choose to attend a school outside of their attendance area boundary.

The proposed revision in the Transfer Request Process section creates priority language for students in schools that will be closed the following year. In 2026, those schools are Cheldelin Middle School and Letitia Carson Elementary School.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Code: JECBB-AR
Adopted: 5/7/20
Revised/Readopted: 12/12/25

Resident Transfer Procedures

The following procedures will govern consideration of a request by a parent/guardian for their student to attend a district school other than the one within the student's regular attendance boundary. (Reference JC-AR for information on attendance boundaries).

Conditions of a Resident Transfer

1. Resident students and their parent/guardians will be notified on an annual basis of resident transfer options available.
2. Requests to transfer will be considered on a space-available basis.
3. Requests that a student attend a district school other than the student's assigned school within their regular attendance boundary must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted online.
4. Designated district office staff will notify the parent/guardian in writing that the request has been granted or denied.
5. Students who apply for a resident transfer and are not accepted at the time of application because of space availability, or Every Student Succeeds Act (ESSA) transfers, will be placed on a waitlist. Such applications will be considered for approval at a later date as space becomes available. The waitlist will be maintained until January of each year.
6. Transportation will be the responsibility of the family. In certain circumstances, district transportation may be provided on a case-by-case basis. Existing bus routes and stops will not, however, be disrupted or altered to accommodate a resident transfer.
7. Once approved, a transfer remains in effect until the student completes ~~grade 5, 8, or 12~~ (the highest grade at that school). Students must apply for a transfer if they intend to transition to a ~~middle junior high~~ school or high school that is not within their attendance boundary.
8. Students participating in a Dual Immersion program ~~at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.~~ are not required to apply for a transfer when transitioning to 7th or 9th grade.
9. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family.
10. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to any discipline imposed.

Transfer Request Process

1. Online applications will be accessible via the district's website. If the parent/guardian does not have access to an internet-accessible computer, they may utilize such equipment at either individual school locations or the district office.
2. If there are more applications than space available, a lottery process will be applied. In a lottery process, each student applicant will be assigned a randomly generated number. Priority will be given to qualifying students in the following order:
 - a. Corvallis School District (CSD) students whose current school will be closed for the next school year.
 - b. Corvallis School District (CSD) students with siblings currently attending a transfer school and who will attend with the student already enrolled.
 - c. Other CSD students.
 - d. Non-CSD students seeking nonresident transfer with siblings currently attending the CSD transfer school and who will attend with the student already enrolled.
 - e. Other non-CSD students seeking nonresident transfer.
3. Seats will be offered to applicants based on their priority randomized ranking up to the number of available spots at each grade level for each school. The remaining ranked list of applicants, if any, will serve as the waitlist should future seats become available.
4. In the event that an elementary school exceeds capacity because of growth in the number of attendance boundary students, or a secondary school exceeds the limit needed to balance student populations, the district may choose not to maintain a waitlist until such time when transfers will be accepted.
5. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waitlist, the parent/guardian may choose to accept the seat offered to one while the siblings remain at the attendance boundary school. If the parent/guardian declines the one seat, the sibling would be placed on the waitlist at the position held by the next sibling not offered a position.
6. Designated district office staff will notify families of their acceptance, denial, or waitlist status in a timely manner as soon as the transfer request process has been completed.
7. Students applying for transfers outside of the online application window are placed at the bottom of the waitlist (if any) in the order their applications are received.

Exceptions to the Transfer Process

The district reserves the right to make placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent or their designee, may occur and become effective at any time during the school year.

Transfer Requests Outside of the Official Window

Transfer requests made during the school year, but outside of the designated transfer window, will be evaluated on a case-by-case basis at specific dates throughout the year. The request must be made via an

online application that may require responses not needed during the official transfer window. Once the request has been made, designated district office staff will reach out to school administrators to discuss the request. A decision letter will be sent via email to the parent/guardian once a decision is made.

Revocation Process

1. Minimum standards for behavior must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will notify the assistant superintendent or designee and the administrator of the attendance boundary school. If a transfer is revoked, a resident student attending on a transfer will be asked to return to their attendance boundary school.
 - a. A student shall comply with the district's policies, administrative regulations, school, and classroom rules. Regular attendance is an expectation of all students. Chronic absenteeism is grounds for a transfer revocation.
 - b. For purposes of this transfer policy, a transfer may be revoked if a determination is made that the student's conduct poses a threat to the health and safety of students or employees and the behavior poses a significant disruption to the learning environment of others.
2. Parent/guardian may request that a transfer be rescinded by submitting a written request to the assistant superintendent, or their designee, for final review and processing.
 - a. Such requests will be processed immediately to limit any impact on the student's ability to attend school.
 - b. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
3. Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

Students Who Move from their Attendance Boundary

Students whose legal residence changes from the attendance boundary of their current school may choose to remain and complete the highest grade at that school.

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school, but will be required to apply for a transfer for the next school year and obtain an interdistrict transfer request from their new resident school district.

Students who move during the summer to a different school district must attend school in their new resident school district unless they have applied and been approved for nonresident transfer to continue enrollment.

1. Parent/guardian will notify the school in writing of their address change and their request for a continuation at the school.
2. Transportation will be the responsibility of the family.

Students on Extended Leave or Sabbatical from a Transfer School

When a currently enrolled family on transfer takes an extended leave (sabbatical or other out-of-town absence), the students of the family may have special consideration as described below for re-enrolling at their transfer school upon return provided:

- The student previously attended the school for at least one full school year.
- The family's extended leave lasted no longer than one school year.

Parent/guardian must complete an Extended Leave Application form (available at each school location and the district office) prior to leaving. Depending on the length of their leave, re-enrollment will be as follows:

- Should the extended leave last longer than a year, the parent/guardians will follow the process for requesting a transfer through the online transfer request process described within this document.
- Should the extended leave be less than a year, the student will be able to reclaim their transfer upon their return.

Siblings of Students Placed Into District Specialized Programs

Siblings of students placed into district specialized programs are eligible for transfer to the school their sibling attends. Specialized programs include, but may not be limited to, Life Skills and Dual Immersion.

If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.

Safe Public School Choice Transfer Requests

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, a transfer to meet the safe public school choice requirements of ESSA will be provided, subject to the following:

1. The district will provide notification to parent/guardian of all students attending a school identified as persistently dangerous of their student's right to transfer.

The notice will:

- a. Be in writing, provided within 10 school days from the time the district becomes aware that the school has been identified by ODE as persistently dangerous or from the time a parent/guardian or student has notified the district that the student has been the victim of a violent criminal offense as defined by ODE;
- b. Inform parent/guardians that their student is eligible to attend another public school in the district due to the identification of the school as persistently dangerous, or inform the

parent/guardian of a student who has been the victim of a violent criminal offense, as defined by ODE, while in or on the grounds of a school the student attends, that their student is eligible to attend another public school in the district;

- c. Identify each public school in the district, including public charter schools, that the parent/guardian may select;
 - d. Explain why the choices made available may have been limited including, as applicable, that no choices are currently available; and
 - e. Describe the performance and quality of those schools of choice. Parent/guardian may request more detailed information and may ask to see a school's academic report card.
2. The transfer will be to a safe school in the district.
 3. Requests to transfer must be in writing (standard mail, fax or email) and submitted to the school office for consideration, generally no later than 20 school days from the district notice. The district will confirm requests.
 4. The district will consider the education needs and preferences of the student and parent/guardian. Parent/guardians may decline the assigned school.
 5. Approved transfers will generally occur within 30 school days from the time the district learns that the school has been identified as persistently dangerous. A student who has been the victim of a violent criminal offense will be transferred as soon as practicable.
 6. Transfers may be temporary or permanent but will minimally be in effect as long as the student's original school is identified as persistently dangerous. Transfers for a student who has been the victim of a violent criminal offense will remain in effect until such time as may be appropriate, based on the safety and welfare of the student. The district will consider the educational needs of all transfer students as well as other factors affecting the student's ability to succeed if returned to the transferring school.
 7. The district may provide transportation using federal funds or through cooperative agreements with local victims assistance units.

In the event a district school is identified by ODE as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district. Transfer approval will be in accordance with established Board policy and administrative regulation.

Special Education and Public School Choice

The district will ensure that students with disabilities are provided a free appropriate public education (FAPE) in their school of choice, consistent with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. In offering choice to students with disabilities, the district may match the abilities and needs of a student with disabilities to the possible schools that have the ability to provide the student with FAPE.

Appeals Process

A parent/guardian may appeal a transfer denial or waitlist placement if they believe there are special circumstances that the district should consider. Appeals are to be made in writing to the assistant superintendent or their designee and must contain the following elements to be considered:

1. Name of the student
2. Student's grade level for the transfer year
3. Current School
4. School requested
5. Parent/guardian's name and contact information
6. Description of any special circumstances, including any necessary or appropriate supplemental materials.

The assistant superintendent or their designee will investigate each situation and notify the parent/guardian of the decision in writing. Decisions regarding transfer requests made by the assistant superintendent or their designee will be final.

4. Policy LBEA - Denial for Virtual Public Charter School



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 15, 2026

NO ACTION REQUIRED

Board Policy LBEA—Denial for Virtual Public Charter School Student Enrollment—
Revised—First Reading

Background

This policy outlines the denial process when preventing a resident student from enrolling in a virtual charter school. The school district is unable to deny a student from leaving when the percentage of students attending virtual charter schools is under three percent. If that number should go over three percent, the school district can deny a family from leaving the district. When denying a student, the school district must give the family the percentage number, two online alternatives, and the process of appealing to the board.

Changes to the policy include language updates when denying a student's request and the inclusion of language around any district sponsored virtual public charter school.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Corvallis

SCHOOL DISTRICT

Code: LBEA
Adopted: 6/10/21
Revised/Readopted:

Resident Student Denial for Virtual Public Charter School Attendance Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of the number of students residing in the district who are enrolled in a virtual public charter school not sponsored by the district.

When the established calculated percentage is more than three percent the district will request direction from the Board as to its intent to approve or deny additional resident students enrollment to a virtual public charter school outside of the district boundary, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2). Such direction will be in effect until the next semiannual review date for the upcoming academic term. will not approve student's enrollment to such a virtual public charter school.

A parent¹ must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue notice of approval or choose not to respond.

If the district is not approving the enrollment, the district must respond with a decision to not give approval. If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice² within 10 calendar days of receipt of the receiving notice of intent from the parent and. Such decision must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations at the time the intent to enroll was received by the district;
3. The right to appeal the decision to the State Board of Education;
4. A list of two or more other online options available to the student; and
5. A copy of OAR 581-026-0305 and OAR 581-026-0310.

¹ "Parent" means parent, legal guardian person in parental relationship as defined in ORS 339.133.

² If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

When calculating the percentage, the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students enrolled in the schools within the district;
2. The number of students enrolled in virtual or non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not located within the district boundary sponsored by the district;
4. The number of home-schooled students who reside-residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the school-district.

A parent may appeal a decision of a the district's to not approve a denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal References:

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

House Bill 3024 (2023)

5. Policy JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 15, 2026

NO ACTION REQUIRED

Board Policy JHCA— Immunization, School Sports Participation, Concussions and Other Brain Injuries—Revised—First Read

Background

Policy JHCA has been updated to focus on school sports participation and brain related injuries. Students who participate in extracurricular sports in grades 7 through 12 are now required to complete a sports examination once every two years. The major update to this policy is establishing next steps for schools when they receive notice of a student with a concussion or other brain related injury. Within ten school days of receiving notice, schools are required to have temporary accommodations in place for a student with a brain injury. They will evaluate the continued need of those accommodations every two months until they are discontinued.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Corvallis

SCHOOL DISTRICT

Code: JHCA/JHCB
Adopted: 12/13/18

Revised/Readopted: 3/20/25

Immunization, and School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status (CIS) form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion⁶. Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in

¹ The district shall immediately enroll a student experiencing homelessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms, or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms, or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan⁹. Written notice is not required for the district to begin following concussion protocols.

Any accommodation will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision and health¹⁰.

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - ORS 336.490](#)

[ORS 433.235 to 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018);

Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

House Bill 3007 (2025)

6. Policy JO/IGBAB-AR - Education Records/Records of Students With Disabilities



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 15, 2026

NO ACTION REQUIRED

Board Policy JO/IGBAB-AR—Education Records—Revised—First Reading

Background

This policy outlines the list of requirements for educational records and records for students with disabilities the school district must maintain. Updates to JOA, Directory Information, impacts this policy by changing what can and cannot be released. Additionally, at no point in time will a school or school district release information to enforcement agencies pursuing federal immigration laws.

Updates include the elimination of “previously attended schools” and the addition of “dates of attendance”.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Code: JO-AR/IGBAB-AR
Adopted: 9/10/01
Revised/Readopted: 10/06/03, 5/5/08, 4/6/09, 8/19/13

**~~EDUCATION RECORDS/
RECORDS OF STUDENTS WITH DISABILITIES MANAGEMENT~~**
Education Records/Records of Students With Disabilities

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district. However, this does not include the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education that are:
 - i. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
 - ii. Made, maintained, or used only in connection with treatment of the student; and
 - iii. Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- g. Name and address of educational agency or institution;
- h. Full legal name of the student;
- i. Student's birth date ~~and place of birth~~;
- j. Names of parents/guardians;
- k. Date of entry into the school;
- l. Name of school previously attended;
- m. Courses of study and marks received;
- n. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- o. Credits earned;
- p. Attendance; and
- q. Date of withdrawal from school; ~~and~~
- r. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;

- d. Pursuant to OAR 581-021-0410, file with the United States Department of Education a complaint under 34 CFR §99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0250 (1)(m) and (P) within 10 days of receiving the request.

The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written-evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

¹ Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record;
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220 (6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the educational records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions, and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501 (4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest. As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; or a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities. Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or

functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information. The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, state and local education authorities, or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal and state regulations.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - i. Determine eligibility for the aid;
 - ii. Determine the amount of the aid;
 - iii. Determine the conditions for the aid; or
 - iv. Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - i. Develop, validate, or administer predictive tests;
 - ii. Administer student programs; or
 - iii. Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph C. above and who enters into a written agreement with the district that:

- 1. Specifies the purpose, scope, and duration of the study and the information to be disclosed;
- 2. Limits the organization to using the personally identifiable information only for the purpose of the study;
- 3. The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- 4. The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state, and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph C. above who is conducting an audit related to the

enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

1. Designates the individual or entity as an authorized representative;
 2. Specifies the personally identifiable information being disclosed;
 3. Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation, enforcement, or compliance activity of the federal or state supported education programs;
 4. Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 5. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 6. Identifies the time period in which the personally identifiable information must be destroyed; and
 7. Establishes policies and procedures which are consistent with FERPA and other federal and state confidentiality and privacy provisions to ensure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions.
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parents(s) or student.
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters.
- j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986.
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services, and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but

is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction, or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency.

- l. The disclosure is information the district has designated as "directory information" (see Board policy JOA—Directory Information).
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student.
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or re-evaluation for purposes of determining whether a student has a disability.
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061.
- p. The disclosure is to a case worker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that is legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

6. Record Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record keeping requirements shall include the parent, eligible student, school official, or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student

contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by an individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parents or eligible student notice of the date, time, and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be a part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than

10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly, and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, detention facility, or youth care center in which the student was formerly enrolled and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall, subject to ORS 339.260, transfer originals of all requested students education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for seven years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or five years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DISCLOSURE STATEMENT

Required for use in collecting personally identifiable information
related to social security numbers

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

"Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

"OAR 581-021-0250 (I)(G) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research, and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

7. Policy JOA - Directory Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 15, 2026

NO ACTION REQUIRED

Board Policy JOA—Directory Information—Revised—First Reading

Background

This policy outlines the list of personally identifiable information the school district can release when appropriate procedures are followed. Directory information considered by the district to be detrimental, if released, will not be given out. Additionally, at no point in time will a school or school district release information to enforcement agencies pursuing federal immigration laws.

Updates include the elimination of “previously attended schools” and the addition of “dates of attendance”.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Corvallis

SCHOOL DISTRICT

Code: JOA
Adopted: 6/28/99
Revised/Readopted: 10/8/01, 11/3/03, 6/23/08, 5/4/09, 9/9/13, 3/5/20

Directory Information**

“Directory information means” those items of personally identifiable information contained in a student education record that is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following~~ Directory information may be released to the public through appropriate procedures and includes:

1. Student's name;
2. Student's photograph;
3. Major field of study;
4. Participation in officially recognized ~~sports and activities and sports~~ sports and activities;
5. Weight and height of ~~athletic team members of athletic teams~~ athletic team members;
6. Dates of attendance; and
- 6.7. Honors or Degrees and awards received; and
7. ~~Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information, and the requirement that the district must, by law upon request, release secondary students' names, addresses, and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the building administrator by the parent, student 18 years of age, or emancipated student within 15 days of annual public notice. A parent, student 18 years of age, or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over to the telephone except in health and safety emergencies.

At no point will a student's social security number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

ORS 180.805

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021-0220 to-0430](#)

[OAR 581-022-1660](#)

[HB 3464 \(2017\)](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (~~2017~~ 2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2017~~ 2024).

Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~ 2025).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (~~2017~~ 2024).

XII. BOARD MEMBER COMMENTS (9:00 PM)*

XIII. ADJOURNMENT (9:10 PM)*

*All times are approximate.

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

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

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

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

Public Comment –

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

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

Grievance Process - ORS 192.705

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

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

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