Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Thursday, October 16, 2025 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

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

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

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

Corvallis
SCHOOL DISTRICT

Thursday, October 16, 2025
6:30 PM

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

Meeting Details: Thursday, October 16, 2025, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ? A recording of the meeting will also be posted to that channel.

I. CALL TO ORDER (6:30 PM)*

II. ACKNOWLEDGMENT OF INDIGENOUS PEOPLES' DAY

Corvallis School District 509J

Resolution Number 20-1002

ACKNOWLEDGEMENT OF INDIGENOUS PEOPLES' DAY

WHEREAS, Christopher Columbus, a man who is inaccurately described as having "discovered" the Americas, came upon land that was already inhabited by Indigenous Peoples; and

WHEREAS, Columbus' voyage to the Americas led to the introduction of transatlantic slavery, land dispossession, and genocidal acts against Indigenous Peoples; and

WHEREAS, The City of Corvallis and current day Benton County are on lands fully inhabited by the Kalapuya people before removal for settlers; and

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

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

WHEREAS, The Corvallis School District has an opportunity to uniquely reach and educate children as touchstone in the community; and

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

WHEREAS, The Corvallis School District recognizes and acknowledges the significant contributions made in our community by Indigenous People and commits to ensure greater understanding of these contributions by all students through Oregon SB-13 curriculum; and

WHEREAS, The idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

WHEREAS, The State of Oregon does not formally recognize Columbus Day; and

WHEREAS, The City of Corvallis has proclaimed the second day of October as Indigenous Peoples' Day in Corvallis since 2015; and

WHEREAS, The State of Oregon has proclaimed the second day of October as Indigenous Peoples' Day in Oregon since 2017;

WHEREAS, This day should be recognized for the Indigenous peoples of the Americas.

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

do hereby proclaim **Monday, October 12, 2020** as well as the second Monday of October annually, as **Indigenous Peoples' Day** in the District and strongly encourage families, staff, and community members to join in existing local Indigenous Peoples' Day celebrations;

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

Adopted this day October 8, 2020

Signed:

8 Oct, 2020

Sami Al-Abdrabbuh
Board Chair

Attested:

Ryan Noss
Superintendent

Corvallis
SCHOOL DISTRICT

III. BOARD MEMBER REPORTS

IV. OREGON SCHOOL BOARDS ASSOCIATION AND NATIONAL SCHOOL BOARDS ASSOCIATION UPDATES

V. SUPERINTENDENT'S REPORT

Corvallis
SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the October 16, 2025, meeting.

National School Lunch Week:
This week is National School Lunch Week, a celebration of the benefits of healthy school meals. As a reminder, all students at all schools all students qualify for a free complete "reimbursable" breakfast and lunch, regardless of income.

To celebrate, I will be eating lunch at Lincoln Elementary tomorrow, joined by several of you. Thank you for helping me emphasize the importance of healthy meals and their role in preparing our students to learn.

Osborn Aquatic Center
Tomorrow is the last day to participate in our community feedback survey on the Osborn Aquatic Center. The purpose of the survey is to provide input on priorities for repairs and improvements. The links to the recording of the community meeting and the survey are located in the news item on the district website's homepage

OSBA Fall Regional Meeting
The Oregon School Boards Association is meeting with board members across Oregon. These meetings focus on the current work of OSBA and school districts across Oregon. Our regional meeting will be held at the Linn Benton Lincoln ESD on Thursday, October 23rd, from 5:30 to 7:30. I will be in attendance, and I hope board members are also able to attend.

Corvallis
SCHOOL DISTRICT

VI. PUBLIC COMMENT (7:00 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.

Corvallis
SCHOOL DISTRICT

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		

District Administrative Office
1555 SW 35th Street | PO Box 3509J | Corvallis, Oregon 97339
541-757-5841 | www.csd509j.net

Corvallis
SCHOOL DISTRICT

VII. CONSOLIDATION WORK TIME & DISCUSSION

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: October 16, 2025

District Consolidation Board Discussion NO ACTION REQUIRED

Background

The consolidation process was initiated following the August 13, 2025, Board Retreat, during which the Board reviewed the Long-Range Planning Committee's report and district enrollment and financial data, and directed the Superintendent to develop a proposal.

At the September 11, 2025, Board Meeting, Superintendent Noss presented a formal consolidation proposal that included:

- Transitioning elementary schools to K-6 configurations.
- Reconfiguring Mt. View to a K-8 school.
- Closing Cheldelin Middle School.

Since the September meeting, the District has actively engaged the community to receive feedback on the proposal. The District facilitated four community listening sessions attended by Board members. The Board has also received numerous formal public comments and letters providing input on the proposal.

The October 16, 2025, meeting will be dedicated to further discussion of the proposal and the community feedback received. This discussion will lead to next steps, with action and final decision-making scheduled for the November 13, 2025, board meeting.

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Maria McEldowney, Accounting Manager
Meeting Date: October 16, 2025

October 1 Unaudited Enrollment

NO ACTION REQUIRED

The District's unaudited enrollment on October 1, 2025, was 5,748 students. This represents a decrease of 61 students (-1.1%) from the prior year.

The 2025-26 Adopted Budget projected 5,661 students. The District's unaudited enrollment on October 1, 2025, represents an increase of 87 students (+1.5%) over the budget projection.

This October 1st date is significant because the student count from the first school day in October is formally collected by the Oregon Department of Education (ODE) as part of the First Period of the Cumulative ADM Collection. The resulting official data, known as the Fall Membership Report, is publicly released by ODE and serves as a foundational figure for a school district's state funding and resource allocation. The District will continue to monitor enrollment closely, particularly because, historically, enrollment often declines between the Fall and Spring Membership reporting periods.

First Period of the Cumulative ADM Collection is due to the ODE on 10/27/2025 and at this time has not been submitted. Student enrollment displayed below is considered "unaudited" and not yet validated by the District Security Administrator to ODE.

Fall Membership

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	Change from Prior Year	
2022-23 Actual	378	424	418	424	401	457	532	469	493	572	574	542	572	*6,256*	-23	-0.4%
2023-24 Actual	350	400	416	409	422	398	440	524	460	525	552	567	553	*6,016*	-240	-3.8%
2024-25 Actual	326	356	391	406	403	419	405	429	526	498	517	538	595	*5,809*	-207	-3.4%
2025-26 October 1st Unaudited	*342*	*350*	*361*	*387*	*414*	*409*	*435*	*414*	*453*	*590*	*511*	*514*	*568*	*5,748*	*-61*	*-1.1%*

Excludes Charter School Enrollment

Consolidation Proposal: Capacity Summary

	Building Capacity	Target Capacity (utilization)	Capacity Adjustment for District/ School Programs	25/26 Enrollment *(as of 10/1/2025)*	26/27 Status Quo Projected Enrollment	26/27 Status Quo Utilization *with Capacity Adjustment*	26/27 Proposal Projected Enrollment	26/27 Proposal Utilization *with Capacity Adjustment*	26/27 Proposal Class Size Targets	Elementary Classrooms	26/27 Proposal Elementary Classrooms Utilized
Elementary Schools	**3,266**	**2,937**	**2,793**	**1,894**	**1,838**	**66%**	**2,163**	**77%**	**24**	**119**	**87**
Adams *Head Start Pre-K*	567	510	486	364	360	74%	429	88%	24	21	17
Bessie Coleman *Head Start Pre-K*	594	534	510	329	319	63%	377	74%	24	22	15
Garfield *Head Start Pre-K, DLI*	594	534	510	379	370	73%	429	84%	24	22	17
Kathryn Jones Harrison *Life Skills*	432	388	340	223	208	61%	251	74%	24	14	10
Letitia Carson	485	437	437	296	281	64%	334	76%	24	18	14
Lincoln *Head Start Pre-K, DLI*	594	534	510	303	300	59%	343	67%	24	22	14
K-8 Schools	**810**	**728**	**704**	**534**	**524**	**74%**	**624**	**89%**	**24**	**30**	**25**
Franklin	351	315	315	308	306	97%	306	97%	24	13	12
Mt. View *SEG*	459	413	389	226	218	56%	318	82%	24	17	13
Middle Schools	**1,829**	**1,555**	**1,439**	**1,137**	**1,105**	**77%**	**680**	**94%**	**29**		
Cheldelin	876	745	716	460	*450*	63%					
Linus Pauling/Corvallis Jr. High *Life Skills, DLI*	953	810	723	677	655	91%	680	94%	29		
High Schools	**4,135**	**3,514**	**3,297**	**2,183**	**2,123**	**64%**	**2,123**	**64%**	**31**		
Corvallis	2,237	1,901	1,777	1,304	1,252	70%	1,252	70%	31		
Crescent Valley	1,898	1,613	1,520	879	871	57%	871	57%	31		
TOTAL DISTRICT WIDE	**10,040**	**8,734**	**8,233**	**5,748**	**5,590**	**68%**	**5,590**	**74%**			

-Target Capacity: Building Capacity multiplied by 90% for Elementary/K-8 Schools and 85% for Middle/High Schools.

-Capacity Adjustment for Programs: Target Capacity less space designated for programs.

-25/26 Enrollment: Unaudited district enrollment as of 10/1/2025.

-26/27 Proposal Enrollment: Projected enrollment utilizing cohort survival and birth rate data trends and allocated to schools under the consolidation proposal. Mt. View Enrollment assumes one 7th and 8th grade classroom.

-26/27 Proposal Utilization: 26/27 Proposal Enrollment divided by Capacity Adjustment.

-Elementary and K-8 Classrooms: excludes three designated classrooms for Music, Art/Science, and Other (Makerspace, Community Classroom, etc.). Kathryn Jones Harrison also excludes two classrooms for Life Skills.

-26/27 Proposal Elementary Classrooms Utilized: Classrooms utilized by district teachers based on projected enrollment by grade and school.

CORVALLIS SCHOOL DISTRICT

School Consolidation Frequently Asked Questions

Updated October 10, 2025

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Timeline

What is the timeline for the proposed changes?

The changes in the proposal would happen in the 26-27 school year.

Why is the amount of time between the initial proposal and the final board decision so close? Why wasn't this proposal shared earlier? The process feels rushed and performative.

There were several steps taken to put the proposal together over the last year:

- As part of the Long Range Facilities Planning Committee
    - The district worked with Flow Analytics to review enrollment trends and community demographics.
    - The district conducted a Facility Condition Assessment and Capacity Analysis, using DLR Group and Pivot Architecture.
- Based on feedback from other school districts, we decided to shorten the time between a proposal and a decision. This will minimize the negative impact on students and staff by allowing us to move from debate to planning as quickly as possible.

Can we ensure that the timeline allows for enough time to pull off a well-ironed-out transition plan?

When the board makes a final decision on November 13, this leaves time for instructional planning through our Innovation Team and for staff to prepare for their potential new assignments. The district has also already begun to discuss how we would support students in transitioning to a new school, so we are prepared.

How long did the district spend putting together the proposal?

As the district made difficult cuts over the last two years, it became apparent that more significant changes would be necessary. During the 25/25 budget process, a decision was made to begin a deeper review by convening a Long Range Facilities Planning Committee to review the condition of our buildings, enrollment and community demographics, and building capacity. The committee's conclusions, along with a process proposal, were presented to the School Board on August 13, 2025. The Board directed Superintendent Noss to develop a recommendation for their consideration at the September 11, 2025, board meeting.

Financial

(New) Could the district explore staff pay increase freezes? Furloughs? How much would one furlough day save?

Certified and classified pay rates are determined by their currently approved union contracts and would require renegotiation of contracts. Furlough days are typically utilized for one-time financial solutions, and we anticipate a financial shortfall to extend for several years, as enrollment continues to decline.

The General Fund savings for one furlough day would be approximately $332,000.

(New) What are the state and federal funding cycles?
Oregon's biennium funding cycle operates on a two-year schedule, beginning on July 1 of odd-numbered years and ending on June 30 two years later (July 1, 2025 - June 30, 2027).

Districts receive federal funding under the Every Student Succeeds Act (ESSA) through either a competitive process or a pre-determined formula established by the U.S. Department of Education (ED) and the state. Formula grants under ESSA are awarded annually based on each Title grant's unique funding formula. Most final allocations are provided to states by ED in late June or early July.

(New) Could similar savings be accomplished by cutting the 12 staff positions but not closing Cheldelin? (Ie how much is saved by actually closing the building, if it will still be used by the community?)
No, a similar cost savings could not be accomplished by simply reducing the 11.28 FTE and not closing Cheldelin because those staff reductions would not allow us to maintain adequate staffing in the building to support students.

(New) Are there increased costs with increased busing?
Based on preliminary review of routing, we do not anticipate significant increases in transportation costs.

(New) Why are there no cuts to the superintendent's income? The budget is too top-heavy for admin.
The salary for our superintendent is comparable to that of other superintendents in Oregon for districts of our size and number of staff and students. The superintendent negotiates his contract with the elected school board.

(New) What's the district financial "backup plan"? Overall, seems there is a lack of proper funds distribution with the amount of taxes paid in Corvallis, and there should be a focus on proper management of funds.
The district is required to prepare a balanced budget, meaning that estimated revenues and resources must equal expenditures and requirements. To maintain

this balance, the district continually evaluates revenues and adjusts expenditures as necessary.

When a local school district collects property taxes, the state considers this money part of the district's local funding for schools. The Oregon State School Fund (SSF) uses an equalization formula to balance funding across all districts: the more money a district raises locally from these permanent taxes, the less money the State School Fund contributes. This ensures every district receives a similar baseline funding level per student. Additionally, local option property taxes are typically used to raise revenue above the funding level provided by the SSF equalization formula.

(New) How much money will be spent just getting elementary schools ready for another class?
The district anticipates some costs associated with moving, though most classrooms are already set up. A known cost is included in the certified teacher's contract, which states: If a licensed staff member is asked to change rooms or school buildings, the licensed staff member will be provided two days of compensation.

(New) Regarding the 'maintaining the status quo' proposal: Why are the projected expenses expected to increase almost $20 million dollars in 10 years? What expenses have changed to increase roughly $30 million dollars since 2016?
Projected expenses show exponential growth in costs based on rising costs and historical data. The growth is primarily driven by increases in expenses, such as negotiated staff compensation, PERS contribution rates, and inflation in the cost of utilities, supplies, and maintenance. The long-range projections help us understand the financial future. This helps us plan ahead and stop major financial problems before they even start. During the budget development process, which spans a single fiscal year, revenues and expenditures are more accurately known, and the district creates a balanced budget as required by law.

(New) If the district improves programming, where will that money come from?
The funding will come from adjusting priorities in the district's overall budget. Because Oregon law requires us to maintain a balanced budget, we must

continually review our income and spending. Any new spending must come from savings or by reallocating money from other areas.

Is there a facility decision that could fix the budget?
Based on our building capacity and enrollment, there is no facility-related decision that would create a $4 million budget savings while maintaining educational space for all our students.

I would like to know the long-term financial reasons for closing a middle school vs Franklin and elementary schools.
The decision to recommend the closure of Cheldelin was based on a generated savings of approximately $2 million. An elementary closure is projected to generate approximately $1 million in savings. Due to the size of Franklin, the savings are comparable to those of closing an elementary school.

Will redistricting save more money?
A boundary adjustment process will cost the district money in process, documentation, and re-routing of transportation routes. It would not reduce expenditures in the current or future years.

Does closing two elementary schools double the amount saved compared to the current proposal?
The cost savings for closing one elementary school are approximately $1 million per school.

Is there a way to examine how other states are spending less per student than Oregon?
A state-by-state comparison includes a wide range of factors, making comparisons difficult. However, based on a legislative requirement, the Quality Education Commission provides a report each biennium comparing current funding to the cost of a quality education in Oregon. Quality Education Model Report

What happens next year when there is another budget shortfall? Will yet more changes need to be made? Another school closure then?

The savings from closure will be realized year after year, but it does not mean we will avoid cuts in future years. Our funding is based on student enrollment, which is anticipated to decline for the next 4 years.

Would closing two elementary schools and a middle school close the budget gap?
Closing two elementary schools and Cheldelin Middle School would solve the projected $3.8 million budget deficit, but it would simultaneously eliminate the necessary capacity to house all of our current students.

Will the budget deficit be bigger than $4 million at the end of the 2025-26 school year?
Several factors influence a school district's budget. While the number of students attending is a significant factor, so is federal funding, tax collection, collective bargaining agreements, and the Local Option Levy funding amount.

What is the cost for losing a student not attending?
The 2025/26 Budget estimates the State School Fund allocation as $11,821 per student.

How much is spent per student vs how much money the State provides through the State School Fund?
In the district's 2025/26 General Fund Budget, the cost per student is $19,157. The state 2025/26 Budget estimates the State School Fund allocation as $11,821 per student*.

The District receives additional General Fund revenue from Extended Average Daily Membership Weighted, explained below, the Local Option Levy, and other sources.

*The State School Fund allocation is determined by "Extended Average Daily Membership Weighted" (Extended ADMw). ADMw is the average of all students' membership days as a proportion of the school year and other weighting factors, such as the number of ELL and Special Education students being served, and the number of students navigating poverty.

Could kids do fundraisers to keep schools open?
With an expected funding gap of $3.8 million, it is unlikely that fundraising would cover the cost of keeping schools open. Any fundraising efforts would need to comply with our board policy.

If the board rejects this proposal, can the reserve be used?

We have a board policy regarding the use of the reserve. The Rainy Day Reserve is appropriated at $4,912,731 within the 2025/26 General Fund Budget. Per board policy, in the event the Board authorizes use of reserves, the superintendent shall propose a plan to restore budget sustainability and replenish reserves within three years of use.

Has the district considered selling property to generate revenue?

The Long Range Facilities Planning Committee recommended that the district retain properties. However, upon completion of consolidation, the district would reconvene the LRFPC to further discuss this recommendation.

Are the changes in the current proposal enough to address the district's current financial concerns?

No, school consolidation will not solve all of our financial concerns. It is an important next step to reduce our overall budget shortfall. The district will still need to make additional reductions to meet the reduced projected budget for the 2026–27 school year.

How are the savings derived in the chosen proposal?

The savings come from reduced staffing due to a closed building and reduced energy use.

What problem are we solving? We have looming budget issues. Does this kick the can down the road?

The plan for school consolidation helps the district address several problems:

1. The current and future underutilization of our facilities
2. The budgetary shortfall our district is experiencing due to declining enrollment over the last several years.
3. The need to "right-size" our schools and programming to maintain high-quality educational offerings for all students.

School consolidation will not solve all of our financial concerns. It is an important next step to reduce our overall budget shortfall. The district will still need to make

additional reductions to meet the reduced projected budget for the 2026–27 school year.

Can we use the rainy day fund? Share how conservative we are being in the rainy day fund - can it be used?

Rainy-day reserve funds may be used to address adverse economic conditions that negatively affect the district's revenues and ability to meet students' needs. The current policy requires the superintendent to develop a plan to replace the reserve funds within three years. We are anticipating four more years of declining enrollment, so replacing these funds within the policy's timeline is not realistic.

What are the income sources for the schools?

District funding primarily comes from the following sources:

- State School Fund (Property taxes and other local funds)
- Grant funding (such as the Student Investment Account)
- Local Option Levy (Local property tax renewed every five years)

What is the plan to address the ongoing budget deficit?

School consolidation is one step in a larger process to address long-term budget concerns. The district will continue to make decisions meant to limit the impact on student experience. However, with over 80% of our funds used to compensate staff, additional staffing decisions will be necessary.

Decision Making

(New) Did you take any family or parent feedback into account?

The district used feedback from the budget process. This included the results from the Community Budget Survey, which parents and families participated in and provided feedback on areas of priority.

(New) How open is the district/superintendent to public feedback? Is the decision made and this is more performative?

At this point, the School Board will be making the decision on next steps. Board members have attended listening sessions and will receive a summary of the public feedback. Community members can continue to provide feedback through public testimony at board meetings and by email.

(New) When making this decision, did the district look into the demographics of who lives in the area? How many in the north area of town are often overlooked already based on financial income or racial background? Many mobile home parks, apartment complexes, and low-income housing areas are being affected. Why are there not any talks of school closures in the more affluent parts of town?

A number of factors are taken into consideration, including the location of our students and their individual needs. The current proposal does not reduce the number of schools receiving Title I funding, and indication of greater need.

Did the board consider or reject an outside consultation firm to facilitate this decision-making?

District staff provided a proposed decision-making plan that included community listening sessions, input gathering, and a proposed timeline. The board approved these steps.

Based on community feedback, the district is seeking a third party to process the raw feedback data to present to the school board.

Did the board know this plan to consolidate schools was coming? This needs to be a decision made by more than one person.

The Long-Range Facilities Planning Committee reviewed enrollment, facility condition, capacity, and educational programming data and developed facility considerations for Superintendent Noss. Based on this information and the clear data on facility underutilization, the school board directed the superintendent to bring an initial recommendation for school consolidation.

How were the decisions about consolidation proposals made?

The district used feedback from the budget process, including the results from the Community Budget Survey, the considerations of the Long Range Facilities Planning Committee, and feedback from the surveys at the Long Range Facilities Planning Committee Community Meeting on May 28. Superintendent Noss and a team of department and educational leaders evaluated the proposal options.

Why didn't the district use a third party to make a consolidation recommendation?

The district utilized third parties to help develop our facilities condition assessments, evaluate enrollment and community demographics, and calculate building capacities. The School Board asked Superintendent Noss to make a proposal on consolidation and the decision-making process. The School Board is the decision-making body and will ultimately make the final decision.

Did the district factor in the facility cost per student when making the decision? They've talked about facility life expectancy, but are they factoring in the cost per student?

The facility cost per student is difficult to factor in when considering a consolidation plan. Our district's school funding formula gives basic positions to every school. Therefore, the cost per student is higher for a smaller building.

Next Steps

(New) How will the process proceed after the board makes its decisions?

Depending on the decision made by the school board, the district will utilize the time between November of 2025 and August of 2026 to implement the necessary changes to prepare for the 2026-27 school year.

(New) When does the district intend to revisit the closure of elementary schools?

This is a decision the School Board could make at any time. They have the opportunity to make any modifications or changes to the current proposal.

(New) What is the process moving forward for community input, etc. if the current plan is rejected or heavily modified?

The School Board could decide to hold additional listening sessions or conduct surveys. Public testimony is available at the next three school board meetings.

(New) How is this data going to be used?

All of the information collected from the listening sessions, surveys, and emails submitted to the board on school consolidation is being taken by a researcher from Oregon State University and put into a report for the school board to review at their meeting on October 16, 2025. They will take all of this information into consideration when making decisions about school consolidation.

(New) Will you continue to reevaluate yearly and adjust as needed?

Our district budget process is an annual process. Each year, we will review estimated revenues and resources to ensure equal expenditures and requirements.

What happens next if the board rejects the proposal?
If the board rejects the proposal, they could either choose to make a different proposal for approval or direct staff to keep schools open and identify other cuts during the budget process next spring to balance the budget for the 2026-2027 school year.

What happens if we encourage growth or our schools get to capacity at elementary level? Will the district revert back to K-5 and then 6-8 again?
The Long Range Facilities Planning Committee recommended that the district retain all of its school buildings and property to allow for future growth and flexibility in the event of increased enrollment. If we experience rapid growth, the district will evaluate its resources and select the best option to respond.

Current Proposal

(New) Does this proposal cut the possibility of making future changes?
The savings from closure do not mean we will avoid cuts in future years. Our funding is based on student enrollment, which is anticipated to decline for the next 4 years.

(New) The district has not shared a single positive or benefit of the Corvallis Junior High model. Are there any?
A junior high model is supportive of intentional preparation for high school. Our Corvallis Junior High students would have access to coursework and CTE opportunities that prepare them for a rich high school experience.

(New) Why is the goal of the proposal to maintain elementary school communities (as stated in the FAQs)? Why are these communities the priority over other considerations? Why are these communities more important than class size caps, restoring music, library, and art? Or more important than the Cheldelin community or the CV community?
Neighborhood elementary schools support our youngest learners and families. Many district families appreciate the community that is created at the elementary schools in Corvallis.

(New) Why is the district not looking at closing more than one building?
At this time, the Corvallis School Board can make that decision. The School Board has been listening to community input and can make any changes to the initial proposal brought forward by the superintendent.

(New) With elementary schools at 56% utilization, why aren't we looking at closing them?
The utilization varies among our elementary schools. Adding a 6th grade will increase those utilization numbers.

Other factors, besides just utilization numbers, are taken into account when considering the potential closure of a building. The cost savings of closing an elementary school is lower than those of a middle school by approximately $1 million.

(New) We currently struggle with busing. It does not appear that this is addressed in the proposal?
The ongoing challenges with busing are due to driver shortages. The current proposal does not increase the number of buses needed to provide the proposed services. We are working with Student Transportation of America's routing staff to begin re-routing as soon as a final decision is made.

(New) How does this plan address the known and continuous decrease in kindergarten enrollment based on post-2020 birth trends?
It is difficult to develop a long-range plan based on birth rates. We make projections each school year, based on county birth rate data and average retention rates. The projected number of incoming kindergartners between now and the 2028 school year is expected to decline. Consolidation and the addition of the 6th grade to the elementary will lessen that impact. We will continue to monitor birth rates as we build enrollment forecasts.

(New) Based on the selection criteria presented, how did this proposal score related to others?
Of the three proposals considered for presentation to the school board, this proposal has the greatest cost savings.

(New) Where are the 11.28 staff positions coming from? How many are teachers and how many are administrative? Closing a school should save administrative costs but it seems as though most of the savings is coming from cutting teachers, especially for elective fields as 6th graders will no longer get elective classes.
The 11.28 staff positions described in the proposal represent savings in licensed, classified, and administrative staff. The reductions are not focused on 6th-grade elective teachers.

(New) Will this really allow the district to maintain a better staff-to-student ratio?
The goal of this proposal is to maintain the class size targets set by level.

(New) Are there longer-term strategies to do now instead?
While some individuals have recommended making a closure decision about our high schools now, the current proposal does not include that. Due to the number of high school-aged students in the Corvallis School District, we cannot close a high school now.

Why wasn't a proposal with similar or greater financial savings, such as closing 2 or 3 elementary schools, provided as a comparison?
The board requested one proposal recommendation, along with two others that were considered. The three proposals were identified to create a framework for the Board to consider next steps.

Why only close one school with this proposal and not more?
The goal of the current proposal was to maintain elementary school communities. The Board has the authority to make a decision that would align with Superintendent Noss's recommended proposal or make adjustments.

What research was used to develop this plan?
Over the summer, the superintendent reached out to other district leaders who had recently undergone a school consolidation process to gather lessons learned. Additionally, a researcher on middle schools shared their understanding, and research articles were reviewed.

How will this proposal impact special education?
This proposal does not impact special education, as we provide services to students with disabilities at each of our schools.

Why is Mt. View the only school that could be converted to a K-8?
The district reviewed the capacity and enrollment of all elementary schools for the K-8 conversion. Mt. View Elementary was selected because it has the most available capacity, with room for approximately 200 more students, allowing us to sustain the K-8 model longer than any other location.

Why did the district say they would look at the "feasibility" for closing a high school, but make an immediate decision about closing Cheldelin?
Current and projected enrollment is too high to close a high school at this time. Based on projected enrollment, the soonest we would see enrollment low enough to consolidate high schools is the school year 28/29.

The proposal recommends examining consolidation rather than stating "we will close," as we acknowledge that circumstances, such as changes in board leadership, enrollment, or funding, may occur between now and then.

It seems like this plan was made by one person. Who was involved in putting together this proposal?
The district used feedback from the budget process, including the results from the Community Budget Survey, the considerations of the Long Range Facilities Planning Committee, and feedback from the surveys at the Long Range Facilities Planning Committee Community Meeting on May 28. In addition, a team of department leaders and educational coordinators supported Superintendent Noss through the evaluation of the proposal options.

Does the board have the ability to say no to the proposal?
Yes, the school board has the ability to approve, modify, or fully reject the proposal.

What is the overarching goal of this proposal?
The proposal's goal is to maintain the school communities of our elementary schools and make a consolidation decision that will bring us closer to the number of school buildings that we need to serve our current and future enrollment.

Why was there not more than one proposal put forward to offer more of a choice?
District leadership considered three proposals, all of which were included in the School Consolidation Initial Report. The school board asked Superintendent Noss to bring forward one proposal for consideration.

Why has information not been shared with families that this proposal still leaves $2 million in reductions that the district must do for the 2026-26 school year?
This information was included in the School Consolidation Initial Report and has been shared in the school board presentation of the school consolidation report, in the weekly consolidation updates sent to staff and families through ParentSquare and shared on the district website, and at the community listening sessions.

If the district moves forward with the initial proposal, where will the $2 million in reductions come from? What else is left to cut?
The remaining $2 million in cuts will be identified through our budget process this spring.

With this plan, will the district continue with blended classrooms?
The proposed plan does not address grade-level configuration within our elementary schools. School-based teams make decisions on grade-level configurations each school year based on enrollment at each grade level. However, adding additional students (such as adding a 6th grade) increases the number of staff in a school. Additional staffing creates greater flexibility for principals in creating grade-level assignments.

Why is the proposal focusing on closing a middle school when we only have two, when we have so many elementary schools?
Feedback from the community tells us they prioritize keeping neighborhood elementary schools open. Closing a middle school also results in greater cost savings because of the higher number of staff there.

If the 90% elementary utilization calculation is based on classroom space, can the board confirm how that impacts spaces the entire school needs to move through daily, specifically the cafeteria, when the buildings are that full? Can all

students get sufficient time to eat and at a reasonable time of day across all schools under this proposed model?
If building capacity is 100% utilized, we will evaluate the impacted building and collaboratively model solutions to any spaces that present challenges, such as lunch schedules. With the proposed consolidation plan, no school will reach 100% utilization.

What does this proposal mean for inter-district transfers?
This proposal does not change the existing Corvallis School District transfer process.

Other Proposals

One of the community comments at last night's board meeting proposed a K-6 and a 7-12 cohort configuration. Was this option considered when drafting the initial proposal? What is the feasibility of an option like this?
That was not an initial option reviewed. The school board will be informed that this was a proposal brought forward by several community members.

Was there any consideration to a K-4 elementary, 5/6 intermediate building, 7/8 JH building model. This would be closing 2-3 elementary schools and losing neighborhood hubs, but would set us up for a probably more fiscally sound model moving forward. This proposal almost feels like a band-aid fix that might serve as long term as we might hope.
The school board will be informed that this was a proposal brought forward by several community members.

Were there alternative proposals considered?
Yes, district leadership considered three proposals, all of which were included in the School Consolidation Initial Report. The school board asked Superintendent Noss to bring forward one proposal for consideration.

Do parents care about closing an elementary school? The landscape is different now than when we did the last boundary review. It seems like parents care more about teachers and programs.
Feedback continues to be mixed on this topic, with some of our families advocating for maintaining neighborhood schools and others advocating for programming.

Schools

Adams

With the Adams capacity at 510, how and where do new students go?

There is currently capacity at Adams for both 6th graders and new students. Prioritizing classroom spaces currently used for non-instructional purposes will be necessary.

Cheldelin

(New) What would the use at CMS be - like would kids go there for band?

The gyms at Cheldelin would continue to be accessed by school teams and the community, such as for Parks and Recreation youth and adult programming. The district has not developed a plan for how the other parts of the facility will be utilized. This planning would take place after the board makes its final decision on November 13.

(New) Considering the proposed consolidation, what specific, guaranteed measures will the Board implement to ensure the current 8th-grade class at Cheldelin School is grandfathered into their initially assigned high school and will not be required to change schools during their senior year?

There are no specific, guaranteed measures proposed at this time, as no decisions have been made regarding the closure of a high school.

Did the district decide to close Cheldelin a while ago, and that is why no updates were made to Cheldelin in the bond?

No, the district did not make a decision during bond work to close Cheldelin. The updates below were made to Cheldelin in the bond.

Safety and security improvements: Improve emergency lighting, seismic safety, replace wooden bleachers in the gym, and conduct other renovations and repairs.
Improve ADA accessibility: Installed an elevator to the upper gym for ADA access, renovated the cafeteria, replaced kitchen flooring, resurfaced the track, upgraded mechanical infrastructure, including electrical, heating, and plumbing systems, and renovated restrooms.
Modernize educational spaces: Renovated a classroom to create a STEM lab and renovated the library/media center.

Why was Cheldelin selected to close and not Linus Pauling?
Linus Pauling is more centrally located, the facility is more updated, and the facility capacity is higher.

What will happen to next year's 7th and 8th graders at Cheldelin? Will they automatically go to Corvallis Junior High? Will students who live in the Mt. View boundary have to go back to Mt. View for 7th and 8th grade?
Next year's Cheldelin 7th and 8th graders will:

1. Attend Corvallis Junior High.
2. If they live in the Mt. View boundary, they can return to Mt. View if their family prefers that option.
3. Students outside the Mt. View attendance boundary can submit a transfer request.

My main concern is more as a parent than a staff, but I want to ensure the current CMS 6/7th graders are being considered in regards to impact (potentially moving these students twice to new schools). These are also the kiddos who experienced lockdown during Kinder and 1st.
We are keeping this in mind. It's important to remember that 28/29 is when we would look at the feasibility of two high schools, not when a potential change would happen.

What bond work was done at Cheldelin?
The safety and security improvements were to improve emergency lighting, seismic safety, replace wooden bleachers in the gym, and conduct other renovations and repairs. To improve ADA accessibility, the district installed an elevator to the upper gym for ADA access, renovated the cafeteria, replaced kitchen flooring, resurfaced the track, upgraded mechanical infrastructure, including electrical, heating, and plumbing systems, and renovated restrooms.

The district also modernized educational spaces by renovating a classroom to create a STEM lab and renovating the library/media center.

Mt. View

(New) What does 8th grade look like at Mountain View?

This will be the work of the Innovation Team and district staff once a decision is made.

(New) What middle school activities would be available at Mt. View?
This will be the work of the Innovation Team and district staff once a decision is made.

(New) How many students would stay at Mt. View?
Current enrollment at Mountain View is 226 students. There is room for all of those students to remain at Mountain View with the addition of grades 6 - 8.

(New) Will the district provide transportation for Mt. View for both boundaries?
Families that live within the Mt. View boundary will be provided transportation to Mt. View for grades K-8. We will also provide transportation to and from Corvallis Junior High from the Mt. View boundary.

If a family transfers to Mt. View and lives within the Crescent Valley High School boundary, they will be offered transportation to Mt. View on the high school bus.

Will Mountain View open next year for 6-8 grades (having students return for 7-8 if this was their home school), or will the current 5th graders expand the school as they advance in grades?
The district needs to evaluate interest in moving to a K-8 program at Mt. View. Based on the proposal, we will be expanding to K-6. Students attending Cheldelin Middle School will be automatically enrolled at Corvallis Junior High unless their parents choose to enroll them at Mt. View K-8.

Expansion at Mt. View for grades 7 & 8 in the 26/27 school year will be dependent on parent interest for enrollment. We need to ensure we have enough students enrolled in each grade to provide a successful start-up.

Why did you select Mt. View as a K-8? Why not KJH? Or why not both?
The decision to transition Mt. View to a K-8 is based on the building capacity. Kathryn Jones Harrison does not have the building capacity to be a K-8.

What will the Mt. View transfer portal look like?

It will utilize the existing Corvallis School District transfer process.

Will Mt. View still be a boundary school?
Yes.

How will this change impact transportation?
The district is investigating transportation opportunities with the proposed changes.

Would Mt. View facility need to be adjusted to accommodate middle school students?
There is already a track, a separate gym, cafeteria, restrooms, and facilities that would work for middle school students.

What about athletics at Mt. View?
This is something we have thought about but not begun to develop.

Why did you select Mt. View to become a K-8 and not Cheldelin?
Mt. View was selected because it is a more recently updated building that received several bond upgrades, already houses grades K-5, and is more centrally located to the students in the Mt. View boundary. The Cheldelin building is designed for middle school students and would not be well-suited for younger students. Cheldelin is also a much larger building and more costly to operate.

Linus Pauling

(New) Linus Pauling has a poor reputation for behavior problems. What is the district going to do about this perception (or reality?)? How will we prevent families from sending their kids to alternative middle school options because of this school's reputation?
If community members have this misperception about Linus Pauling, that is unfortunate. LPMS is a vibrant middle school with a thriving dual-language program that sends students to Corvallis High School, ready for AP Spanish as 9th graders. LPMS students participate in huge numbers in our no-cost middle school sports programs as well as orchestra, band, choir, and mariachi. LPMS has an incredibly caring and involved staff who believe in the success of all students.

(New) With more people in the Linus Pauling/Corvallis Junior High area, would that create traffic?

There will be a similar number of students at Corvallis Junior High as there have been at Linus Pauling Middle School. We anticipate that will lead to similar traffic numbers.

(New) What structure is in place to make sure the safety at Corvallis Jr High is maintained, if not exceptional?

All of our school buildings abide by safety standards to ensure our students, staff, and families feel safe. This includes locked vestibules, standard response protocols for emergency situations, and the use of video surveillance cameras.

Franklin

(New) Why is there only a cap on class sizes at Franklin?

Franklin only has one classroom per grade at K-5. Classroom enrollment at those grades is aligned with our class size targets for grades K-5 across the district. At grades 6, 7, and 8, Franklin has two "classrooms" of students per grade and aligns that enrollment with class size targets for grades 6-8 across the district. Franklin's current average class size is consistent with all other schools in the district.

(New) Is the waitlist at Franklin because of an interest in K-8? Or an interest in Franklin?

The are unique aspects of a K-8 school. Based on the interest in Franklin K-8, we are providing a second option for families interested in the K-8 model.

Is Franklin a charter school like Muddy Creek?

No, Franklin is not a charter school. It is a public school without a neighborhood boundary. Families choose to enroll there through a lottery process. The district does not provide transportation to Franklin School.

Will Franklin remain a school of choice?

The current proposal maintains Franklin's status as a school of choice.

Why are we not planning to close Franklin?

Franklin, our single K-8 school, frequently has a waitlist. This proposal includes adding a second K-8 school to potentially address this interest.

The current proposal also considers the potential impact on student enrollment. As districts are funded based on the number of students they serve, there is a concern that if Franklin were to close, some of these students might not enroll in their assigned boundary school.

High Schools

(New) What will happen to all the CV electives and CTE facilities if that school is closed?

The district has no plans to close either high school at this time because neither high school currently has room for all of our students. The recommendation is to review the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.

If the district reached a point where a high school needed to close, we would assess the closing facility to determine if we could still provide electives in another way and how to utilize or transition CTE facilities.

(New) How is it decided where people go to high school after Jr High?

Students who live in the Corvallis High School boundary will go to Corvallis High School, and students who live in the Crescent Valley boundary will go to Crescent Valley.

(New) Are there rules in place for electing to send your student to CHS when living in a CVHS address?

Rules and process for resident transfers can be found in Board Policy JECBB and JECBB-AR.

Will the kids in CVHS boundary go to CVHS after 2 years at LP?

The current proposal does not adjust the high school boundary. Students within the CVHS boundary will attend CVHS unless they have an approved transfer.

Some parents are considering moving their students to CHS preemptively- what will the district do to prevent that exodus/ flight?

An exodus/flight from CV to CHS would be governed by School Board Policy JC-AR School Boundary Areas. This AR states that the superintendent can set enrollment

capacities at each school, and we do that each year during the transfer windows for resident and non-resident transfers.

When you say the school board reviews the feasibility of two high schools when enrollment falls below 2,025 students, is that total district enrollment?
The 2,025 student enrollment in this statement refers to the number of high school students.

How will the district conduct the feasibility study for the two high schools, and when will any recommendations be implemented?
The district has not established a process for reviewing the high schools. Review would be in the 28/29 school year, and the earliest it could be implemented in the 29/30 school year.

This plan does not address high schools. What is your plan to address high schools?
The district has no plans to close either high school at this time because neither high school currently has room for all of our students. The recommendation is to review the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.

If you are mentioning "revisiting" closing Crescent Valley High School in a couple years, why isn't that decision being made now? If you have too many students to close it now, you probably already know the year that it will need to be closed. Why not pick that date this year so families can make future plans?
The district will review many factors when deciding whether to close a high school. The intent is to say we are going to come back and look. We recognize this does not feel specific enough now. With rumors swirling about high school closure, it was important to acknowledge the concerns through the proposal. We want to make sure there is a time we have identified to come back to this conversation.

If, once again, you aren't closing CV because it might not actually be feasible to fit all the high school students in one high school, but for budget reasons, you know you need to close more than one school, then why aren't we talking about redistricting?

While adjusting boundaries could create more equal numbers of students at each school, we would still have the same number of students overall in our district. The problem we are trying to address is the underutilization of our facilities, which stretches our resources over too many buildings.

Muddy Creek

(New) Why not close Muddy Creek?

The school district owns the building in which Muddy Creek operates, but we do not own the program. As a charter school, it has its own board. Muddy Creek has a contractual agreement (charter) with the Corvallis School District. Not only would there be no cost savings in closing Muddy Creek, but the district would also be required to return the property to farmland if it is not used as a school. There would be a significant cost to demolishing the building and returning the property to farmland.

(New) Why are you not fully funding Muddy Creek when they have room for more students?

Muddy Creek funding is 87.5% of the amount of the District's General Fund per student at Muddy Creek as calculated under ORS 327.013. The remaining 12.5% remains with the district in order to provide special education services to Muddy Creek as required by state law. Muddy Creek only has room for about 20 more students.

Does the school district own Muddy Creek?

The school district owns the building in which Muddy Creek operates, but we do not own the program. As a charter school, it has its own board. Muddy Creek has a contractual agreement (charter) with the Corvallis School District.

Is Muddy Creek a factor in school consolidation?

No, it is a charter school. They have their own board, and it is separate from us.

Muddy Creek-- Will they go to a 6th grade? Will they go to Adams as well? There are 3 full elementary classes.

Muddy Creek is a charter school with their own board and would need to make this decision. The current practice is for Muddy Creek students entering 6th grade who

reside in the Corvallis boundaries to attend the middle school in their boundary area.

Muddy Creek has a contractual agreement (charter) with the Corvallis School District, signed by both the Inavale Community Partners Board and the Corvallis School Board. The charter would need to be negotiated to adjust their elementary program to K-6.

Sister Schools

Will the district consider adjusting "sister" schools for Garfield and Lincoln?
This proposal does not modify the current sister school model.

Staff

(New) Which teachers go where, and how do we make those decisions?
Decisions about job rights and placement of classified and licensed staff are governed by collective bargaining agreements for each group, which center on employee seniority.

(New) What district office cuts are planned or likely? At what point are we so small that we can't justify two superintendents?
Each budget season, the district office looks to reduce and consolidate staff for cost savings. The district has one Superintendent and one Assistant Superintendent. The Assistant Superintendent also serves as the HR Director.

How many staff will lose jobs with the current proposal?
The proposal will reduce the equivalent of 11.28 full-time positions.

Should a shrinking district have 2 DLI elementary schools?
The district DLI programs were intended to support our Spanish-speaking students in maintaining their heritage language while gaining English proficiency. We continue to closely monitor the number of Spanish-speaking students at each of our DLI schools.

With a shrinking district, why does our district office add new positions every year? What new district office positions have you added in the last 3 years?

The district has reduced district office staff FTE by 8.65 FTE over the last 3 years. This includes administration, business services, operations, transportation, human resources, and technology.

How will staffing be affected? Will current Cheldelin/LP staff teach 6th grade classes at the elementary schools or will additional Elementary teachers be hired and current middle school staff lose their positions?
The district is working to support staff impacted by a potential closure, ensuring they have the opportunity to obtain certifications to teach the subjects needed within the closure proposal. We anticipate that our middle school staff hold multiple licensures and endorsements, which enable them to teach at elementary, middle, and high schools.

What does this mean for staff at a school that is closing?
Staffing is based on seniority and endorsements. The district will work with local universities to support staff to gain additional endorsements if needed.

Is the district looking at offering an early retirement package for staff?
Yes, this is one option we are considering as we look ahead to staffing.

Students

(New) Besides money, are the expected effects on students' mental health being evaluated by a third-party professional?
No third party has been engaged to evaluate our students' mental health with regard to consolidation. If you believe your student needs mental health support, please contact your school.

Facilities/Capacity

(New) How many students are predicted to be at CJH?
Enrollment for Corvallis Junior High would be similar to the average enrollment at Linus Pauling Middle School over the years.

(New) Will we have enough classrooms if we rotate classrooms for 6th grade?
Yes. Similar to how we use middle school classrooms, the elementary 6th-grade classrooms will serve multiple functions. As a reminder, when we remodeled our elementary schools, we specially designed music, art/science, and maker spaces at

all of our elementary buildings. These spaces will support content-specific electives for our 6th graders.

(New) Why didn't we expand the highschool and Linus Pauling when we were remodeling schools? Did the district expect the declining student population to be an issue before we passed those bonds to build and remodel schools years ago?
The purpose of our bond was to improve aging infrastructure, safety and security, modernize educational spaces, and improve ADA accessibility. We focused attention on our elementary schools by removing all modular buildings and creating separate spaces for cafeterias.

In 2018, we did not anticipate the significant decline in birth rates that we are currently seeing in many parts of the country.

(New) What happened with the Western View Middle School building? Could it be used as a site for another K-8 school?
The previous Western View Middle School Building was closed in 2002 and torn down. The site of its previous library now houses the district's Bridges Program.

(New) How can you prioritize decommissioning facilities built in the 1960s, ala Crescent Valley, before buildings built in the 1920s, ala College Hill?
There are no plans to close Crescent Valley at this time.

Why hasn't the district followed it's own recommendation to balance student populations within +/- seven percent of the average enrollment of the two high schools? (see policy JC-AR)
Policy JC-AR states that the superintendent sets the enrollment capacity, which we do annually during the transfer process. The policy also states that the superintendent may use this calculation to balance enrollment at secondary schools. Historically, the +/- 7% option has been used concerning transfers. Before 2021, transfers to Corvallis High School (CHS) were extremely limited.

Since 2021, transfer requests from CV to CHS have been reviewed to ensure that no imbalance exists that would create further disparity in enrollment totals. This year, 17 CV boundary students transferred to CHS, and 27 CHS boundary students

transferred to CV. Additionally, CV received twice as many nonresident transfers this year as CHS did.

Will there be enough space in elementary schools to accommodate 6th graders while still maintaining the 27-student elementary school classroom caps?
Yes, however, there are many factors that play into staffing and actual class sizes. It is not a guarantee that every class will be less than 27 students, as that is a school average.

What is the student capacity LP was built for and what capacity it would be at if the "Corvallis Junior High" goes forward?
The overall building capacity, excluding space reserved for building programming, is 953 students. With space set aside for building and district-level programming, capacity is 714 at 75% utilization and 810 at 85% utilization. We currently have two modular classrooms on the campus that are not included in those calculations, which could add an additional 46-52 students.

Based on current enrollment, we have space for all 7th & 8th graders currently enrolled at Linus Pauling & Cheldelin to attend Corvallis Junior High next year.

Can you explain, with numbers from this reference, how the new junior high will still be below capacity?
See answers above.

What will we do with the Cheldelin facility if we close it?
This would need to be returned to the Long Range Facilities Planning Committee for review. The current recommendation is that teams and the community continue to access the Cheldelin gyms.

Will the district rent out empty facilities to the community to generate revenue?
The Long Range Facilities Planning Committee will bring forward a recommendation to Superintendent Noss in the future regarding the use of any closed facilities.

Do we know that the elementaries can absorb 6th graders? Do we know that Mt. View can absorb 6-8th graders?

Yes, there is space, even with fluctuations in enrollment.

Where are the other staff (tech, family advocates, etc.) going to be where there are multiple staff members in one space (that are classroom spaces).
Prioritizing classroom spaces currently used for non-instructional purposes will be necessary.

Can all the 7th and 8th graders fit in Linus Pauling without using modular classrooms (which everyone knows are pretty miserable to be in—too cold in the winter and too hot in the spring/fall). If not, does it actually make sense to close a building if the kids won't fit into one?
The building capacity at Linus Pauling Middle School is 810, with an 85% utilization factor. This number does not include the two modular classrooms currently used at the school. Based on current enrollment, all students would fit within the main building without using the modular classrooms.

What about elementaries that won't have a lot of 6th graders? This feels like an unequal distribution.
This is an unequal distribution. However, the district will work to create similar experiences for 6th-grade students across the district.

Programming/Electives

(New) Research shows that moving schools affects academic performance and the Cheldelin cohort will likely have to move twice. How will the district counteract this burden on this particular group of kids? Will they use interventions backed up by clear data, including after-school tutoring and small group interventions? Do we have the funds to provide those academic interventions?
We currently use interventions backed by research in our schools. Summer programming is one example of how we provide additional time and support for students. We also understand this question as a request to pay particular attention to this cohort of students.

(New) What will the band/orchestra opportunities be for 6th grade?
We understand this is important to students and families. We will continue to develop a plan for student access.

(New) How do we get back to being excellent academically?
As a district, we have heard concerns regarding rigor. The innovation team will incorporate this feedback into their work over the next two years.

(New) Can access to track and field, music, and electives be addressed in a K-8 model?
We understand this is important to students and families. We will continue to develop a plan for student access.

(New) What curricular changes (rigor) could happen to improve student learning outcomes?
The innovation team, made up of educators from across the district, is focused on enhancing programs that focus on the knowledge and skills our students will need for their future. A key emphasis of junior high is preparing students for high school.

(New) I am eager to hear how a supersized Corvallis Junior High will support academics for a unique cohort of kids who missed out on foundational years of learning because of the pandemic, and are still behind academically because of that. (District data backs this up). I have heard no discussion of this issue.
The enrollment of Corvallis Junior High will be similar to that of Linus Pauling Middle School. The junior high model focuses on preparing students for high school success.

(New) There has already been a decline in electives; will consolidation allow space to push growth in direction we want to go in?
Consolidating resources into fewer buildings lowers operating costs. Being more cost-efficient with our resources could allow for more opportunities for our students.

(New) What is the academic plan for 6th graders at the elementary schools? Will it be different?
We are currently reviewing different models to support both 6th and 5th-grade students successfully.

(New) The discussion slides mention District-level programming. Is this programming also being cut at similar levels to the remainder of school funding?

District-level programming is not anticipated to be cut for the 26/27 school year.

Will there be more cuts to arts and music with this change, or will the instructional minutes remain the same?
Changes outlined in this proposal do not change instructional minutes.

Will there be any changes to the DLI model?
This proposal does not include any changes to the current DLI model.

What are the good things that come out of the K-8 student experience?
A K-8 student experience fosters positive outcomes through continuity of instruction that deeply aligns academics, sustained relationships with peers and adults that build a supportive community, and fewer transitions.

How will moving 6th grade to elementary school impact things such as STEAM, sports, band, orchestra, choir, drama, PRIDE, SAFE, etc.?
These are all important considerations and things that our Innovation Team will review as they determine what programming opportunities our students will have.

Do we know yet whether 6th grade will be all self-contained, or partially self-contained, with maybe a Math/Science teacher and an ELA/Social Studies teacher? If not, when would that decision be on the timeline?
We do not have that information at this time and would need a final decision from the board first. These types of specifics are work for our Innovation Team.

What will 6th-grade programming look like at the elementary level? For example, will 6th grade math be taught by math teachers?
These are all important considerations and things that our Innovation Team will review as they determine what programming opportunities our students will have.

I am very intrigued by the idea of K-6 and like the idea. I am curious how adding another grade level into elementary buildings will impact master scheduling of specials. I want to make sure this wouldn't compromise the amount of specials all kids receive even more. I recognize the innovation work is going to try to address this, and I just want to make sure to voice this, as it's something myself and others have been wondering.

We want to be thoughtful about this as well. This is why we want input and the Innovation Team to provide their expertise.

If the board decided to pursue the K-6 options, I am curious if there are plans to offer elective choices? Or would they stick with the predetermined elective model in primary schools? (I know things are fluid, just curious where things are leaning toward)
This would be the work of the Innovation Team, and we would need to review different models.

Class Size

(New) What is the likelihood that returning 6th grade to the elementary level will increase the number of blended grade classes? Will the district commit to hiring/placing appropriate numbers of staff to avoid this?
Adding 6th-grade classes to elementary schools should not increase the number of blended classrooms in our elementary schools. Additionally, creating more content-specific instruction (the humanities or STEM) has the potential to increase opportunities and rigor for students.

Even with closing schools, are we looking at leaving space in our classes for kids so that class sizes do not max out?
The proposal continues to use the same class size averages we are currently using.

Enrollment

(New) What is the enrollment prediction for the 7/8.
Enrollment for Corvallis Junior High would be similar to the average enrollment at Linus Pauling Middle School over the years.

(New) What are we doing to recruit and retain students in CSD?
The innovation team, made up of educators from across the district, are focused on enhancing programs that focus on the knowledge and skills our students will need for their future.

(New) Has consideration been given that this proposal will result in further loss of students out of the district due to loss of opportunities for students?

We are committed to providing high-quality educational programming at all grade levels. As we continue to gather feedback from our community, the Innovation Team will research and implement innovative and rigorous educational programming to ensure that all students are challenged in our schools.

(New) Why did the district not look at closing schools sooner if they knew enrollment was declining?

School districts across the State of Oregon saw a decline in enrollment post-pandemic. Since 2020, we have been monitoring the decrease in enrollment to determine whether we would recover or continue declining. In the spring of 2025, our ability to continue operating schools without loss of services was apparent, thus beginning our review of facilities, enrollment & demographics, and building capacity by our Long Range Facilities Planning Committee.

(New) Are the enrollment numbers in the presentation the 10-day drop numbers?

The enrollment numbers in the Community Listening Session presentation were based on projected enrollment for the 25/26 school year.

(New) How many district students are currently enrolled at Philomath? Is their enrollment not in decline because the schools are full of our district students? How many students are enrolled in other out of district schools or charters?

Over the past five years, the transfer rate to Philomath has stayed fairly consistent, with approximately 55 to 60 students per year. We track numbers of students enrolled in virtual public charters. In May of 2025, this number was 197.

Can the district share more information about homeschool/private school enrollment numbers?

Private school numbers are provided to us by each private school. The data they provide does not include details on how many students enrolled at their schools live within the Corvallis School District boundaries.

- It's important to note that not all students attending a private school in Corvallis are CSD students. These private schools have students attending from all over the Willamette Valley.

Private schools

	2018/2019	2024/2025	2025/2026

Students Enrolled in CSD	6668	5898	5,751
Students enrolled in private schools located within the district	946	1,176	1,100

Since the 2018/19 school year, CSD enrollment has declined by 917 students, whereas private school enrollment has increased by 154 students. The largest private school in CSD boundaries is Santiam Christian, which makes up approximately 681 of the 1100 private school students. Of those approximately 681 students that attend Santiam Christian, we know that 26% (177) live in the Corvallis or Philomath boundary.

Accounting for Santiam Christian, with approximately 177 Corvallis and Philomath students, there are an additional 419 students attending other private schools that are located within the CSD boundary, yet not all of those students reside in Corvallis.

Homeschool

Home school data is collected by the Linn Benton Lincoln Educational Service District. The data below represents students who live in the Corvallis School District boundary.

	2020	2021	2022	2023	2024	2025
Students enrolled in homeschool	344	271	270	234	244	209

What of this proposal, if anything, do you think will draw families back to the district that have left for private school, other districts, and home schooling?

The district's innovation team is focusing on:

- Identifying key educational trends to guide future programming and student learning.
- Developing recommendations that promote equity, academic success, and sustainability.
- Considering new models and programs to enhance student engagement and rigor.

These are areas highly valued by families, according to their feedback.

What is the enrollment? Is it dropping as fast as projected? What is enrollment at 10 days?

Our current district-wide enrollment is 5,810. Our district will present information on our enrollment numbers after our 10-day drop date at the October 16 school board meeting.

Is the School Board looking at understanding why the enrollment is dropping? It feels like the district has not looked into why our enrollment numbers are down/decreasing. Why isn't the district looking into this? Has the quality of the schools in Corvallis declined? Have class sizes gone up, even with enrollment going down? Are there other factors that could impact long-term enrollment that should be considered?

The district and the school board have been reviewing information on declining enrollment over the last two budget cycles. (See information provided in last year's Budget FAQ).

What are the projected enrollment numbers for the 2026-27 6th graders?

This number is based on the 2025-26 enrollment of district 5th graders. Our district will present information on our enrollment numbers after our 10-day drop date at the October 16 school board meeting.

Why are there different numbers of teachers at elementary schools that doesn't match enrollment?

We assign the number of teaching positions at each school based on enrollment and our class size ratios.

Boundaries

(New) This is concerning the answer to my question about why isn't the district following policy JC-AR. You stated "historically the +/- 7% option has been used concerning transfers". However policy JC-AR is mainly about school boundaries and adjusting those to keep within the +/- 7%. Why haven't you adjusted boundaries to keep within these numbers?

We attempted to adjust boundaries in the 2019 - 2020 school year. A boundary committee was formed and tasked with creating a solution to the imbalance at both middle and high schools by adjusting elementary school boundaries. Boundary adjustments at the elementary level proved to be incredibly challenging, given the

freedom families have to transfer out of their neighborhood elementary school (Policy JECBB and JECBB-AR). The onset of the COVID pandemic ended the boundary adjustment process.

(New) When will the district deal with the unequal school populations/outdated boundary lines? How does redrawing the boundary lines fit into the schedule of school closures?

The District does not have a plan to redraw boundary lines. Boundary lines are not the only factor impacting unequal school populations because the district's transfer policy allows families to choose the school that works best for their student/family.

Why has the district ignored the recommendation of the long range planning committee to redraw the school boundaries?

While adjusting boundaries could adjust the numbers of students at each school, we would still have the same number of students overall in our district. The problem we are trying to address is the underutilization of our facilities, which stretches our resources over too many buildings. Adjusting boundaries also does not address the budgetary shortfall our district is experiencing due to declining enrollment over the last several years.

School boundaries are only one factor in creating more equal enrollment district-wide due to our transfer policy. Boundaries are built based on student residence. In our district, families choose which school they want their student to attend and apply for transfers. We approve transfers based on current enrollment, which can be impacted by families moving into the boundary over time.

Why is the district not considering boundary review? Why could we not adjust these yearly to help schools have balanced numbers?

Reviewing boundaries is a costly and time-consuming process that creates division in our community and would delay our transition planning for the coming year. We believe that the consolidation proposal is the first step in right-sizing our schools to maintain high-quality educational offerings for all students.

Innovation Team

(New) Will there be community members on the innovation team?

The innovation team will be working together for two school years. Throughout the process, community members and business partners will join to help with planning and providing feedback. As plans are developed, community input will be gathered.

(New) How much/what power for decision-making does the Innovation Team ultimately have?

The innovation team serves as an advisory group, developing plans, gathering feedback, and providing input on operational programming.

Is the innovation team considering CV as an opportunity and thinking about the future?

Our district continues to support and invest in learning spaces and opportunities at Crescent Valley High School. We do not have space at either high school for all of our high school students, and this includes spaces such as our Career and Technical Education spaces and our science lab spaces.

What is the innovation team going to address? Academics? Facilities? Data and correction (of the problems)? How will the change be measured?

The purpose of the Innovation Team is to explore educational programming opportunities that align student interests with future workforce needs. The group of staff will:

- Identify key educational trends to guide future programming and student learning.
- Develop recommendations that promote equity, academic success, and sustainability.
- Consider new models and programs to enhance student engagement and rigor.
- Ensure all work supports the district's mission and strategic vision.

Long Range Facilities Planning

Why haven't the long range planning committee's (LRPC) conclusions been published on the LRPC page?

This information is now included on the Long Range Facilities Planning Committee webpage.

Who was on the Long Range Facilities Planning Committee?

The planning committee included:

- A business representative
- A City of Corvallis representative
- A Benton County representative
- Two members from the 2018 Long Range Facilities Planning Committee
- Five district staff members
- One school board representative
- Three district parents

While this group provided Superintendent Noss with conclusions about the district's facilities, they did not make the decision about school consolidation.

Did the calculations for long-term facilities planning take into account specialized spaces, such as spaces for de-escalation? Will we lose some of these specialized spaces with consolidation?

While de-escalation spaces weren't a specific design consideration, the building's capacity was designed to support building-level programming needs. At the elementary level, these programming spaces include the gym, cafeteria, art room, music room, and a flexible-use classroom.

Walk to School

Are you considering how we maintain kids being able to walk & bike to school?

Yes, this is a factor that was considered when developing this proposal.

Housing

(New) Why don't you include new family housing growth paths especially in high-priced North Corvallis as an option to avoid school closures?

We completed a demographics study that was shared with the Long Range Facilities Planning Committee and School Board in the spring of this year.

Is this district working with Oregon State University to advocate for better housing in the Corvallis Community?

Yes, the district is working with a group that includes Oregon State University, the City of Corvallis, the Corvallis Boys and Girls Club, Benton County, and Hewlett-Packard to advocate for more affordable housing in Corvallis.

There is a lot of construction in south town, wondering if this proposal accounts for growth from those developments?

Areas of Corvallis with housing developments were considered when developing this proposal. Part of our long-range facilities planning process looked at the number of K-12-aged students generated by different types of housing. Student Growth Rate data showed that single-family homes attract more families with students than multi-family housing, which is not the primary housing type generated by current construction in South Corvallis.

Have you taken into consideration areas where families may move with new students?

When developing this proposal, we considered areas of Corvallis with housing developments. Part of our long-range facilities planning process looked at the number of K-12-aged students generated by different types of housing.

If apartments are being built and not taxed, what level of city planning has the district been part of?

School districts across Oregon are primarily funded at the state level. Taxing from a local development has a limited impact on district funds.

Multi-Unit Property Tax Exemption (MUPTE) applications are shared with the school district.

Other

(New) What do CSD teachers think of the proposed plan? Especially middle and HS teachers? How do they see it impacting academic rigor and college/career readiness in our district?

The primary feedback we have received from staff has been concerns regarding when they will know their assignment for the next school year and matters of seniority. The innovation team is focused on the knowledge and skills our students need for their future.

(New) Where was the input/community feedback about elementary schools being community hubs?

We have received feedback supporting elementary schools as community hubs during our bond planning in 2017/18, during the 2019 boundary review, and during our most recent feedback regarding the Consolidation proposal.

(New) Getting rid of a middle school, what do we do if there is a major incident (fire, flood) - where would they go?
Our Long Range Planning Committee has recommended that the district retain all district property. Under this plan, we would move the students back to Cheldelin Middle School.

(New) Have we considered transportation issues, since students will have a longer way to go with CMS closed and 6th graders going to other schools?
Sixth graders will remain at their neighborhood school, likely making their bus ride shorter. We have evaluated the transportation scenario for the proposed model with our transportation services contractor, STA, and believe that we will have minimal changes to our bus routes.

(New) Will consolidation improve class size, staff experience, student growth and experience, and academic rigor/differentiation?
Consolidating resources into fewer buildings lowers operating costs. Being more cost-efficient with our resources could allow for more opportunities for our students.

(New) Would K-8 kids all follow the same start time?
Both K-8 schools would run on the same schedule; however the bell schedule has not been set.

(New) How much coordination has 509-J done with City of Corvallis, City of Philomath, Benton County, Oregon State University, Samaritan Health, HP and others to fully understand the likely future demand for schools?
The superintendent meets with regional employers and municipalities. The focus of these meetings are primarily related to housing both for residents and employees.

The district's demographic study included information shared by our municipalities.

(New) Have you done any research for evidence-based studies on the impact of school consolidation on students?

An important aspect of school consolidation on students is the development of a positive school culture. The Corvallis School District continues to investigate ways of ensuring we are developing this culture for students who will transition to new schools.

How many elementary schools have on-site preschool?

We have four elementary schools that currently house inclusive pre-k classrooms operated by Kidco Headstart. Both Corvallis High School and Crescent Valley High School have student-run preschool programs.

What is the Dixie school, and why is it in such an out-of-the-way location?

The Dixie School is an Early Intervention and Early Childhood Special Education School in Corvallis, owned by the Linn-Benton Lincoln Educational Services District. It is in the former Dixie Elementary School, previously owned by the Corvallis School District.

What benchmarks have been done in other districts around when to close a school? What have other districts done?

School consolidation will become a more common action across the state. Districts typically consider a school consolidation when there is declining enrollment, impact on programming, elementary schools with approximately 200 students, and financial considerations.

How will we address the cultures of the 'new' schools or/and consolidated schools?

District staff are collaborating with building administrators and staff to identify the necessary supports to establish a positive new school culture. We have also spoken with other districts that have gone through consolidations to hear what has worked for them and what they wish they had done more successfully.

Can we have more student teachers in art, music, PE?

This proposal does not address student teachers.

How many volunteers does the Corvallis school district utilize?

Currently, we have a total of 2496 volunteers across the district.

What support is needed to help staff and students with these transitions as we move forward with consolidation?
District staff are working with building administrators and staff to determine what supports are necessary to help with successful transitions for staff, students, and families. We have also spoken with other districts that have gone through consolidations to hear what has worked for them or what they wish they had done more successfully.

An example of a strategy we are considering right now (based on the current proposal) is talking with our current 5th-grade students to learn what they are looking forward to as 6th graders. We will take their perspectives into account as we plan for 6th grade.

What is the 10 year/long term projected plan?
The current recommendation addresses the impact of our buildings' current underutilization. It includes a recommendation to review building utilization at the high schools on 28/29 or when high school enrollment drops below 2,025 students.

How does Corvallis School District's plan for school consolidation align with what other school districts are doing in Oregon and nationally?
School districts across the nation are responding to declining enrollment and funding resources. There are many school districts that utilize K-6 and junior high models across the country.

Corvallis School District
School Consolidation

Community Engagement & Communications

September 16, 2025 – October 10, 2025

Corvallis
SCHOOL DISTRICT

Prepared for: **Corvallis School District Board**
October 13, 2025

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Introduction

Description of Project

The Corvallis School District is undertaking a critical initiative to consolidate schools in response to a sustained trend of declining enrollment and the resulting financial and programmatic challenges. This project aims to right-size our facilities to match current and projected student populations, ensure fiscal responsibility, and, most importantly, preserve the depth and quality of educational programming for all students.

Background & Rationale

The district's peak enrollment, approximately **1970**, has been followed by an overall decline. In recent years, this decline has led to fewer state funds, as school districts are funded per student, and necessitated repeated staffing reductions. This spreading of limited resources across many under-enrolled schools is impacting the **depth of service** we can provide at each location.

Key Data & Projections

- **Underutilization:** A Long-Range Facilities Planning Committee convened in the spring of 2025 concluded that enrollment decline over the next decade will result in significant underutilization of facilities.
- **Capacity:** By the 2028-29 school year, district-wide enrollment is projected to be at only **65% of capacity**.
    - Elementary schools are projected to be at **59% utilization**.
    - Middle schools are projected to be at **86% utilization**.
    - High schools are projected to be at **61% utilization**.

The need to consolidate schools has reached a critical point, as it is necessary to continue addressing a declining budget while maintaining essential student programming.

Project Authorization & Initial Proposal

On August 13, 2025, the Corvallis School Board requested that the Superintendent bring forward a formal school consolidation proposal. The initial recommendation was presented to the Board on September 11, 2025, and includes the following key structural changes:

Level	Change/Action	Details
Elementary	Six schools become K-6	• Lincoln • Adams • Kathryn Jones Harrison • Garfield • Letitia Carson • Bessie Coleman
Elementary/Middle	One school becomes K-8	• Mt View
Middle School	Reconfiguration & Reframing	Linus Pauling Middle School becomes a 7th-8th grade school and is renamed **Corvallis Junior High** to allow students to develop a new mascot and school culture.
	School Closure	Cheldelin Middle School closes. The Cheldelin gyms will remain accessible for teams and community use.
High School	Future Review	The School Board will review the feasibility of **two high schools** during the 2028-29 school year or when enrollment falls below 2,025 students.

Community Engagement & Communications

Following the initial proposal, the district launched a process for community input and engagement. This has included community listening sessions, opportunities for public comment at School Board meetings, and direct communications to the School Board. The district has also established a comprehensive communications plan to provide regular updates to staff, families, students, and the wider community throughout this critical consolidation process.

In addition to the in-person listening sessions, the presentation was recorded with voiceover by the session presenters, Superintendent Ryan Noss and Operations Director Kim Patten. This recording and the session questions were posted publicly and shared with staff and families as part of the district's weekly School Consolidation updates through ParentSquare (our district communication platform), provided on our district website, and shared on district social media channels.

The district has also actively collected all of the questions asked about consolidation, including those from the listening sessions, and has created a Consolidation FAQ. This document is updated each week with new questions and answers.

- English FAQ
- Spanish FAQ

Key Links

- CSD School Consolidation Webpage
- School Consolidation Initial Recommendation
    - English
    - Spanish
- Community Listening Session Recording
- Community Listening Session Survey

Purpose of Project

The purpose is to ensure the long-term fiscal stability and educational excellence of the district in the face of sustained declining enrollment.

This initiative is driven by the urgent need to address the severe underutilization of our facilities and the corresponding decrease in state funding. By consolidating the number of operational schools, the district aims to:

1. **Maximize Financial Resources:** Stop the depletion of resources across under-enrolled schools and align our operational footprint with current and projected student populations.

2. **Maintain Programmatic Depth:** Minimize the need for additional staffing and programming reductions. The goal is to pool student populations and resources to sustain and strengthen core educational offerings, ensuring a deep and equitable level of service at every school site, rather than spreading limited resources thin.

3. **Establish a Sustainable Future:** Create a streamlined and modernized facility structure that is right-sized for our current and future enrollment. This action is a necessary step to secure the future of the Corvallis School District and uphold our commitment to providing high-quality education for all students.

Methodology

The purpose of the project was to invite community input and engagement about the proposed school consolidation.

For this project, data were collected via surveys, emails, public comments, and listening sessions based on the following four questions:

1. What do you like about the proposal?
2. What challenges do you see with the proposal?
3. What questions do you have about the presentation or the proposal?
4. Do you have ideas that we haven't considered? Either another proposal or a modification to the existing proposal?

About the Survey

The Google survey was administered in English and Spanish from September 16, 2025, to October 10, 2025. The survey link was shared with staff and families in a ParentSquare message, with staff at weekly Sup's chats, and with the broader community via the Corvallis School District website, Facebook, Instagram, Nextdoor, and YouTube social media accounts. The survey was also made available through a QR code on the tables at each listening session.

A total of **213** survey responses were submitted.

About the Listening Sessions

A series of four community listening sessions were conducted from September 16, 2025 to October 8, 2025 (see details below):

Session 1.

September 16, 2025
Lincoln Elementary School, 6:30–8:00pm.

Session 2.

September 17, 2025 (Spanish only)
Linus Pauling Middle School, 6:30–8:00pm.

Session 3.

September 30, 2025
Corvallis High School, 6:30–8:00pm.

Session 4.

October 8, 2025
Cheldelin Middle School, 6:30–8:00pm.

Each listening session lasted appoximately 1.5 hours. Field notes were taken during and after each listening session for the purpose of documenting specific details about the content of the conversation with the participants, as well as facilitator thoughts and perceptions (see list of table facilitators/interviewers below).

- **Byron Bethards,** Director of Student Growth and Experience
- **Marcianne Rivero Koetje,** Multilingual Programs and Equity Coordinator
- **Amy Lesan,** Elementary School Coordinator
- **Nikki McFarland,** High School Coordinator
- **Megan Newell,** Special Education Coordinator
- **Autumn Benton,** Mental Health Program Manager
- **Sarah Devine,** Family Outreach Supervisor
- **Brian Schaffeld,** Director of Technology
- **Kim Johnson,** Middle School Coordinator

A total of **136** Corvallis community members participated in the listening sessions.

Data Analysis

Responses to survey and engagement session questions were systematically analyzed for common themes. Thematic analysis (TA) was used to identify and organize patterns of meaning in content from the qualitative data obtained through the survey and listening sessions. Themes were (a) listed separately and chronologically, (b) examined for conceptual similarities and differences, and (c) grouped into clusters of lower-order subthemes based on thematic connections. Lower-order themes were then further grouped into higher-order core themes, which were each labeled and represented graphically in a summary table of themes, together with indicative quotes.

This report provides an initial analysis and presentation of findings.

Common Themes

What do you like about the proposal?

Three Core Themes were identified for what participants liked about the school consolidation proposal. See Table 1 for complete overview.

The Process	Responsible Leadership
	Careful Planning & Consideration
	Community Engagement Opportunities
The Plan	It's Necessary
	It's the Least Disruptive
	It's Creative
	It Addresses Needs & Issues
The Structure	All Elementary Schools Open
	School Boundaries
	K-6 Model
	K-8 Model @ Mt. View

> I'm not in favor of being attracted to ideas merely due to their 'cleverness,' but I must admit when I came across this proposal, I was somewhat wowed that someone had enough creativity to come up with this outside-the-box solutions. Coming from someone who doesn't always agree with district decisions, let me put out a big kudos on this one!
>
> –CSD Community Member

> I am grateful the district has put so much effort into to determining what they consider to be the best path forward. I know there are many difficulties that come along with our underfunded public education system, and am grateful to all who are doing their best to serve and shepherd our children in their education.
>
> –CSD Community Member

Table 1. Overview of what community members liked about the proposal.		
Core Theme	**Sub Theme**	**Indicative Quote**
The Process	Responsible Leadership	"I want to state clearly that your handling of this process has been exactly what responsible leadership should look like. You have asked hard questions, listened sincerely to alternatives—even when they were not feasible—and demonstrated patience, transparency, and restraint."
		"I appreciate your thoughtful leadership and your commitment to shaping a school environment that reflects the best of our community."
	Careful Planning & Consideration	"I'm so impressed by the careful planning and consideration that went into this proposal. It's clear to me that this plan doesn't just show a commitment to education—it places student well-being squarely at its heart."
	Community Engagement Opportunities	"Thank you for opening up listening sessions and providing different ways to provide input."
		"Engagement mechanisms such as listening sessions, public testimony, and open email/mail channels."
The Plan	It's Necessary	"No one is here to debate. The problem is real."
		"We clearly need to take action to address declining enrollment and budget challenges."
	It's the Least Disruptive	"The effort to minimize disruption to community schools."
		"Seems, of the possibilities, the least disruptive."
	It's Creative	"I am so impressed by the creativity that went into this proposal, while still addressing really hard decisions."
		"Creative plan to address a big challenge."
	It Addresses Needs & Issues	"Feels like it is strategic and practical for meeting both financial and academic needs in the school district."
		"Current model proposal is very appreciated, well thought out, and mindful of the vast needs/desires of a wide range of community opinions."
The Structure	All Elementary Schools Open	"I like that it's keeping all elementary schools open because they are a vital part of neighborhood communities.
	School Boundaries	"People are passionate about neighborhood schools and this respects school boundaries."
	K-6 Model	"I also believe that developmentally having the sixth graders stay an extra year in grade school makes sense."
		"I love the idea of K-6 for keeping my two kids together longer and for waiting an extra year before the intensity of middle school."
	K-8 Model @ Mt. View	"Transitioning Mt. View to a K-8 school will strengthen the educational experience for all students and families in our community. We urge the district to move forward with this proposal and are excited about the positive impact it will have on current and future students."

What challenges do you see with the proposal?

Six Core Themes were identified for the challenges participants saw with the school consolidation proposal. See Table 2 for complete overview.

Decision Making

- Transparency
- Community Engagement
- Timeline
- Limited Options
- Decision Already Made
- Budget Gap

School Closures

- Crescent Valley
- Cheldelin

K-6 Model

- Loss of Opportunities
- Missing Middle School Experience
- Doesn't Address Elementary School Issues

K-8 Model	Franklin
	Mt. View
Corvallis Junior High	Concerns
	Name Change
Impact on Students	Teachers & Staff
	Increased Class Size
	Boundaries

> “I'm asking the board to take all of the necessary time to do this process well, to engage with the community meaningfully and not limit answers by providing a set of restrictive questions at the listening sessions. And I ask the board to only consider proposals if it fully addresses the magnitude of the budget shortfall and does so in an equitable manner.”
>
> –CSD Community Member

Table 2. Overview of challenges with the proposal.		
Core Theme	**Sub Theme**	**Indicative Quote**
Decision Making	Transparency	"This uncertainty and secretive nature of the consolidation plan has caused many students and parents to panic."
		"This plan was made by one person. There should have been an external firm. We need an impartial group to help this. There is no transparency."
	Community Engagement	"Engagement mechanisms are largely passive and do not establish an iterative feedback loop."
		"The district communication was confusing. A lot of parents and students don't know this is happening."
	Timeline	"It looks less like genuine community engagement and more like something being pushed through quickly."
		"It feels rushed. Please slow this process down."
		"This process overall feels rushed. We should be moving forward with the speed of trust and that doesn't seem to be happening here."
	Limited Options	"We've been given just one recommended plan, not real options to compare."
		"If just one [option] is presented, the community may see the closure process as being done to them rather than with them."
	Decision Already Made	"This feels like it is set in motion."
		"This feels performative… decision has already been made."
	Budget Gap	"I do not support this proposal. One main reason is that it doesn't even address half of the budget shortfall."
		"Still a 2m deficit…this doesn't go far enough."
		"Families, teachers, and students are being asked to sacrifice, but the problem isn't solved. That's not equity."
School Closures	Crescent Valley	"The uncertainty of whether the high schools will be consolidated has now resulted in many parents not wanting to send their children to a "dead" HS that will be closing down."
		"CV has a feeling of dread. The secret plan is to close CV - can see it coming."
		"I feel the decision to close CV has already been made."
		"I really don't like the one high school end state. Having one high school results in significant decreases in opportunity for all students."
	Cheldelin	"Both LP and Cheldelin are currently thriving middle schools. According to the 23-24 annual report, they are within 10% of each other regarding attendance, ELA, math, and science proficiency. So why are we closing one of these thriving middle schools instead of addressing the target issue, which is declining elementary enrollment?"
		"The closing of Cheldelin adversely impacts Corvallis's poorest neighborhoods and puts transportation burdens on working parents."

Table 2. Overview of challenges with the proposal. (Continued)		
Core Theme	**Sub Theme**	**Indicative Quote**
K–6 Model	Loss of Opportunities	"6th graders will lose access to electives and band. Sports will suffer. It impacts every school in the district."
		"You can't offer the same level of skill building at 6th grade when it is in an elementary school."
		"I have yet to see anything in the district's consolidation proposal that imagines 6th grade as anything more than a bonus 5th grade academically. It seems likely there will be no middle school level science or math (taught by specialists in those areas), no electives, no band, no choir, no theater."
		"Another big concern is about our 6th grade access to spaces like science labs, a library that they can fit in, a real track, choir, band, cross country, and track."
	Missing Middle School Experience	"Getting rid of a whole MS seems like a loss to those students."
		"Main concern would be to ensure that 6th grade isn't like elementary. That they have their own identity separate from the elementary school. Students looking forward to middle school."
		"Middle school is an opportunity for students to reach up, while creating an extra 6th grade infantilizes them."
	Doesn't Address Elementary School Issues	"K-6 may not address the diminishing population entering elementaries and doesn't address closing the elementaries."
		"This plan sacrifices a healthy middle school structure to backfill half empty elementary schools. It's simply shortsighted, a one or two-year fix that dumps kids into shrinking elementary schools just to buy time."
K–8 Model	Franklin	"Franklin is the most inequitable school in the district. Why aren't we talking about this?"
		"This is not a school that supports our inclusive and equitable values we have at CSD…it does feel like this is a publicly funded private school…"
		"RE the K-8th schools in the current consolidation proposal. Franklin has not been being run in what I would consider an EQUITABLE manner. This is against what is written as board policy and it should be stopped when we are now adjusting and working to create the best long-term scenario for our schools."
	Mt. View	"Mt. View families are being asked to carry the weight of the district's financial problems. We're being told it's about equity, but how is it equity to take opportunities away from one group of kids while everyone else keeps them? Our kids matter just as much as every other kid in Corvallis. They deserve the same pathway, the same chances, the same preparation for high school. Please don't make Mt. View the sacrifice school."
		"The assumption that a K–8 model will succeed everywhere because one school has done well is misleading. The success of that single K–8 program is rooted in privilege. This not a scalable or equitable model and it will not be the case with Mt. View."

Table 2. Overview of challenges with the proposal. (Continued)		
Core Theme	**Sub Theme**	**Indicative Quote**
Corvallis Junior High	Concerns	"Parents may have a hard time with it; there's division about the plan. Looking at 7th/8th, having them come into that school all together and then split again for high school could be difficult."
		"Cramming nearly all of the 7th and 8th graders into one school will be chaotic and create a negative learning environment.
		"No benefits listed for Corvallis Junior High—supersized middle school sounds like a behavior nightmare."
		"Having all of the middle schoolers in an overcrowded school with overcrowded classrooms. This age is too critical."
		"I see challenges with 7-8, especially for our students with disabilities."
	Name Change	"As part of LPMS, Dr. Pauling's name – and actions – continue to inspire students and educators, reinforcing our community's connection to the pursuit of knowledge. Rebranding does not require removing the Linus Pauling name. Students can create a new mascot, colors, and culture under "Linus Pauling Junior High," thereby deepening students' sense of purpose and connection."
		"Renaming is an expenditure - renaming is not a value."
		"Renaming LP to "Corvallis Junior High" could unintentionally centralize district identity around CHS, leaving CV at a disadvantage."
Impact on Students	Teachers & Staff	"Long term efficacy, moving teachers away from their areas of expertise (i.e. high school down to middle grades)."
		"Staff will get moved around between schools."
		"I feel like I've seen just a winnowing of staff to the point where you can't actually do the work that you're asked to do effectively to support the students."
		"…for our students receiving special education services, the impact is even more profound because they rely on stability, consistency, and relationships with trained staff."
	Increased Class Size	"I worry what schools will look like if we shove more and more kids into already full classrooms with less and less staff to support all the needs of our student."
		"There might be 32 seats in a classroom, but the actual service that those students are getting in that class could greatly vary."
	Boundaries	"… I have yet to see any action being taken by the board or the district to address the sixth recommendation of the long-range planning committee which was that the district boundaries need to be evaluated to ensure equitable distribution of resources."
		"The consolidation plan, as it is currently written, lists not requiring boundary adjustments as a pro. If we truly want to be equitable, we do not get to skip doing the equitable thing just because it is harder or it would take more work. Equity is measured in the impact."

What questions do you have?

Ten Core Themes were identified for the challenges participants saw with the school consolidation proposal. See Table 3 for complete overview.

Decision Making	Board of Directors
	Planning, Implementation, & Evaluation
Finances	Budget Shortfall
	Transparency
	Administration
Timeline	Current Proposal
	Long-Term Planning
Alternative Models	Redistricting
	School Closures
	Franklin

Teachers & Staff	Job Security
	Workload & Responsibilities
Enrollment	Trends
	Balancing Student Populations
Facilities	Space
	CMS Building
Student Experience	Curriculum
	Electives & Sports
Student Support	Transitions
	Transportation
	Culture

CSD Support

- **Student Retention**
- **Increase Enrollment**
- **Build Community**

> “How do we come together as a community to make decisions together?”
>
> –CSD Community Member

> “Everything we are doing is taking away. How can we build up?”
>
> –CSD Community Member

Table 3. Overview of questions about the presentation or the proposal.		
Core Theme	**Sub Theme**	**Indicative Quote**
Decision Making	Board of Directors	"Did the board consider or reject an outside consultation firm to facilitate this decision making?"
		"If the board says, 'no we don't want this decision,' what happens next?"
		"Did the board know this was coming?"
	Planning, Implementation, & Evaluation	"What research has the district done?"
		"How long did it take to formulate this plan?"
		"What benchmarks have been done in other districts?"
		"How open is the district going to be to public feedback?"
		"How are you planning on getting community input?"
Finances	Budget Shortfall	"What cuts will be made to cover the remaining budget shortfall?"
		"Is it possible to close the budget gap by facilities alone?"
		"Where will the 2M come from?"
	Transparency	"I want to know more about how the school consolidation plan fits into the larger proposed budget short fall. It looks like you're about halfway there, but how else will budget cuts be made? Currently, we are not being given the full picture."
		"Need more transparency on the numbers. How were the saving derived?"
	Administration	"Should a shrinking district have 2 DLI elementary schools and a district office that adds new positions every year?"
		"I want to ask directly: Will the district office share in this sacrifice? How many people work there, and are there cuts being considered?"
Timeline	Current Proposal	"Why is the timeline so short? We have 2 months."
		"Do you think this is a good idea? Is there enough time?"
		"Is the timeline too fast?"
		"Can we ensure that the timeline allows for enough time to pull off a well-ironed out transition plan?"
	Long-Term Planning	"Will we be back at these tables in two years if we do not look more comprehensively at the next 5 years?"
		"Why isn't it a two-year plan?"
		"Will it solve problems? Only a 2-year solution? Long-term plan?"
		"Concerned that this proposal is a Band-Aid, with HS consolidation projected in 2-3 years, what length of time is the proposal intended to serve? And can that be announced so parents understand this is an ongoing process?"

Table 3. Overview of questions about the presentation or the proposal. (Continued)		
Core Theme	**Sub Theme**	**Indicative Quote**
Alternative Models	Redistricting	"Would like to know why we aren't looking at the re-districting. Why is this a negative?"
		"If, once again, you aren't closing CV because it might not actually be feasible to fit all the high school students in one high school, but for budget reasons you know you need to close more than one school, then why aren't we talking about redistricting?"
		"Why has the district ignored the recommendation of the long-range planning committee to redraw the school boundaries? There is a very compelling case that this is the only way forward that prioritizes equity."
		"Should the district review the boundaries?"
	School Closures	"Why only close one and not more?
		"Why wasn't a proposal with similar or greater financial savings, such as closing 2 or 3 elementary schools, provided as a comparison?"
		"If we close CMS, won't you also need to close an elementary?"
		"Why not more closures at other schools?"
	Franklin	"How Franklin align with the district vision/Board goals?"
		"Why isn't Franklin being considered (from a Franklin parent)? Should at least be talked about. Overarching goal?"
		"What is the rationale for keeping Franklin open?"
		"I would like to know the long-term financial reasons for closing a middle school vs Franklin and elementary schools. Please address Franklin."
		"I'm curious how Franklin School fits in to the larger planning? Will it remain a school of choice?"
Teachers & Staff	Job Security	"How will staffing be affected?"
		"Concerned about staff losing their jobs - how much layoff will be part of the story?"
		"What will happen with the staff? Will there be more reductions in staff with this change, and if so, when will they be notified."
	Workload & Responsibilities	"When considering class size will specialists be considered/included?"
		"Will teachers be able to teach to their expertise with the changes in levels?"
		"Can we have more student teachers in art, music, PE?"
		"How will the classes be distributed among teachers?"

Table 3. Overview of questions about the presentation or the proposal. (Continued)		
Core Theme	**Sub Theme**	**Indicative quote**
Enrollment	Trends	"What is the enrollment? Is it dropping as fast as projected?"
		"What happens to CJH in this plan if enrollment increases above capacity?"
		"Has the quality of the schools in Corvallis declined? Have class sizes gone up, even with enrollment going down? Are there other factors that could impact long-term enrollment that should be considered?"
		"What is the enrollment prediction for 7/8?"
	Balance	"Why hasn't the district followed its own recommendation to balance student populations within +/- seven percent of the average enrollment of the two high schools?"
		"How do we balance enrollment between CV and CHS."
		"How will the proposal better balance high school enrollment numbers and limit perception of one hs being preferred over the other?"
Facilities	Space	"How will CMS students fit in at one middle school?"
		"Are they going to have to bring in the "transportables." Are there enough bathrooms? Questions in terms of space."
		"Concerns about the calculations for the long-term facilities planning. Spaces for de-escalation. Some schools use classrooms for these spaces. On paper there is capacity, but in practice, we may be losing some of these specialized spaces."
		"If the 90% elementary utilization calculation is based on classroom space, can the board confirm how that impacts spaces the entire school needs to move through daily, specifically the cafeteria, when the buildings are that full?"
	CMS Building	"What happens to Cheldelin? Still have to maintain the building. Can cost saving be broken down staffing v. facilities costs?"
		"Mt. View is lacking some MS facilities. Could CMS be the K-8 be a better fit?"
		"What will be the upkeep plan for CMS?"
		"What will happen to the CMS facility - what if we needed it again in the future if the population grew again?"
		"What is the plan when you close the school (like Cheldelin). How long do you keep the building and property empty? What's the plan?"
		"What will happen to Cheldelin property aside from the periodic use for athletics? Will it be rented out or sold to other agencies/organizations?"

Table 3. Overview of questions about the presentation or the proposal. (Continued)		
Core Theme	**Sub Theme**	**Indicative Quote**
Student Experience	Curriculum	"I would want to know what the K-6 setup in the school would actually look like (electives, homework, what rooms/resources would be removed or added to accommodate the additional grade, opportunities to work at their appropriate math level, etc.)."
		"How would [the proposal] impact special education?"
		"Wonder what curricular changes (rigor) that could happen to improve student learning outcomes?"
		"How do we get back to being excellent academically?"
		"How do we ensure we are not degrading the teaching / opportunities of our 6th graders?"
	Electives & Sports	"6th graders in 6th grade model - Plan to preserve access to sports and orchestra?"
		"What will sports and extracurriculars look like at the middle school/junior high level?"
		"6th grade students have access to electives/athletics?"
		"What new opportunities will there be for our kids?"
Student Support	Transitions	"What does it mean for the Junior High. It is an important time in a kid's life. What does that transition look like?"
		"How can we support students and staff with the transitions and overly impacted?"
		"When will a transition plan for Mt. View be implemented?"
	Transportation	"Setting up Mt. View as a K-8…how do we support transportation?"
		"What about transportation?"
	Culture	"There is a lot of pride in the schools. How will we address the cultures of the 'new' schools or/and consolidated schools."
		"Will the innovation team review the culture of the schools. Will we be able to bring students to the innovation team."
CSD Support	Student Retention	"We've had a lot of people leave the district. What has the school district done to "plug the leak"? Seems like we're losing people and don't know why."
		"What is pushing kids out of Corvallis schools?"
	Increase Enrollment	"What of this proposal, if anything, do you think will draw families back to the district that have left for private school, other districts, and home schooling?"
		"Can we innovate at CV to bring students in?"
	Building Community	"Wonder about how to make the community believe in CSD?"
		"How will we keep student community."

Any ideas we have not considered?

Four Core Themes were identified for ideas/recommendations for the school consolidation proposal. See Table 4 for complete overview.

Options to Consider

- K-6 / 7-12
- Close Elementary Schools
- Close Franklin
- Two High Schools
- Keep Cheldelin
- K-8

Rethinking the Numbers

- Balance High Schools
- Redistricting
- Transfers

In the Classroom

- Structure
- Teacher Support
- Programming

Strategies & Recommendations

- Community Outreach
- Long-Term Planning
- Student Retention & Recruitment
- Generating $$

> “I’m interested in almost any proposal that puts student learning before buildings, maintains or improves academic rigor within CSD, and protects the most academically vulnerable kids in our district.”
>
> –CSD Community Member

Table 4. Overview of ideas/recommendations for the proposal.		
Core Theme	**Sub Theme**	**Indicative Quote**
Options to Consider	K-6 / 7-12	"Across the country, many districts with declining enrollment, just like Corvallis, have shifted to K-6 elementaries and 7-12 secondary schools. That model saves money, keeps things consistent, and gives younger kids earlier access to electives and athletics that we all want."
		"…combine 7th and 8th grades with their respective high schools, closing the middle schools."
		"I'd prefer to have all K-6 schools, then 7-12."
	Close Elementary Schools	"I do feel that the solution should involve closing elementary schools - where the reduced enrollment is happening."
		"I personally prefer a plan that closes two or three elementary schools."
		"Closure of elementary schools is inevitable…"
		"Proposal: Close 3 elementary schools."
	Close Franklin	"The data says close Franklin."
		I think CSD should consider whether keeping Franklin open is an equitable practice."
		"I would like to advocate that you consider closing Franklin. It is a school of choice that disproportionately serves the most privileged public school students in our district."
	Two High Schools	"Keep two high schools…amazing things at the CV facility."
		"Two high schools should be a priority."
		"I would like to see another proposal that maintains two high schools."
	Keep Cheldelin	"I respectfully urge the board to reconsider the proposed closure of Cheldelin."
		"…Cheldelin should stay intact because that equity piece is really important for the low-income families."
	K-8	"Turning one (or both) of the dual immersion elementary schools into the k-8."
		"Cheldelin converts to K-8."
		"What about making Lincoln a K-8?"
Rethinking the Numbers	Balance High Schools	"The consolidation plan should make an effort to restore balance between the high schools."
		"Regulate student populations between high schools."
		"Redistrict to give CV a change to repopulate."
	Redistricting	"Redo the boundaries."
		"…review intra-district boundaries to support enrollment trends, specialized programs, and to ensure that resources are distributed equitably between district schools."
		"Boundaries should be redrawn sooner than later if we are making change anyway."
	Transfers	"…consider closing or regulating transfers more effectively…"
		"We need to revisit the transfer policy."

Table 4. Overview of ideas/recommendations for the proposal. (Continued)		
Core Theme	**Sub Theme**	**Indicative Quote**
In the Classroom	Structure	Reducing instructional days to four days per week, typically Monday through Thursday, while extending daily class times to meet required instructional hours.
		"Hybrid learning option for those who choose it."
		"This is the perfect time to change the middle school schedule back to 7 period, semesters."
	Teacher Support	"These teachers need reasonable class sizes. These teachers need resources at the ready for an ever-changing world. The faculty and staff need clear guidance and consistency for transitions and procedures with respect to routine and safety."
	Programming	"Want to see robust curricular change to improve educational outcomes."
		"Creative ways of programming. Focused schools (Art schools, Sustainability school)."
		"K-6 – bring back enrichment to elementary schools."
Strategies & Recommendations	Community Outreach	"Broaden parent and community involvement by adding parent and student representatives to the Innovation Team or by establishing a Parent-Community Advisory Committee."
		"Build a broader guiding coalition by empowering teacher leaders, parent advocates, and student voices as ambassadors for change."
	Long-Term Planning	"Develop a transition support plan addressing staff reassignments, retraining, transportation, and counseling for students and families."
		"I am concerned that this current plan is only a Band-Aid instead of a long-term solution. I would urge you to make a 10-15 year plan instead of a 2-4 year plan."
	Student Retention & Recruitment	"Double down on rigor…keep the families we have."
		"More innovation on attracting kids to come to our schools. Make our schools more attractive to bring students in."
		"Attracting families seeking a robust, well-rounded, and future ready educational experience."
	Generating $$	Use the facilities that are being closed to build revenue."
		"District office and administrative cuts."
		"Get Gates Foundation to support Corvallis."
		"Have we considered liquidating property?"
		"Welcome out of district transfers."
		"Put a funding proposal on the ballot."

Next Steps

The final report summarizing the information from the listening sessions will be reviewed by the School Board on October 16, 2025. This document will inform the Board's discussion during the meeting.

The School Board will then meet on October 30, 2025, and November 13, 2025, deliberating towards a decision on a school consolidation plan. These meetings will include the opportunity for public comment.

Acknowledgements

A special thanks to the parents, students, staff, and community members who participated in and shared their questions and suggestions through emails, public comments, the survey, and during the listening sessions.

Notes:

> “Our district is committed to building relationships of trust and respect, providing inclusive learning environments that are culturally relevant, and igniting student engagement through real-world experiential learning. The Corvallis School District is one of the best in the state of Oregon and we are proud of our tradition of excellence.”

School Consolidation Stoplight Report

Published October 13, 2025

Introduction

This document serves as the Stoplight Report, summarizing and categorizing the feedback received about the proposed school consolidation plan. The district has reviewed input to ensure the process is guided by community perspective, transparency, and accountability.

The survey asked, "Do you have ideas that we haven't considered? Either another proposal or a modification to the existing proposal?" Suggestions are listed below to clarify their feasibility.

- **Green**: These are suggestions that are possible without significant challenges or are already in place.
- **Yellow**: These are suggestions that could work but would require adjustments or have important considerations.
- **Red**: Unfortunately, these suggestions are not feasible due to limitations in facility space, existing bargaining agreements, logistical constraints, or the district's scope of control.

Suggestions	Considerations/Feasibility
This district should consider a 7-12 grade school.	Although this represents one less transition for students, it is also a large developmental span of student needs.
Lincoln needs to be changed from DLI to regular enrollment. Adams receives many placements currently from the Lincoln boundary because incoming students do not qualify for DLI.	Dual Language Immersion programs align with our district and board values. Enrollment projections at both Lincoln and Adams can be accommodated based on forecasts. If enrollment increases beyond what either school can support, we will evaluate changes at that time.
Franklin needs to be reviewed.	In the 26/27 school year, the district will offer transportation from the CHS boundary to Franklin K-8 School. The savings from the closure of Franklin would be similar to an elementary school.

Both Mt. View and Adams should become K-8. Having 2 schools on either side of town that are K-8 would be beneficial.	There is not room at Adams Elementary to be a K-8 school based on the number of grade level classrooms.
The district should close enough facilities to close the $4 million budget gap.	While the current proposal does not close the entire budget gap, the closure of additional facilities would bring the district closer to closing the $4 million gap.
Closing a HS and at least one elementary school at the end of 2025-2026.	There is no plan to close a high school at this time. The capacity at our two high schools is too large to consolidate high schools at this time. The district could consider closing an elementary school, which would be a cost savings of approximately $1 million.
Reconsider closing two elementary schools.	Closing two elementary schools with the lowest attendance would put our elementary schools beyond capacity.
The district should close an elementary school.	The district could consider closing an elementary school, which would be a cost savings of approximately $1 million.
Make Lincoln a K-8.	There is not room at Lincoln to make it a K-8 for more than one 7/8 classroom at each grade. This would be challenging because Lincoln is a dual-immersion school, and students new to DLI who are in 3rd grade or higher must pass a language test to attend Lincoln.
Include a boundary review along with a consolidation plan.	While a boundary review could address more balanced student populations at schools, a boundary review process does not address the two areas of priority in our consolidation process: underutilized facilities and a budget shortfall.
Have all elementary schools be K-6.	This would not be responsive to the community's interest in having more K-8 spaces in our area. Without another 7/8 option, enrollment at Corvallis Junior High would increase.
The district should close down either KJH, LC, or Garfield.	This would mean losing a neighborhood school in our community. The district could consider closing an elementary school to save approximately $1 million.
The district should look at closing 2-3	Closing two elementary schools with the lowest

elementary schools.	attendance would put our elementary schools beyond capacity.
Turning one (or both) of the dual immersion Elementary schools into the k-8 would help middle school DL students stay in the DL track instead of falling off it as many do.	There is not room at Lincoln to make it a K-8 for more than one 7/8 classroom at each grade. There is not room at Garfield to make it a K-8 based on the number of grade level classrooms. This would be challenging because both Lincoln and Garfield are dual-immersion schools, and students new to DLI who are in 3rd grade or higher must pass a language test to attend either school.
The district should close Franklin, Mountain View, and either Garfield or KJH. Keeping 2 middle schools 6-8 and 2 high schools should be priority.	Closing two elementary schools with the lowest attendance would put our elementary schools beyond capacity.
The district should review boundaries because the current number of students across schools in not equal or equitable.	Redrawing the boundaries could create school boundaries with a more equalized number of students. However, redrawing boundaries does not increase the number of students within our district boundary.
Cheldelin would be a better K-8 fit.	The building is much larger than an elementary school and is not designed to support K-2 students (toilets, cabinets, drinking fountains, etc.) Modifications to the building would be costly. Moving the K-8 program to CMS and closing Mt. View would also extend bus rides for our rural students that live north of Mt. View; this is most impactful to our K-2 students.
Cheldelin - converts to a K-8 and houses students from the Mt. View boundary as well as the Franklin students. The Cheldelin program would be a feeder for CVHS until enrollment at the HS level dropped.	If Mt. View students, Franklin K-8, and students from Cheldelin Middle School were all located at Cheldelin, and the elementary remained K-5, the Linus Pauling building would not be large enough to house the remaining 6-8 graders.
Why not close 2 elementary schools to consolidate, and redistrict middle and high schools.	The district prioritized neighborhood schools in our proposal, and closing our two lowest-enrolled elementary schools exceeds capacity.
The district should not rename Linus Pauling.	While maintaining a school name that people have grown accustomed to, this would be a lost opportunity to build a new school culture with students from two separate middle schools.

The district should make junior high 7-9, and keep Linus Pauling and Cheldelin, and close Crescent Valley.	This is possible based on current numbers. This idea would require programming changes at every grade level school. 9th graders may have difficulty accessing higher-level classes. And because we would only have one high school, it limits access to varsity-level athletics.
Any way to phase out students already attending Cheldelin?	This approach would create smaller financial savings.
Have at least one other proposal that isn't focused on saving the elementary schools. What can you come up with if you are trying to maintain 2 high schools for example?	We are maintaining two high schools. There is no plan to close a high school at this time. The district could consider closing an elementary school, which would be a cost savings of approximately $1 million.
A plan that closes two or three elementary schools.	The district prioritized neighborhood schools in our proposal. Additionally, closing too many elementary buildings will force other schools to exceed capacity.
Do all the closures at once instead of in stages.	There is no plan to close a high school at this time. The capacity at our two high schools is too large to currently consolidate high schools.
Put 9th grade at Franklin.	The enrollment of 9th-grade students is too large for the Franklin building. There would also be a cost based on the size of the cabinetry and plumbing fixtures in the school.
Place 6th - 12th grade at CV.	This idea represents a large developmental span of student needs.
Close Franklin and CV and consolidate high schools at CHS. Expand capacity at CHS by using existing Franklin facility as a “magnet” type option / sub-campus.	The capacity at our two high schools is too large to currently consolidate high schools. Using Franklin in this manner creates a scheduling concern. There would also be costs associated with adjusting the size of cabinetry and plumbing fixtures at Franklin for high-school-aged students.
Group K-2 into certain schools and grades 3-5 into others.	This model would create more transitions for students and put a strain on families as they navigate students across multiple schools.
Turning Mountain View or Cheldelin into a 6th grade only building and then LP into 7th/8th?	This would not reduce the number of schools and would not generate the necessary savings.
K-8 all elementary schools. CHS and CV merge. Linus Pauling just for electives.	Not all of our elementary schools have the capacity to become a K-8 grade school. The

	capacity at our two high schools is too large to currently consolidate high schools.
Close one elementary, do (7,8,9) at CV, (10, 11,12) at CHS.	This model closes two middle schools and one elementary school. It could work and would keep students together as they navigate from junior high to high school. However, the 9th graders may have difficulty accessing higher-level classes. With only one high school, there would be limitations on access to varsity-level athletics.

- What are our long-term goals for student learning, equity, and community engagement?
- How does our current proposal support or hinder those goals?
- What values and priorities have we heard from stakeholders so far?
- How do we define success once consolidation occurs?
- What direction or next steps do you have for me as the advisor to the Board?

Corvallis
SCHOOL DISTRICT

VIII. CONSOLIDATED ACTION

VIII.A. Approve 2025-26 Board Norms

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: October 16, 2025

Adopt 2025-26 Board Norms

ACTION REQUESTED

Background

Board Norms are reviewed annually. On September 25, 2025, Board members reviewed the 2024-25 Board Norms; there were no recommendations for edits. The Board will be asked to adopt the attached 2025-26 Board Norms at the October 16, 2025, board meeting.

ACTION REQUESTED:

Adopt the 2025-26 Board Norms.

MOTION REQUESTED:

"I move to adopt the 2025-26 Board Norms as submitted."

Corvallis
SCHOOL DISTRICT

BOARD NORMS
2025-26~~24-25~~

(Revised 10-19-25 ~~Adopted 09-19-24~~)

A. How We Approach Board Work

1. The Board will commit to conducting its work with care and respect. Comments and actions that cause harm based on people's identities will not be tolerated.
2. The Board will value the lived experiences of students, families, staff, community, and board members when engaging with the community and during meetings.
3. The Board will actively listen to those sharing their points of view to facilitate full understanding and the possibility of changing viewpoints when engaging with staff, students, families, and community members.
4. The Board leadership will consist of a Board Chair and Co-Vice Chairs. A Vice Chair will perform leadership duties when the Chair is not available.

B. How We Meet

1. During board meetings, board members will strive to start and end on time. The Board will engage in relevant and topical discussion based on the agenda topics.
2. During board meetings, board members will have the opportunity to speak to each agenda item before members may speak a second time. The Chair has the authority to move the discussion forward.
3. During board meetings, board members will actively listen to those sharing their points of view to facilitate full understanding and the possibility of changing viewpoints.
4. During board meetings, board members will allow all members time to express themselves without feeling rushed. Members will be succinct to maintain opportunity for all to express themselves.
5. During board meetings, board members will allow moments of silence between commentaries to provide time to consider the discussion.
6. During board meetings, board members will adhere to public meeting laws, which stipulate that no quorum of a governing body may meet privately (including before and after meetings and during breaks) to decide, deliberate on, or gather information on any matters.

C. How We Engage with Public Comment

1. The Board will value public comment as an important way to hear from students, families, staff, and community members and, as such, is essential to the work of the district and board.
2. The Board will facilitate comments from the public and follow-up questions from board members, adhering to the time allotted for public comment.
3. The Board will actively listen to those sharing their points of view to facilitate full understanding and the possibility of changing viewpoints.
4. The Board will defer to the Superintendent to offer a response directly following public comment if a comment relates specifically to district operations and is time-sensitive in nature.
5. The Board may revisit topics or issues brought up during public comment if they choose to do so at the appropriate time in the agenda. If needed, the Board will utilize work sessions and other forms of engagement to hear from the community.

D. How We Support Students and Staff

1. The Board will value every student in a school building as a unique individual with identities, lived experiences, and points of view that enhance our schools and district.
2. The Board will value every staff member in a school building as an educator of students. The Board will respect and rely on their professional expertise.
3. The Board will be cognizant of scarcity of resources and time when requesting action from staff. Information requests that demand significant staff effort to fulfill will be aligned with the District Goals and approved by the Board.
4. The Board may visit schools and participate in school events as informal expressions of interest in school affairs and not as visits for supervisory or administrative purposes.

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Corvallis
SCHOOL DISTRICT

VIII.B. Approve 2025-26 Board & Superintendent working Agreements

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: October 16, 2025

Adopt the 2025-26 Board and Superintendent Working Agreements

ACTION REQUESTED

Background

Board and Superintendent Working Agreements are reviewed annually. On September 25, 2025, Board members reviewed the 2024-25 working agreements and made recommendations for edits. The Board will be asked to adopt the attached 2025-26 Board and Superintendent Working Agreements at the October 16, 2025, board meeting with the edits.

ACTION REQUESTED:

Adopt the 2025-26 Board and Superintendent Working Agreements.

MOTION REQUESTED:

"I move to adopt the 2025-26 Board and Superintendent Working Agreements as submitted."

Corvallis SCHOOL DISTRICT

BOARD AND SUPERINTENDENT WORKING AGREEMENTS
2025-2624-25
(~~Adopted 9/19/24~~Revised 9/25/25)

A. Purpose of Agreements

The Board of Directors is the governing body for the School District. To effectively meet the District's goals, the School Board and Superintendent must function together as a cohesive leadership team. The following are the group agreements for the Board and Superintendent to support a collaborative relationship.

B. Board Job Description and Relationship with the Superintendent

1. The Board will act as trustees of the district, seeking to make decisions in the best interest of all students in the community.
2. The Board will collaborate with the Superintendent to set the long-term direction of the district through the mission, vision, goals, and priorities.
3. The Board will govern through policymaking, planning, and oversight, while acting as financial stewards of the district, including setting expectations, aligning resources with priorities, planning for fiscal sustainability, and monitoring progress.
4. The Board will conduct district business with care and respect, fostering board unity and assisting in gaining acceptance and support in the community by openly sharing district progress and celebrating student success.
5. The Board will understand that as an individual, a board member has no authority. It is when acting through a majority that the Board has influence.
6. The Board will supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.
7. The Board may engage and volunteer in learning activities at the board, district, community, state, and national levels.
8. The Board will, as a cohesive leadership team, work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
9. The Board will refer all matters related to day-to-day operations to the Superintendent, respecting the Superintendent's responsibility to manage district operations, and delegate to staff, ~~and~~ ensuring a timely response from the District.

C. Role of Board Leadership

1. Board leadership will manage the Board's processes, convene meetings, develop the Board agenda with the Superintendent, seek board member input, and execute documents as appropriate.
2. Board leadership will serve as the authorized spokesperson for the Board with regard to board policy, process, and decisions. The Chair may delegate this responsibility to other board members and/or the Superintendent.
3. Board leadership, or a designated delegate, will respond to communications addressed to the Board. All Board members will be included in responses issued by the Board chair. **Following the chair's response, other Board members may also respond if they choose.**
4. Board leadership will communicate with individual board members as mediator should an issue or problem develop between members of the Board and express expectations under policies, working agreements, and group operating norms.
5. Board leadership will assist the Superintendent in communicating important information to the full Board and will keep board members apprised of information exchanged with the Superintendent.
6. Board leadership will set strategic priorities for board professional development annually.
7. Board leadership will consist of a Board Chair and Co-Vice Chairs. A Vice Chair will perform leadership duties when the Chair is not available.

D. Role of the Superintendent

1. The Superintendent serves as the chief executive officer charged by the Board to be the operational and instructional leader of the school district.
2. The Superintendent invests in the relationship with, and the capacity of, members of the Board.
3. The Superintendent works with the Board to establish strategic priorities for the District.
4. The Superintendent prepares annual goals for the Board's consideration.
5. The Superintendent serves as the chief advisor of the Board by providing relevant qualitative and quantitative data and other sources of accurate information to board members so that comprehensive, evidence-based decisions can be made.
6. The Superintendent communicates with board members promptly and effectively by informing the board of all emergent information, including relevant trends, anticipated media coverage, or vital external or internal change.
7. The Superintendent or designee schedules times for a maximum of three board members to meet with the Superintendent or designee for information-sharing sessions and questions. Answers to questions will be shared with the entire Board, and meeting participants will not deliberate towards a decision.

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Corvallis
SCHOOL DISTRICT

VIII.C. Minutes

VIII.C.1. September 11, 2025

Corvallis SCHOOL DISTRICT

Thursday, September 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 6:31 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.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Luhui Whitebear, Ph.D., Chair	Ryan Noss, Ed.D., Superintendent
Terese Jones, Ph.D., Co-Vice Chair	Melissa Harder, Assistant Superintendent
Shauna Tominey, Ph.D., Co-Vice Chair	Kim Patten, Operations Director
Sami Al-Abdrabbuh, Ph.D.	Lauren Wolfe, Finance Director
Chris Hawkins	Byron Bethards, Ed.D., SG&E Director
Bernie Wang	
Judah Largent	

II. ACKNOWLEDGMENT OF HISPANIC HERITAGE MONTH

Board members read aloud Resolution Number 21-0901, Acknowledgment of Hispanic Heritage Month, celebrated annually from September 15 through October 15. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

III. BOARD MEMBER REPORTS

Director Hawkins commented on the start of the new school year, highlighting several events:

- Back-to-School Rally: Praised the event for creating a strong sense of unity among staff, and appreciated the opportunity to serve lunch to staff.
- Commended the district's Resource Fair for providing valuable support to families.
- School Supply Program: Reiterated deep appreciation that the District provides free school supplies, noting the significant stress it relieves for families.
- Bridges Registration Day: Observed staff at Bridges stopping their work to warmly welcome each student, which demonstrated a strong sense of connection and care.

Director Al-Abdrabbuh echoed the appreciation for the back-to-school rally and extended

thanks to the Corvallis Public Schools Foundation and its community partners. The member specifically acknowledged the non-profits, businesses, and individuals who contributed to the grants that were distributed to educators and staff.

Chair Whitebear reflected on several recent back-to-school events:

- Back-to-School Rally: Attended the rally to welcome staff, and appreciated the excitement of staff members receiving supply vouchers from the Corvallis Public Schools Foundation.
- Indian Education Parent Committee Meeting: Participated in the meeting and welcome barbecue, thanking the staff and parent committee for their work.
- Linus Pauling Open House: Attended as both a parent and a board member, appreciating the opportunity to connect with the school community.
- Resource Fair: Volunteered at the Resource Fair with an outside organization, noting the strong collaboration between the district and community partners to support families.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss introduced several new administrators and read from a written report sharing highlights from around the District. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

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

(The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

VI. CONSOLIDATION PROPOSAL

Superintendent Noss, Director of Finance Lauren Wolfe, Director of Student Growth and Experience Byron Bethards, and Director of Operations Kim Patten presented the Consolidation Proposal. (The report and slides are available online in the meeting information packet and will be archived in the 2025-26 board records.)

Following the presentation the Board engaged in discussion with District leadership with the following key takeaways:

Mountain View K-8 and School Alignment

- The proposal to make Mountain View a K-8 school has details to be worked through.

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- One question raised was whether a transfer policy similar to the Dual Immersion program could be created for Mountain View so that students could attend Corvallis Junior High. This is a possibility, but no decisions have been made.
- The overall proposal, which includes K-6, 7-8, and K-8 models, is seen as a way to align with the Board's long-term goals. District staff highlighted that it:
    - Promotes academic continuity and is supported by research for improving academics in K-8 models.
    - Maintains elementary schools as "neighborhood hubs," which is important for community support.
    - Allows students to stay with teachers and siblings longer, fostering a more nurturing environment.
    - Spurs creativity and innovation in the district.

Financial and Staffing Considerations

- Financial Savings: The proposed savings are primarily from a reduction in staff, which accounts for roughly 80% of the district's budget. The model does not assume any revenue from a closed facility. It does project a small savings on utilities and there will be savings on the cost of a current lease for storage.
- Staffing Reductions: The proposal would reduce staff across all employee groups (licensed, non-represented, and classified).
- The administration will meet with staff and provide support and resources to address licensure.
- Long-Term Stability: The proposed plan aims to manage finances and prevent future large-scale cuts. While some reductions would happen regardless due to declining enrollment, this consolidation would help the district get ahead of financial challenges, still, this plan does not address all of our financial concerns.

Questions of Capacity and Community Impact

- The district's modeling confirms that there is sufficient space at Mountain View to become a K-8 and handle future growth. Even after a consolidation, no school would exceed 90% utilization.
- The district confirmed that even with all 7th and 8th graders consolidated into Linus Pauling (if Mountain View were to remain a K-6), there would still be capacity.
- When asked about staff support, it was noted that the district is working with staff to obtain necessary licensing.
- The superintendent shared lessons learned from other districts that have gone through consolidation, noting the importance of:
    - Keeping the process as short as possible.
    - Providing support for staff.
    - Acknowledging the value of students' resilience.

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Communication and Future Planning

- The district is working on a frequently asked questions (FAQ) document and a "stoplight report" (red, yellow, green) to provide updates to the community.
- The district is also developing a communication plan to summarize the feedback gathered from listening sessions and share it with the board and the public.
- The proposal, while not eliminating blended or "split-grade" classrooms entirely, will increase flexibility for principals in building schedules, which will help address the issue.

VII. PUBLIC COMMENT

Amanda Cordes, CSD parent, raised concerns about the 90% capacity calculation not accounting for common spaces like cafeterias and urged the board to follow the Long-Range Planning Committee's recommendation to adjust school boundaries to ensure true equity, rather than just shoring up numbers with a temporary fix.

Amanda McBride, CSD parent, questioned the plan to keep sixth graders at elementary schools, arguing they would lose valuable electives and a middle school experience. She also expressed concern about classroom overcrowding and the role of Franklin School in the proposed new model.

Travis Overvig, CSD parent, expressed frustration with the rushed process and the single plan being considered. He argued that converting the small, less-equipped Mt. View into a K-8 school is an inequitable "rural disadvantage" and that the district should instead consider closing both middle schools to create a 7-12 model at the high schools. (The full comment is available online in the meeting information packet and will be archived in the 2025-26 board records.)

Alan Overvig, CSD student, an 8th grader, advocated for the middle school experience, including electives, sports, and independence. He believes the proposed plan is unfair as it would deny his younger siblings the same opportunities he has had at Cheldelin. (The full comment is available online in the meeting information packet and will be archived in the 2025-26 board records.)

Krystal Overvig, CSD parent, shared concerns that having Mountain View as the only K-8 school is unjust and takes away the middle school experience that prepares students for high school. She added that while a choice to attend a junior high with transportation would be an improvement, she still prefers a K-6/7-12 model for equitable pathways for all students. (The full comment is available online in the meeting information packet and will be archived in the 2025-26 board records.)

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Charles Fein, CSD parent, questioned the proposal to close Cheldelin, which he noted has a strong academic record, and expressed concern that the consolidation may lead to a reduction in teachers in favor of more administrators. He also urged the board to ensure any staff reductions are proportionate to student enrollment declines per grade level.

Shun Yamamoto, CSD parent, voiced concern that the proposed consolidation is a temporary solution that will negatively impact the same students twice—once now and again when high school consolidation is likely discussed in the near future. He argued that these conversations should happen together to provide stability for students.

Chris Blacker, CSD parent, claimed the proposal is a "political short-term band-aid" that fails to address long-term demographic decline and will weaken both elementary and middle schools. He challenged the district's utilization numbers and urged the board to consider a long-term plan that strengthens elementary schools and protects the middle school structure.

Kusra Kapuler, CSD community member, a child and family therapist, advocated for a slower process with more proposals and suggested that keeping a healthy middle school structure is important. She supported the idea of two high schools and suggested that if consolidation is necessary, it might be more beneficial to close one or two elementary schools.

VIII. INTEGRATED GUIDANCE

Assistant Superintendent Harder referenced a report the Board had received prior to the meeting and engaged in discussion with the Board members. (The report is posted online with the informational packet of this meeting and will be filed with the official 2025-26 Board records.)

IX. NOMINATIONS FOR OREGON SCHOOL BOARDS ASSOCIATION (OSBA) BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE POSITIONS

Chair Whitebear opened the floor for nominations for the Oregon School Boards Association Board of Directors, Position #10.

MOTION:
It was moved by Director Al-Abdrabbuh and seconded by Director Largent that the Corvallis School Board nominate Luhui Whitebear for the OSBA Board of Directors position #10.

Sami Al-Abdrabbuh:	*Yea*
Judah Largent:	*Yea*
Chris Hawkins:	*Yea*

Shauna Tominey: *Yea*
Terese Jones: *Yea*
Bernie Wang: *Yea*
Luhui Whitebear: *Yea*

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

Chair Whitebear opened the floor for nominations for the Oregon School Boards Association Legislative Policy Committee, Position #10. Hearing no nominations, the item was concluded.

X. CONSOLIDATED ACTION

The Board received the following information before the meeting for review. (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2025-26 board records.)

The Board pulled Items A, B2, and D for discussion.

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

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

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

A. Taxi Services Contract Award - Dial-A-Bus of Benton County
B. Minutes – August 6, 2025; August 13, 2025; August 18, 2025
C. Licensed Personnel Action
D. Declaration of Budget Committee Vacancies

XI. CONSOLIDATED INFORMATION

The Board received the following information before the meeting for review. (The documents are available online as part of the informational packet for this meeting and will

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be archived in the official 2025-26 board records.) The Board pulled items A, B3, and B4 for discussion.

A. Pre-Audit Report 2025

B. Board Policies

1. Policy JFCEB - Personal Electronic Devices -- DELETE
2. Policy JFCEB-AR - Personal Electronic Devices -- DELETE
3. Policy JFCEB - Personal Electronic Devices -- NEW
4. Policy JFCEB-AR - Request for PED Exception -- NEW
5. Policy JBA/GBN-AR (1) - Sexual Harassment Complaint Procedure
6. Policy GBN/JBA-AR (1) - Sexual Harassment Complaint Procedure
7. Policy GBNAA-JHFF-AR - Suspected Sexual Conduct Report Procedure
8. Policy JHFF-GBNAA-AR - Suspected Sexual Conduct Report Procedure
9. Policy GBEA-AR - Workplace Harassment

XII. BOARD MEMBER COMMENTS

Director Hawkins

- Attended a City Council meeting and learned about the West Hills corridor plan to create a safer route to school on West Hills Rd.
- Addressed a recent negative newspaper article, emphasizing that the board's priority is to support students and staff.
- Urged colleagues to practice self-care during the difficult conversations ahead.

Co-Vice Chair Tominey expressed gratitude for district staff's dedication and enthusiasm during the back-to-school period, noting their efforts in helping students and families.

Director Largent highlighted the return of the Festival Latino in Albany on Sunday, September 28, from 12 PM to 5 PM at Monteith Park.

Co-Vice Chair Jones

- Shared an experience volunteering at the Garfield Elementary garden, noting that the produce is being donated to a local food bank.
- Commended staff who helped high school students with "small things" like opening their lockers and praised the value of having a dedicated first day for transition students.

Director Al-Abdrabbuh

- Expressed concern about media coverage, stating that some headlines are inaccurate and misrepresent the board's commitment to equity.
- Thanked the community for its participation and mentioned hearing concerns about the county landfill expansion.

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- Provided an update on the National School Boards Association (NSBA), mentioning meeting Colin Kaepernick and the announcement of a new AI certification program for educators.

Chair Whitebear

- Clarified that the board did not conduct an "equity test" for the District.
- Reminded the community about an upcoming Osborn conversation.
- Thanked community members for their ideas on the single proposal, stating that it has brought more solutions than multiple options might have.
- Addressed community concerns about the timeline, explaining that while it may feel rushed, an earlier decision is necessary to ensure a smooth transition for staff and students. The Chair acknowledged the feelings of instability in the community and reaffirmed the board's commitment to supporting the district's students, staff, and families.

XIII. ADJOURNMENT

With no further business the meeting was adjourned at 9:42 PM.

_____ _____

Luhui Whitebear, Ph.D., Board Chair Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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Corvallis
SCHOOL DISTRICT

VIII.C.2. September 25, 2025

Corvallis SCHOOL DISTRICT

Thursday, September 25, 2025

MINUTES

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

The meeting was called to order at 6:29 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.

I. CALL TO ORDER

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Luhui Whitebear, Ph.D., Chair	Ryan Noss, Ed.D., Superintendent
Terese Jones, Ph.D., Co-Vice Chair	Melissa Harder, Assistant Superintendent
Shauna Tominey, Ph.D., Co-Vice Chair	Kim Patten, Operations Director
Sami Al-Abdrabbuh, Ph.D.	Byron Bethards, Ed.D., SG&E Director
Chris Hawkins	
Bernie Wang	STUDENT REPRESENTATIVES PRESENT
	Ayeh Akhavan-Heidari, CHS
BOARD MEMBERS EXCUSED	Thomas Depree, CHS
Judah Largent	Thomas Sherry, CHS
	Amy Ibarra-Rodrigues, CHHS
	Jack Martin – CHHS
	Laura Chen – CVHS
	Leo Schwartz – CVHS

II. ACKNOWLEDGMENT OF LGBTQI2S+ HISTORY MONTH

Board members and student representatives read aloud the Resolution Number 21-1001 Acknowledgement of LGBTQI2S+ History Month, celebrated annually each October. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

III. STUDENT REPRESENTATIVE INTRODUCTIONS

Superintendent Noss welcomed the new student representatives; they introduced themselves and provided reports from their schools.

College Hill High School is at full capacity with 160 students enrolled across its three programs (CHHS, construction, and urban farm). Staff are engaging in book studies to improve student support. New initiatives include an Ambassador mentoring program (with conflict resolution training) and the addition of several new clubs and classes, such as

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knitting, 2D/3D art, and peace literacy. The construction program is applying its training by building a garden shed for Adams Elementary.

Crescent Valley High School has had an energetic start to the school year with strong student participation in assemblies and football games. Campus infrastructure improvements—including new concrete stairs and pothole repairs—have been completed to enhance safety and appearance. The school is currently focused on including student voices in district decisions. Upcoming major events include Homecoming Week activities, game, and dance.

Corvallis High School is preparing for an upcoming community car show event. The school successfully raised over $4,000 for underprivileged families through the Winter Smiles program, utilizing the Dutch Bros Buck for Kids Initiative. The school is implementing the new statewide phone ban, which has shown positive effects on learning focus but also presents some challenges with communication and enforcement.

IV. PUBLIC COMMENT

Vibhav Javali, CSD Student, expressed concern over the consolidation plan, arguing it's inequitable and fails to address the real problem of enrollment decline. They advocated for redrawing boundaries to balance student populations and criticized the plan as a "half-baked" attempt to cover past missteps. Cited an instance where a student expressed doubt about Crescent Valley High School's (CVHS) future existence. Stated that the district's mention of a potential CVHS closure review by 2028-2029 is challenging student identities and causing concern.

Penelope Seldera-Bahnson, CSD Student, stated the consolidation plan feels "extremely rushed" with no evidence of authentic community feedback. Questioned why the district is closing a thriving middle school like Cheldelin when the core issue is declining elementary enrollment. Highlighted plan weaknesses, including Mountain View K–8 struggling with space/resources compared to a larger central facility. Cited resource cuts (libraries down 33-66%, arts down 50%) as a driver of student transfers out of the district and asked the Board to regulate inter-district transfers to maintain equality between CVHS and CHS.

Kiran Gibson, CSD Student, focused on the plan's negative consequences for high schools, arguing it worsens the imbalance between CVHS (effectively served by 2.75 elementary schools) and CHS. Stated the lack of details regarding the CVHS closure review in 2028 causes panic and increases student transfers to CHS. Predicted that combining middle schoolers into one facility will further accelerate transfers to CHS as students seek to stay with friend groups.

Amanda McBride, CSD Parent, expressed strong concern for the 135 middle school staff affected by the merger. Noted that the consolidation's estimated cut of 11.2 FTE only

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addresses approximately $2 million of the total deficit, suggesting more staff cuts are forthcoming. Urged the district to provide staff with timely information on next year's needs and to value the staff who are asked to do "incredible things" with limited resources.

Steven Hoke, CSD Community Member, argued the proposal is not equitable, placing an "undue burden" on the Cheldelin neighborhood families. Criticized the plan as a "half measure" that leaves a $2 million shortfall, calling it "failure dressed up as progress." Stated the plan will disrupt education (especially electives and for special education students). Advocated for redistricting as the comprehensive solution needed to solve the budget crisis with the least impact on students.

Amanda Cordes, CSD Parent and Community Member, observed that the Board has failed to act on the Long-Range Planning Committee's recommendation to evaluate district boundaries for equitable resource distribution. Challenged the Board to consider the moral impact of passing a plan that causes significant disruption, addresses less than half of the shortfall, and ignores the known need for boundary review, which is an issue of equity.

Chris Blacker, CSD Parent, cited district data showing elementary schools are projected to fall to 59% utilization, while middle schools remain at 86%. Argued the plan is shortsighted because it sacrifices a healthy middle school structure (through elective elimination) to temporarily prop up failing elementary utilization numbers. Advocated for the alternative of closing two elementary schools and immediate redistricting to achieve long-term stability and efficiency.

Jack Blacker, CSD Student, provided firsthand testimony on the impact of resource cuts at Leticia Carson Elementary, noting the reduction of art time (75 to 45 minutes) and library time. Stated that high class sizes prevent his teacher from reading to them and make it difficult to get help. Questioned how moving sixth grade will help when the district "already don't have enough teachers."

Max Blacker, CSD Student, a second-grader, also detailed the resource cuts, noting music was cut from two days to one day, and art was significantly reduced. Stated the reduced library time and higher enrollment leave him with only 10–15 minutes to select a book, and his teacher is too busy to assist.

Erica Cheney, CSD Parent, Staff Member, and Classified Union Member, expressed deep concern over the constant annual cycle of budget cuts and the resulting "winnowing of staff." Stressed that staff members are unable to do their work effectively due to limited resources. Urged the Board to find a solution that doesn't let the harm drag on.

Luis Loutzenhiser, CSD Community Member, argued that moving sixth grade to elementary schools could be harmful by removing the independence and management skills gained in middle school. Noted that since middle schools are near capacity while elementary schools

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are not, it would be a mathematically better—though still difficult—cut to consider closing an elementary school.

V. SUMMER PROGRAMMING UPDATE

Student Growth and Experience Director Byron Bethards shared a slide presentation with data and highlights from summer programs and engaged the Board in discussion. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

VI. STUDENT & FAMILY SERVICES UPDATE

Student Growth and Experience Director Byron Bethards, Special Education Program Coordinator Megan Newell, and Family Outreach Supervisor Sarah Devine provided a written report before the meeting for review and shared a slide presentation at the meeting. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

The following information was shared and the presenters engaged with the Board in discussion.

Core Focus & Academic Rigor

- Educational Equity Definition: The core district goal is educational equity, defined as ensuring every child receives what they need to thrive academically and socially.
- Integrated Approach: Equity is achieved by integrating rigorous instruction with comprehensive student and family support, in collaboration with community partners.
- Academic Offerings: The curriculum features 17 AP courses, 22 college credit courses, and 11 Career & Technical Education (CTE) programs.
- Special Education: There is a significant increase in demand, with 15% of students accessing special education (up from 11% historically) and 9% accessing 504 accommodations, all served through inclusive neighborhood-school models.

Support, Challenges, and Board Inquiry

- Mental Health/Counseling: A tiered support model is utilized, including nine in-house therapists who have served 111 students this year.
- Family Outreach: Outreach focuses on removing learning barriers tied to homelessness, poverty, and food insecurity, coordinating with local resources.
- Emerging Challenges: Key concerns include increasing special education needs without matching funding, the potential impact of federal cuts to Medicaid/SNAP, and the need to address community underestimation of local poverty and homelessness.

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VII. REVIEW BOARD NORMS

The Board had received the 2024-25 Board Norms before the meeting for annual review and engaged in discussion. The Superintendent will bring the updated 2025-26 document back to the Board for adoption. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

VIII. REVIEW BOARD & SUPERINTENDENT WORKING AGREEMENTS

The Board had received the 2024-25 Board and Superintendent Working Agreements before the meeting for annual review and engaged in discussion. The Superintendent will bring the updated 2025-26 document back to the Board for adoption. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

IX. ADJOURNMENT

With no further business the meeting was adjourned at 8:27 PM.

_____ _____

Luhui Whitebear, Ph.D., Board Chair Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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Corvallis
SCHOOL DISTRICT

VIII.D. Licensed Personnel Action

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: October 2025

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Pogue, Nick	Mathematics-MS	1.0	Linus Pauling Middle	9/15/2025	Temporary Teacher

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Duvall, Jennifer	Director/HR	1	District Office	12/31/2025	Retirement

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

Corvallis
SCHOOL DISTRICT

VIII.E. Policy JFCEB - Personal Electronic Devices

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: October 16, 2025

ACTION REQUESTED

Board Policy JFCEB—Personal Electronic Devices—New Policy—Second Read

Background

In July 2025, Governor Tina Kotek released Executive Order No. 25-09, which requires that all Oregon school districts have a policy in place that restricts the use of personal electronic devices from the start of regular instructional hours to the end of regular instructional hours.

School districts are required to adopt a policy no later than October 31, 2025, with full implementation in effect no later than January 1, 2026.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Approval of new policy.

Corvallis SCHOOL DISTRICT

Code: JFCEB
Adopted:

Personal Electronic Devices */**

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below.

Definitions
"Personal Electronic Device" (PED) means any portable, electronically powered device that is capable of:

- Making and receiving calls; or
- Making and receiving text messages; or
- Accessing the internet independently from the school's network infrastructure.

These devices include smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses, and any other personal web-capable device, as well as the headphones and/or earbuds connected to those devices. This policy does not apply to laptop computers or other devices required to support academic activities.

"Instructional Hours" means from the regular start of the school instructional day to the end of the instructional day. Students participating in a field trip, school-sponsored event, or recreational activity during instructional hours that is staff-supervised are restricted from using their personal electronic devices.

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition;[1]
2. The student's individualized education program, as defined in ORS 343.035, or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);[2]
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within ten school days.[3]

Personal electronic devices may be kept by students in lockers, backpacks, or classroom pouches during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for use of a personal electronic device may not include loss of instructional time for the student (suspension

[1] JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

[2] If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

[3] JFCEB-AR must be submitted to the building administrator.

or expulsion), but could include progressive disciplinary actions outlined in leveled discipline matrices. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.[4]

Necessary communications between students and parents or caregivers can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices[5] that support academic activities and independent communications[6], except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required, to use their own personal electronic devices for that portion of the curriculum. Students using their own devices must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge, if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent in accordance with KL-AR, Public Complaints.

This policy takes effect upon adoption by the Corvallis School Board.

END OF POLICY
Legal Reference(s):
ORS 332.107
ORS 336.840
Oregon Executive Order 25-09

[4] For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student. Discipline will be in accordance with Board policies.

[5] The use of "personal electronic device" in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn't necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

[6] "Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Corvallis
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IX. CONSOLIDATED INFORMATION

IX.A. Q1 Financial Report (Unaudited)

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Maria McEldowney, Accounting Manager
Meeting Date: October 16, 2025

First Quarter Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending September 30, 2024 and September 30, 2025 follows this report. Year-to-date operating revenues through the end of September 2025 total $15.6 million or 15.8% of total budgeted operating revenues as compared to $15.3 million or 15.8% through the end of September 2024. As usual, revenues from the state school fund constitute the majority of funds received at this point in the year.

Year-to-date operating expenditures through the end of September 2025 total $14.3 million or 14% of total budgeted operating expenditures as compared to $13.1 million or 13.3% through the end of September 2024. As usual, both Supplies and Materials and Other Objects to show a high budget utilization rate by September 30 (end of Q1):

1. Supplies and Materials: Year-to-date expenditures total $.96 million or 26.1% of total budgeted supplies and materials requirements as compared to $.68 million or 23.8% in the prior period. Supplies and Materials costs are normally front-loaded to cover essential costs at the start of the fiscal year (textbooks, software subscriptions, etc.). The dollar increase ($.96 million from $.68 million) is primarily due to the planned purchase of certified Elementary and Middle School staff computer devices.
2. Other Objects: Year-to-date expenditures total $1.5 million or 54% of total budgeted other requirements as compared to $1.1 million or 51.8% in the prior period. This dollar increase is primarily due to anticipated premium increases in property and casualty insurance.

Projected resources and requirements and ending fund balance through June 30, 2026 will be provided beginning with the October financial summary.

Monitoring Fiscal Impacts:

As of September 30, we are monitoring the fiscal impact of the following:

1. **Audited Ending Fund Balance:** We anticipate the 2024-25 audit will be completed by December 31, 2025. 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. **Tax Valuation:** Tax Reports for 2025 are released in October. We will use this information to verify the amount budgeted in tax revenue and adjust accordingly.
3. **Enrollment:** The first major enrollment reporting deadline is October 27, 2025 and is referred to as First Period ADM. This information will help inform the budget for the next fiscal year.

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 September 30, 2025

CORVALLIS SCHOOL DISTRICT 509J
General Fund | 2025 - 2026 Financial Summary | First Quarter

For the Period Ending September 30, 2025

	2024 - 2025 YTD Actuals	Year % of Actual	2025 - 2026 Adopted Budget	2025 - 2026 YTD Actuals	% of Budget
RESOURCES					
Operating Revenues					
Local Property Tax Revenue	$ -	0.00%	$ 36,632,983	$ -	0.00%
Local Option Levy	-	0.00%	10,853,047	-	0.00%
Other Local Sources	425,653	11.39%	3,232,500	395,190	12.23%
Intermediate Sources	-	0.00%	875,000	-	0.00%
State School Fund	14,818,751	34.04%	44,944,068	15,072,103	33.54%
Other State Resources	-	0.00%	1,385,023	541	0.04%
Federal Sources	43,617	11.68%	327,000	93,330	28.54%
Other Sources	-	0.00%	5,000	-	-
Total Operating Revenues	**$ 15,288,021**	15.75%	**$ 98,254,621**	**$ 15,561,164**	15.84%
Beginning Fund Balance*	19,386,615	100.00%	16,830,395	17,689,650	105.11%
TOTAL RESOURCES	**$ 34,674,636**	**29.78%**	**$ 115,085,016**	**$ 33,250,814**	**28.89%**
REQUIREMENTS					
Operating Expenditures					
Salaries	$ 5,940,376	12.31%	$ 50,804,776	$ 6,339,505	12.48%
Associated Payroll Costs	3,204,687	11.55%	27,784,726	3,589,894	12.92%
Purchased Services	2,173,550	14.77%	15,678,551	2,001,760	12.77%
Supplies and Materials	678,043	23.77%	3,676,748	959,832	26.11%
Capital Outlay	57,708	26.10%	82,000	-	0.00%
Other Objects	1,073,202	51.83%	2,687,847	1,450,827	53.98%
Transfers	-	0.00%	2,088,540	-	0.00%
Total Operating Expenditures	**$ 13,127,566**	**13.29%**	**$ 102,803,188**	**$ 14,341,818**	**13.95%**
Contingencies	-	-	7,369,097	-	0.00%
Unappropriated Ending Fund Balance	-	-	4,912,731	-	0.00%
TOTAL REQUIREMENTS	**$ 13,127,566**	**13.29%**	**$ 115,085,016**	**$ 14,341,818**	**12.46%**

**unaudited beginning fund balance subject to change*

Corvallis
SCHOOL DISTRICT

X. BOARD MEMBER COMMENTS

XI. ADJOURNMENT (8:55 PM)*

*All times are approximate.

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

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

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

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

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

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

Grievance Process - ORS 192.705
Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

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

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