



# Corvallis

SCHOOL DISTRICT

## NOTICE

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

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Thursday, December 11, 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](mailto: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/UC9Jtpte5dmilZl9kySBjVQ?>  
**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](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

SCHOOL DISTRICT

Thursday, December 11, 2025  
6:30 PM

## AGENDA

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

Meeting Details: Thursday, December 11, 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 AND ROLL CALL (6:30 PM)\*
- II. BOARD MEMBER REPORTS
- III. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES
- IV. SUPERINTENDENT'S REPORT



# Corvallis

## SCHOOL DISTRICT

### Superintendent's Report

Shared with the Corvallis School Board during the December 11, 2025, meeting.

### Consolidation Update

A few updates on our school consolidation work:

- The district's [Boundary Locator Tool](#) has been updated to reflect the 2026-2027 boundaries.
- This week, we announced the **principal shifts** that will happen as a result of school closures. These administrative shifts are part of a larger process to realign our district's resources to best serve all our students as we move into the 2026-27 school year.
- Next week, we will distribute a survey to our staff, asking them to share their **placement preferences for the 2026-27 school year**. This information will help us make the necessary moves to place staff as close to their individual preference as possible.
- Developing an **early and regular resident transfer window**, both of which will prioritize Letitia Carson and Cheldelin students and their kindergarten siblings. These dates will be shared with families in the December monthly consolidation communication.
- **Transition teams** are beginning to form at schools. These teams will work on legacy projects, school memorabilia, and end-of-year school events and celebrations.
- District leaders have met with high school athletic directors to begin planning **athletic programming for 6th- to 8th-grade students next year**.
- District leaders are working on **developing student transition plans**. School leadership will focus on fostering a sense of belonging for students at each of our sites, with a special emphasis on **supporting students who are transitioning between schools**. More details will be shared upon our return after winter break.

### Industry Leaders Meeting

Next Tuesday, with the support of the Corvallis Public Schools Foundation, we will convene industry leaders with district staff to discuss the knowledge and skills required for the world of work and how to foster stronger partnerships for Career and Technical Education Programming.

### School Scorecards

At the December 18 board meeting, elementary principals will report on their progress on their building scorecards. These scorecards are how our buildings track their progress on their individual goals tied to the overall district goals.

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

### Summer Programming

Next week, we will meet with the Corvallis Public Schools Foundation to discuss next year's Summer Programs. This allows us to discuss which programs to prioritize and how to effectively utilize funding from the foundation to support student academic success.

**Crescent Valley Presents: A Christmas Story**

This weekend is the opening weekend for Crescent Valley High School's production of *A Christmas Story*. Shows are December 12, 13, 19, and 20 at 7:00 p.m. and December 14 at 2:30 p.m. at the Crescent Valley Auditorium. Visit [bit.ly/CSDTheaters-Buy-Tickets](https://bit.ly/CSDTheaters-Buy-Tickets) for tickets.



# Corvallis

## SCHOOL DISTRICT

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

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

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



**PROVIDING INPUT TO THE SCHOOL BOARD**

*(Revised 02-06-25)*

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

**Public Comment at School Board Meetings**

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

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

**Written Correspondence**

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

**Telephone Calls**

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



**PROVIDING REMOTE INPUT TO THE SCHOOL BOARD**

*(Revised 02/06/25)*

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

**Public Comment at School Board Meetings**

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

- A. Email Board Secretary Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us) by noon on the day of the meeting.
- B. Provide your name, home address, and the telephone number you will be calling in on.
- C. You will be provided a telephone number and meeting access code.
- D. At the time designated on the agenda, call the number provided and enter any required access codes.
- E. You will be “in the waiting room” until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
- F. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- G. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to comment after you.
- H. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- I. If you read from a prepared statement, you may choose to email your written comments to Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us) to post online with the informational packet of the meeting and to file with the official minutes of the meeting. It is not required, however.
- J. Speakers may offer objective criticism of District operations and programs, but the Board will not hear complaints concerning individual District personnel.
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Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Bernie Wang	541-704-7298		

CSD Board Meeting 12.11.2025  
Michael Eller

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Good evening Board Members,

My name is Michael Eller. My wife and I have four children in this School District.

Four weeks ago, after midnight, the Board voted 6-1 to close Cheldelin Middle and Letitia Carson Elementary. The main reason was to address our District's projected budget shortfall that stemmed from the State's projected \$373M deficit for our current 2025–2027 biennium [of which funds 63% of our district budget (CSD, 2025a)]. We were facing a \$4M deficit for next school year. This was the driver used to justify this ruined, biased decision, even after several board members admitted and agreed that they may have ill-advised Superintendent Noss on the school closure criteria. After hours of public comment, this decision was made with an unwillingness to pause and do the necessary work to develop a comprehensive plan that is needed. (that doesn't include overcrowding our north Corvallis schools.)

But less than a week later, in the quarterly update, the State revised that forecast (DAS, 2025). To the surprise of everyone, myself included, the deficit dropped by 83%—from \$373M to \$63M. For our district, that means our projected budget shortfall now falls under \$1M—far less than the \$4M gap that drove this plan, and less than the outstanding deficit remaining after closing these school. This is 0.5% of our overall current budget.

THIS IS GOOD NEWS! It gives us time and resources to pause, work with staff, city officials, and the community, and create a comprehensive plan for future school consolidations. This is an unexpected gift—and provides an opportunity to do the right thing for students and staff.

Emielle Nischik of the Oregon School Boards Association said: "With this improved forecast, [the State Legislature has] *there is now* time to develop thoughtful plans for how to navigate increasingly tight budgets in the coming biennia. The choice to make cuts now would be just that – a choice." (OSBA, 2025)

Yes, challenges remain for future school years, and difficult decisions are going to be made, but don't you think that these can be addressed with a better plan that is supported by the community? Closing these schools for the next school year is not a necessity—it's a choice. You have chosen a short-sighted plan that will not help our students or staff thrive in the long run. A plan that, as Superintendent Noss commented, is not perfect. (Corvallis Advocate, 2025). But it can be made better. (transportation, walkability, sports, younger staff building careers, loss of community trust for future funding support, etc)

There's a Japanese saying: "If you get on the wrong train, get off at the nearest station. The longer you wait, the more expensive the return trip will be." The next station is here. There may not be many stations left. How will you act?

Your commanding message from November 13 is that you care more about staff than buildings. This is your opportunity to show it. Do you stick with your current decision, knowing the flaws and that it now needlessly cuts over 18 staff positions? Or do you use this opportunity to develop a better plan that enables this school community to thrive in the years to come?

Now is the time to lead and to act with wisdom and courage.

Thank you.

## Afterthoughts:

We need a better, comprehensive plan. Here is what is needed from the Board.

- Re-motion this proposal, and vote no.
- Direct the District to engage with the Long-Range Facilities Planning Committee and the Budget Committee to develop a multi-year, multi-school plan that follows best practices.
- Engage with the public and District staff throughout the process.
- Set a realistic timeline.
- Develop a plan that is justifiable, realistic, and has been coordinated with the public so that all take ownership of it.

## Examples

### Rushed:

- Lack of time (or effort) to engage willingly with community. Community wasn't made aware of these plans until September with the first proposal.
- Timeline and decision were rushed to prevent cuts in other areas (CSD FAQ, pg 2)
- Rushed to minimize the negative impact on students and staff by allowing us to move from debate to planning as quickly as possible (CSD FAQ, pg. 2)
- Timeline is based on time required for instructional planning through our Innovation Team and for staff to prepare for their potential new assignments.
- One board member felt required to make a decision to address the desires of his constituents. Who are his constituents if not the community?
- One board member felt required to make a decision now because they didn't want to delay and have to tell students and staff again that their school is going to close.

### Biased:

- Criteria that Board gave to district for consolidation plan, including what schools to leave out.
- This addresses the wrong problem – distribution of elementary schools feeding into middle and high schools.
- Bias eliminated by group of district staff. Staff included Byron Bethards (past principal of Mountain View ES and listed current PTA president), Lauren Wolfe (husband is MT. View teacher), Melissa Harder (past KJH principal, and husband is current Executive Director of Dial-A-Bus, which has a >\$1.2M contract with school district).
- Biased was minimized by grounding the decision on 3<sup>rd</sup> party data on enrollment and building capacity. Contrary to one board member's comment, enrollment and capacity alone are insufficient metrics to make a decision. Now all north Corvallis schools will be at or exceed the District's intended target capacity.



**Corvallis**  
SCHOOL DISTRICT

VI. BIAS REPORTING UPDATE



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, Kristin Mahoney  
Meeting Date: December 11, 2025

### **Bias Incident Response - 2024 - 2025 Data Report**      **No Action Required**

#### Background

This Bias Response Board Report provides data from September 2024 through June 2025, as well as comparison data from the last two years. At the Board Meeting, district staff will also provide a slide presentation with more data insights and a description of our collaboration with [WestEd](#) to strengthen the ability of school and district leaders to recognize and address anti-Black racism, and to advance equity, culturally responsive and sustaining education (CRSE), and Culturally Responsive Data Literacy (CRDL) within district policies, practices, and procedures.

#### Data Report and Analysis

The District received a total of 362 bias incident reports from September 2024 through June 2025.

- 293 reports were found to have actually occurred and resulted in action by the building administrators.
- 86 of those reports were anonymous.

#### **Reporters**

	<b>CSD Staff</b>	<b>CSD Students</b>	<b>Parent/Community</b>
<b>2022 - 2023</b>	41.7%	50%	8.2%
<b>2023 - 2024</b>	51%	44%	4.5%
<b>2024 - 2025</b>	65%	31%	3.0%

**Locations of Incidents**

	<b>Classroom</b>	<b>Outside at School</b>	<b>Indoors at School</b>	<b>Online</b>
<b>2022 - 2023</b>	50%	16.1%	33%	
<b>2023 - 2024</b>	57%	13%	28%	
<b>2024 - 2025</b>	49%	14%	32%	3.7%

**Types of Bias Reported**

	<b>Race</b>	<b>LGBTQ+</b>	<b>Disability</b>	<b>Religion</b>
<b>2022 - 2023</b>	46.5%	28.8%	8.1%	5.6%
<b>2023 - 2024</b>	52%	27%	11%	10%
<b>2024 - 2025</b>	47%	25%	14%	4%

**Impact by Level**

	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
<b>2022 - 2023</b>	20.1%	59.7%	19.4%
<b>2023 - 2024</b>	30%	61%	9%
<b>2024 - 2025</b>	38%	48%	12%

**Investigation and Consequences**

Once a report is received, it is sent to the school to be confirmed and investigated. Following an investigation, the building administrator will determine a plan of support and/or consequences for the person causing harm. In 2024 - 2025, the following actions were taken most frequently in response to a bias incident.

<b>Actions</b>	<b>Number of Times Utilized</b>
Reteaching or Lessons	185
Parent Meeting	58

Suspension (In School or Out of School)	27
Detention and/or Loss of Privileges	24
Repair with the person harmed	15
Re-entry Plan, or Safety Plan, or Schedule Change	11

Involvement

District staff: Melissa Harder, Kristin Mahoney

Cost Impact

None

Function

Review and discussion.



# Corvallis School District

## Bias Incident Response Board Presentation

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December 11, 2025

# Goals

## Goal 1

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Interrupt bias while it's occurring.

## Goal 2

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Support the student who has been harmed by bias.

## Goal 3

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Provide educational opportunities for all students.

## Goal 4

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Show all students that their school takes incidents seriously.

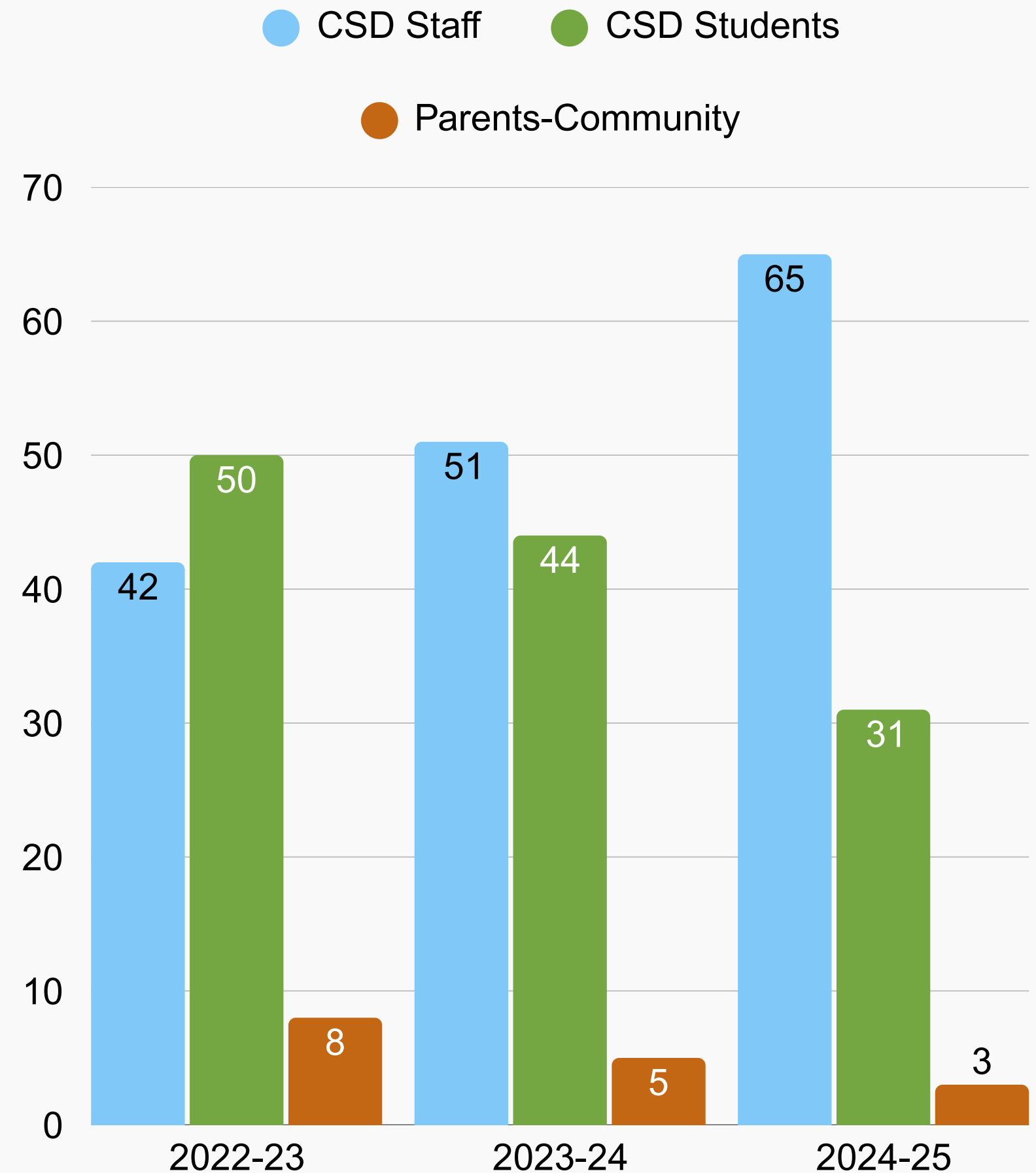
# Reporters

CSD Staff are the largest group of reporters.

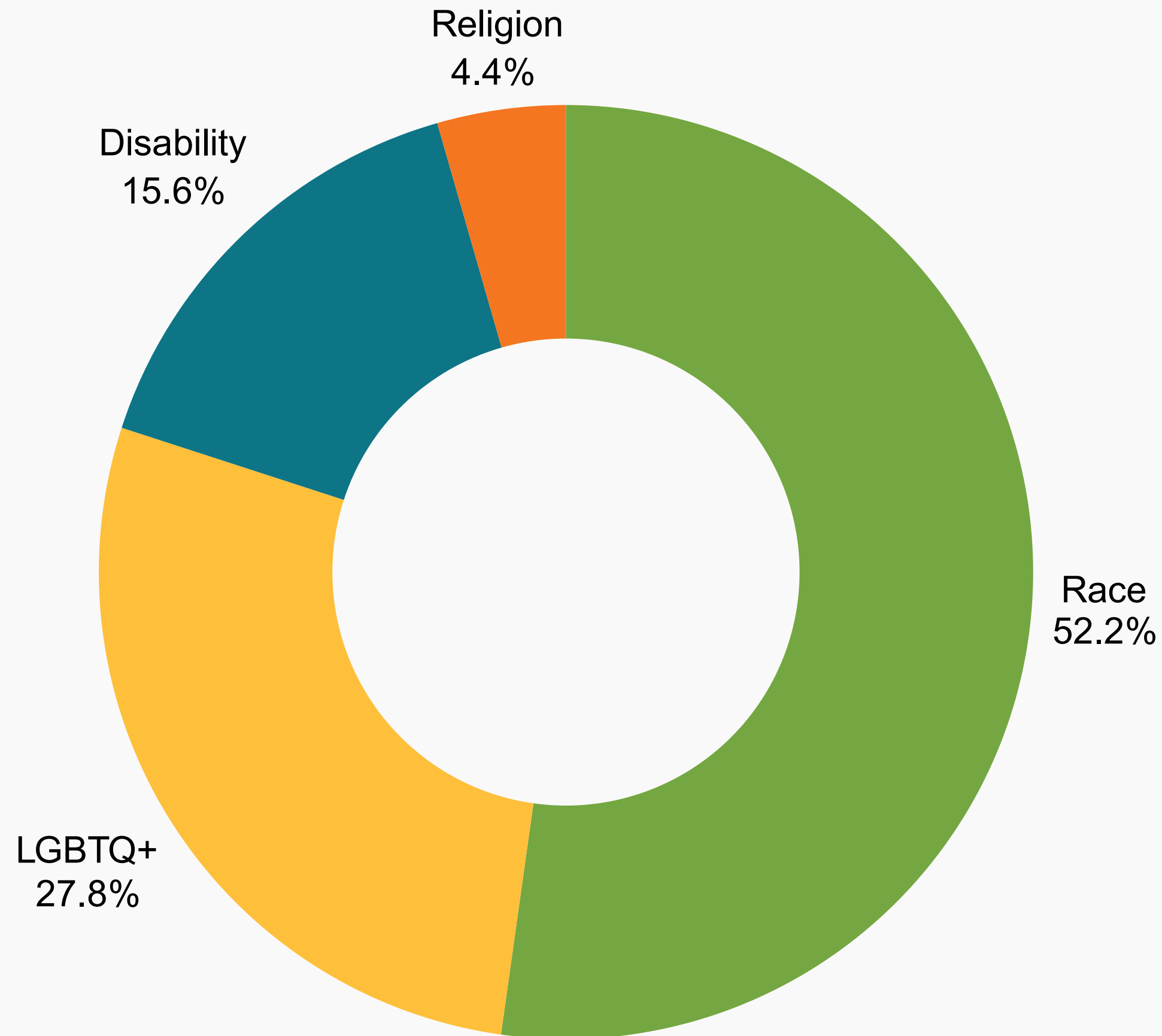
More than half of those staff reported on behalf of a student.

The majority of those reports were made at the elementary level.

## Percentage of Reporters by Year



# Types of Bias



## Most Common:

Racial Submission =  
Use of "N" Slur

LGBTQ+ Submission =  
Use of "gay" as a Slur

Religious Submission =  
Swastikas

Disability Submission =  
Mocking a disability

# Impact by Level

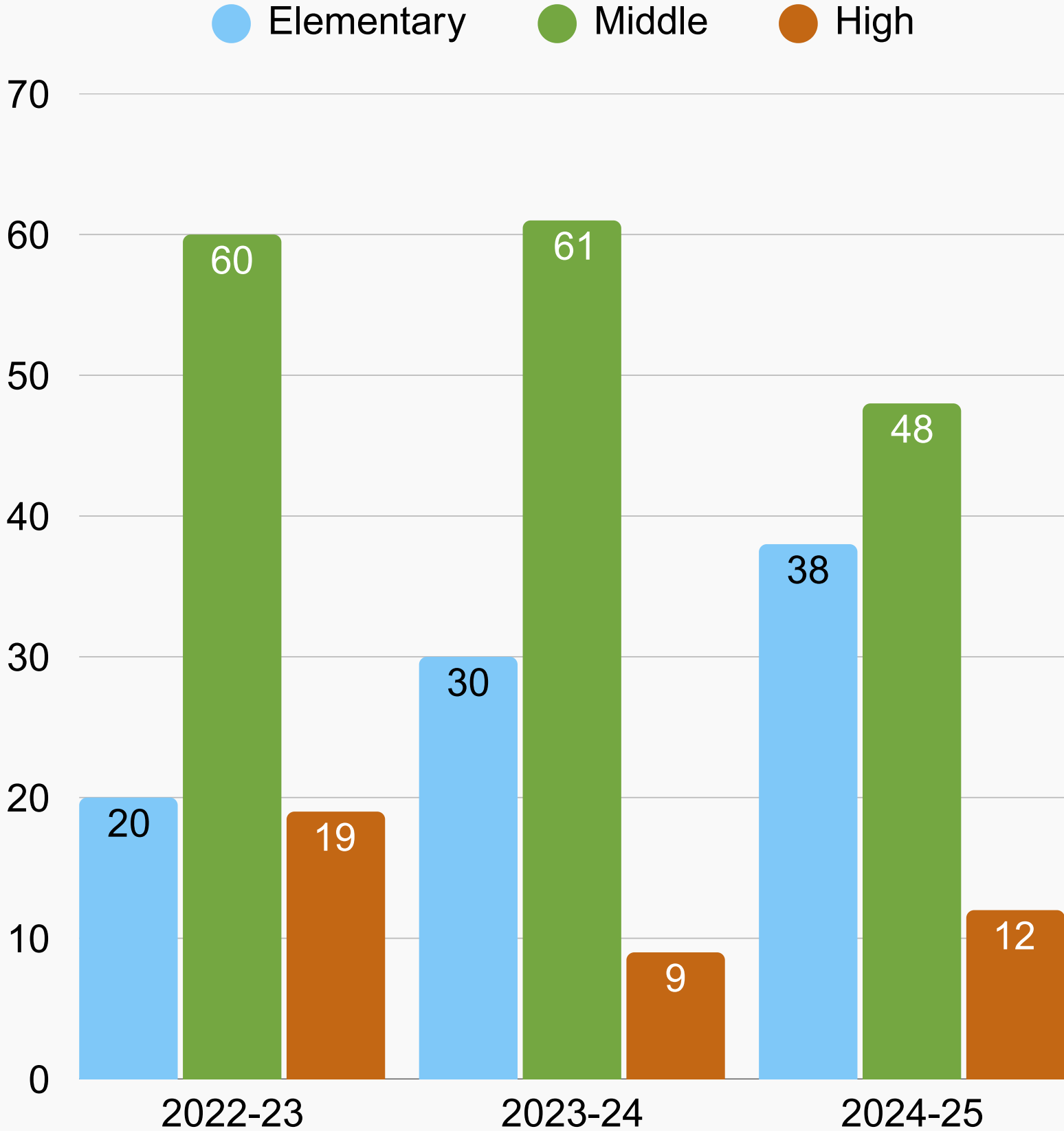
Most Common:

Location = The Classroom

Form = Verbal

Time = Lunch time and immediately following lunch

### Percentage of Incidents



# Grant Funded Partnership Between CSD and WestEd

**Our goal with our partnership is to provide professional learning on racial equity and anti-Black racism.**

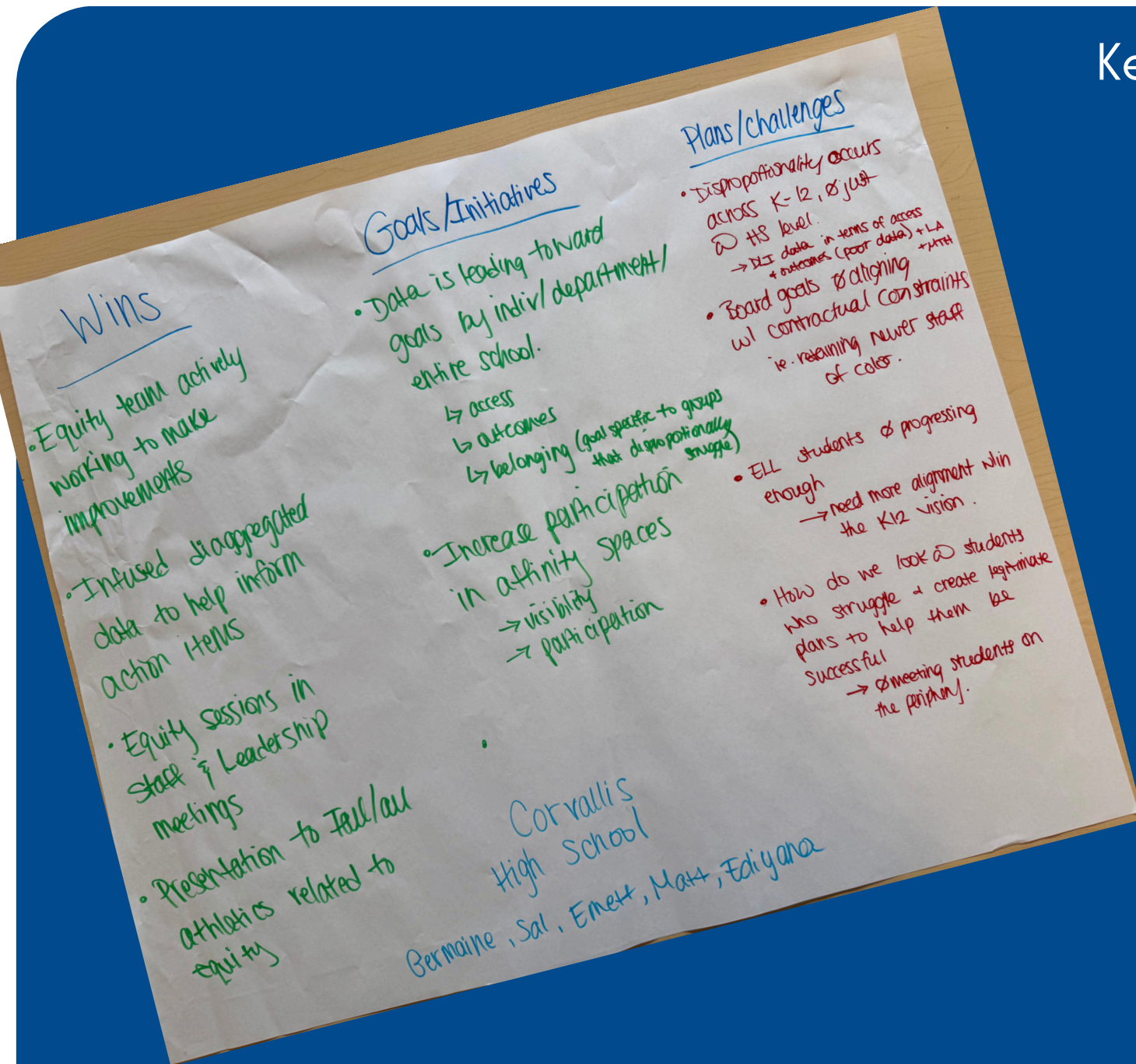
Trainings focus on strengthening leaders' capacity to:

- Recognize and address anti-Black racism.
- Advance equity and culturally responsive and sustaining education (CRSE).
- Implement Culturally Responsive Data Literacy (CRDL) within district systems.
- Implement similar professional learning with the staff.



# Session 1: November 4

## Disproportionality, Equity, and Culturally Responsive and Sustaining Education



### Key Objectives:

- Build community agreements for authentic participation and sustained engagement.
- Understand the core principles of Culturally Responsive and Sustaining Education (CRSE).
- Explore and affirm foundational understandings of equity, culture, racial identity, and culturally responsive education.
- Reflect on social identities, personal culture, and their impact on educational practice, power, privilege, and marginalization.
- Discuss historical underpinnings and manifestations of anti-Black racism in education.
- Become familiar with the core functions and roles of equity teams.
- Introduce the Culturally Responsive Self-Assessment tool.

# Next Sessions:

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- ✓ Session 2:  
Foundations of Culturally Responsive Data Literacy
- ✓ Session 3:  
Culturally Responsive Action Planning:  
Develop Area of Focus and Root Causes
- ✓ Session 4:  
Culturally Responsive Action Planning:  
Developing Action Steps





# QUESTIONS



**Corvallis**  
SCHOOL DISTRICT

VII. STUDENT INVESTMENT ACCOUNT (SIA)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, Assistant Superintendent  
Lauren Wolfe, Director of Finance  
Meeting Date: December 11, 2025

### **Student Investment Account Grant Agreement**

### **ACTION REQUESTED**

#### Background

On September 11, 2025, the district presented the 2024-25 Annual Integrated Guidance Report, which is required to be presented orally, for approval, at an open meeting with opportunity for public comment. In addition, the Student Investment Account grant agreement, which was received November 4, 2025, must be presented publicly for approval, at an open meeting with opportunity for public comment. The district must also make the grant agreement available on the district webpage and at the district office.

All required information is posted on our website at the URL below and is available for viewing at the District Office.

<https://www.csd509j.net/about-us/district-information/facts-and-figures/>

#### ACTION REQUESTED:

Approve the district's 2025-27 Student Investment Account (SIA) Grant Agreement.

#### ATTACHED:

2025-27 Student Investment Account (SIA) Grant Agreement.

#### MOTION REQUESTED:

"I move to approve the district's 2025-27 Student Investment Account (SIA) Grant Agreement."

# STATE OF OREGON GRANT AGREEMENT

## “Student Success Act – Student Investment Account”

Grant No. **39178**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Corvallis SD 509J** (“Grantee”), each a “Party” and, together, the “Parties”.

### SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

### SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs and to increase academic achievement, including reducing academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

### SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

## SECTION 4: GRANT MANAGERS

### 4.1 Agency’s Grant Manager is:

Torrie Higgins  
 Office of Education Innovation & Improvement  
 255 Capitol St NE  
 Salem, OR 97310-0203  
 Torrie.higgins@ode.oregon.gov

### 4.2 Grantee’s Grant Manager is:

Ryan Noss  
 1555 SW 35th St  
 Corvallis, OR 97333  
 ryan.noss@corvallis.k12.or.us

### 4.3 A Party may designate a new Grant Manager by written notice to the other Party.

## SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

## SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
<b>2025-27 Total Biennial Allocation (TBA)</b>	July 1, 2025 – June 30, 2027	<b>\$12,280,270.76</b>
Less: 2025–27 Q1 projected amount made available under Agreement number [34352] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	<b>(\$1,615,488.18)</b>
<b>2025-26 Year 1 – Allocation - CURRENT</b>	July 1, 2025 – June 30, 2027	<b>\$4,401,844.49</b>
<b>2026-27 Year 2 – Allocation – RESERVED (not yet released)</b>	July 1, 2025 – June 30, 2027	<b>\$6,262,938.09</b>
<b>2027-29 Quarter 1 projected (2027-29 Q1)</b>	July 1, 2027 – September 30, 2027	<b>\$1,607,542.98</b>
<b>Total Grant Funds ( 2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)</b>		<b>\$12,272,325.56</b>

**The line items provided in the table above have the following meanings:**

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds include allocations for participating district-sponsored charter schools, as described in Exhibit A, Section 1: Charter School Participation.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

## **SECTION 7: DISBURSEMENT GENERALLY**

### **7.1 Disbursement.**

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

### **7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to

Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
  - 7.2.2 No default as described in Section 15 has occurred; and
  - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

## **SECTION 8: REPRESENTATIONS AND WARRANTIES**

8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

## SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed

above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

## **SECTION 10: CONFIDENTIAL INFORMATION**

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one

calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

**10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

**10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

## **SECTION 11: INDEMNITY/LIABILITY**

**11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

**11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

**11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless

of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

## **SECTION 12: INSURANCE**

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

## **SECTION 13: GOVERNING LAW, JURISDICTION**

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

## **SECTION 14: ALTERNATIVE DISPUTE RESOLUTION**

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute

short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

## SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
  - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
  - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

## SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any

limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

## **SECTION 17: WITHHOLDING FUNDS, RECOVERY**

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

## **SECTION 18: TERMINATION**

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
  - 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
  - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
  - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
  - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
  - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

- 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or
- 18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.
- 18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

## SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for

identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

**19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

**Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

## SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

### STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate  
Contracting Officer

11/04/2025  
Date

### Corvallis SD 509J

By: Lauren Wolfe  
Authorized Signature

11/13/2025  
Date

Lauren Wolfe  
Printed Name

Director of Finance  
Title

93-6000205  
Federal Tax ID Number

### Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson  
Assistant Attorney General

11/04/2025 via email  
Date

# EXHIBIT A THE PROJECT

## SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

### **Charter School Participation**

The Grantee’s approved Integrated Plan includes outcomes and strategies and a two-year budget for **Inavale Community Partners dba Muddy Creek Charter School**, which is a district-sponsored charter school(s) participating under the Grantee’s oversight during the 2025–27 biennium.

The Grantees allocation includes funding attributable to the ADMw of the participating charter school(s). The Grantee shall administer and distribute these funds to each charter school in accordance with the executed District Charter Program Agreement , established under the Integrated Guidance, and the requirements of ORS 327.185(4).

## SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“**Act**” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

**“Allowable Project Costs”** means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

**“Baseline Targets”** means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

**“Common Metrics”** means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

**“Disaggregated”** has the meaning given in section 12(a) of the Act.

**“Five-Year Completion Rate”** has the meaning given in section 12(b) of the Act.

**“Focal Student Groups”** means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

**“Four-Year on-Time Graduation Rate”** means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

**“Gap Closing Targets” or “Closing Gap Targets”** means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

**“Integrated Programs”** means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

**“Integrated Plan”** means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

**“Local Optional Metrics”** are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

**“Longitudinal Performance Growth Targets (LPGTs)”** means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

**“Ninth-grade On-Track Rate”** has the meaning given in section 12(d) of the Act.

**“Progress Markers”** means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

**“Regular Attendance Rate”** has the meaning given in section 12(f) of the Act.

**“SIA Account”** means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

**“Stretch Targets”** means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

**“Third-Grade Reading Proficiency Rate”** has the meaning given in section 12(g) of the Act.

## **SECTION III – PROJECT ACTIVITIES**

### **Integrated Plan Implementation**

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

### **Allowable Use of Grant Funds**

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
  - More hours or days of instructional time;
  - Summer programs;
  - Before-school or after-school programs; or
  - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
  - Social-emotional learning and development;
  - Student mental and behavioral health;
  - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
  - Student health and wellness;
  - Trauma-informed practices;
  - School health professionals and assistants;
  - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
  - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
  - Broadened curricular options at all grade levels, including access to:
  - Art, music, and physical education classes;
  - Science, technology, engineering, and mathematics (STEM) education;
  - Career and technical education, including career and technical student organization programs;
  - Electives that are engaging to students;
  - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
  - Dropout prevention programs and transition supports;
  - Life skills classes;
  - Talented and gifted programs;
  - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

**SECTION IV – REPORTING REQUIREMENTS**

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

<b>Reporting Period</b>	<b>Due Date</b>	<b>Deliverable</b>
July 1 – September 30	<b>November 15</b>	Submit financial and performance progress report.
October 1 – December 31	<b>February 15</b>	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	<b>August 15</b>	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

### **SIA Grant Monitoring**

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

### **SECTION V – DISBURSEMENT** **Disbursement of Grant Funds**

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i> )
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference ( <i>ensures Q1 + Q2 equals 25% of TBA</i> )
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

**Disbursements outlined in the table above are subject to the following:**

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30<sup>th</sup>, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

**Allocation and Projections**

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

## EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK CORVALLIS SD 509J

### SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

#### A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

#### B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

**C. Profound Progress: Substantial and Significant Changes**

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

**SECTION II – FINALIZED CO-DEVELOPED LPGTS**

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
<b>Four Year Cohort Graduation</b>			
<b>Baseline Target: All Students</b>	92.2%	93.0%	93.8%
<b>Stretch Target: All Students</b>	93.8%	94.0%	94.8%
<b>Gap-Closing Target: All Focal Group Students</b>	88.2%	89.1%	90.0%
<b>Five Year Cohort Completion</b>			
<b>Baseline Target: All Students</b>	>95%	>95%	>95%
<b>Stretch Target: All Students</b>	>95%	>95%	>95%
<b>Gap-Closing Target: All Focal Group Students</b>	94.3%	94.8%	>95%
<b>9th Grade on-Track</b>			
<b>Baseline Target: All Students</b>	89.0%	91.0%	93.0%
<b>Stretch Target: All Students</b>	91.0%	93.0%	95.0%
<b>Gap-Closing Target: All Focal Group Students</b>	84.6%	87.8%	90.0%
<b>3rd Grade ELA Proficiency</b>			
<b>Baseline Target: All Students</b>	42.0%	45.0%	50.0%
<b>Stretch Target: All Students</b>	52.0%	55.0%	60.0%
<b>Gap-Closing Target: All Focal Group Students</b>	28.0%	34.0%	40.0%
<b>Regular Attenders</b>			
<b>Baseline Target: All Students</b>	66.0%	68.0%	70.0%
<b>Stretch Target: All Students</b>	72.0%	76.0%	79.0%
<b>Gap-Closing Target: All Focal Group Students</b>	50.6%	52.8%	55.0%

**SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)**

**Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.**

	2025-26	2026-27	2027-28
<b>Local Optional Metrics</b>			
<b>Baseline Target: All Students</b>			
<b>Stretch Target: All Students</b>			
<b>Gap-Closing Target: All Focal Group Students</b>			

## **EXHIBIT C INSURANCE**

### **INSURANCE REQUIREMENTS**

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

### **WORKERS' COMPENSATION & EMPLOYERS' LIABILITY**

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

### **COMMERCIAL GENERAL LIABILITY**

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

### **AUTOMOBILE LIABILITY INSURANCE**

**Required**  **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

**PROFESSIONAL LIABILITY**

**Required**  **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

**EXCESS/UMBRELLA INSURANCE**

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

**ADDITIONAL INSURED**

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

**WAIVER OF SUBROGATION**

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

**CONTINUOUS CLAIMS MADE COVERAGE**

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

**CERTIFICATE(S) AND PROOF OF INSURANCE**

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

**NOTICE OF CHANGE OR CANCELLATION**

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

**INSURANCE REQUIREMENT REVIEW**

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

**STATE ACCEPTANCE**

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

**Additional Coverages That May Apply:**

**DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:**

**Required**    **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

**PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:**

**Required**    **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.



**Corvallis**  
SCHOOL DISTRICT

VIII. REVIEW BUDGET PARAMETERS



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Lauren Wolfe, Director of Finance  
Meeting Date: December 11, 2025

### **Budget Parameters**

**NO ACTION REQUIRED**

#### Background

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

The budget parameters presented tonight are rooted in the [GFOA's Best Practices in School Budgeting](#) and incorporate feedback received from board members during previous school board meetings. The terms "should" and "shall" are used throughout rather than the word "must" as budget parameters are general guidelines, not policy. No changes are proposed at this time.

#### Attached

Corvallis School District Budget Parameters

# CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

*Presented for first read on December 11, 2025*

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

## **Student Outcomes Should Drive the Budget Process**

The budget process should be driven by the vision to create exceptional learning experiences where all students learn at high levels<sup>1</sup>. Clear goals for student outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

## **Provide Every Student with Equitable Access and Opportunities**

The district is committed to transforming educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families<sup>2</sup>. The budget process should honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically<sup>3</sup>. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality curriculum, support, facilities, and other resources, even when this means differentiating resource allocations. (*Excerpted from [Corvallis School District Policy JBB – Educational Equity](#)*)

## **Decisions Should Be Informed By Data**

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

## **Base Resourcing Decisions on the Total Value Created for Students**

The budget process should seek to allocate resources in a way that creates relevant and engaging learning experiences for students that support their short and long-term goals towards an evolving future<sup>4</sup>.

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

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

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<sup>1</sup>Board Goal 1: Excellent Learning Experiences

<sup>2</sup>Board Goal 2: Equitable Systems

<sup>3</sup>Board Goal 4: Healthy Communities

<sup>4</sup>Board Goal 3: Relevant and Engaging Learning

- **Make student-centered decisions**

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

### **Critically Re-Examine Patterns of Spending**

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

### **Take a Long-Term Perspective**

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

### **Engagement, Transparency and Accountability**

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

- Engage student and staff voice in the budget process, fostering identity and agency<sup>3</sup>.
- Make performance data readily available. The budget process should be informed by valid and reliable data on fiscal and academic performance.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.
- Use a consolidated budget that considers all available funds. Acknowledge constraints on categorical spending, but consider all available funds to make the most impact with available resources.
- Be clear on what actions are being funded to help the district reach its Board goals, not just line items and broad expenditure categories.

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<sup>1</sup>Board Goal 1: Excellent Learning Experiences

<sup>2</sup>Board Goal 2: Equitable Systems

<sup>3</sup>Board Goal 4: Healthy Communities

<sup>4</sup>Board Goal 3: Relevant and Engaging Learning



# Corvallis

SCHOOL DISTRICT

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



# Corvallis

## SCHOOL DISTRICT

### **Resolution Number 16-1201**

### **Rights of Undocumented Students and Protocols for**

### **Immigration and Customs Enforcement (ICE) Access to Schools**

#### **RECITALS**

- A. Since 1982, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202) has required equal access to public education for all children, including those who are undocumented or come from families with members who are undocumented.
- B. The Board of Directors of the Corvallis 509J School District is committed to the success and safety of every student who attends our district's schools. Our goal is for every student to grow and ultimately to graduate, and it is the responsibility of our school district to give each student the opportunity and support to meet this goal.
- C. The Board believes that physical safety and emotional well-being are paramount to foster student success. Therefore, our schools must be safe and inviting places for all students and their families. Policies already in place prohibit any form of discrimination, harassment, or bullying. The district's anti-discrimination policies have both Federal civil rights law and Oregon law at their foundation.
- D. The Board knows that our children's safe and inviting educational environment would be disrupted by the presence of ICE officials who might come into district schools for the purposes of removing students or their family members or obtaining information about students or their families.
- E. The Board further believes that our students' ability to succeed would be negatively impacted by the removal of their family members by ICE, which could leave students without supervising adults to care for them. Therefore, the district will develop policies and procedures to protect and care for such students until a guardian or other designated adult is contacted, and that all teachers, administrators, and staff should be trained on such procedures.

#### **RESOLUTION**

1. Any ICE official intending to enter any Corvallis 509J school must first notify the Superintendent or designee, in person, of this intention, with adequate notice for the Superintendent to consult with legal counsel and take steps to provide for the emotional and physical safety of students and staff.
2. The Superintendent is authorized to ask for any ICE official's credentials, ask why he or she is requesting access to a school, and review the legal authority for the request.

3. Any ICE official must provide written legal authority for entry into a 509J school. Such authority must document the purpose for such entry.
4. Corvallis 509J staff shall not ask about or document any student's immigration status, or that of the student's family members, and pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law, shall not disclose, without parental consent, the immigration status or other personal information about any student or his/her family.
5. Within the next 90 days the Superintendent shall develop a plan for training teachers, administrators, and other staff on how to respond to ICE personnel who may attempt to enter 509J property and/or request information about 509J students and families. Subject to applicable laws, the plan shall include procedures for notifying families about generalized ICE efforts to gain information about students and families, and how to protect and support students whose family members have been displaced because of ICE. This plan shall be communicated to all 509J families in all supported languages.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its meeting this 5<sup>th</sup> day of December, 2016.

ATTEST:

  
\_\_\_\_\_  
Alexis McQuillan, Board Chair

  
\_\_\_\_\_  
Olivia Meyers Buch, Deputy Clerk



# Corvallis

SCHOOL DISTRICT

- X. OSBA CONFERENCE TAKEAWAYS
- XI. CONSOLIDATED ACTION (8:35 PM)\*
  - XI.A. Budget Committee Appointments



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Lauren Wolfe, Director of Finance  
Meeting Date: December 11, 2025

### Budget Committee Appointments

### [ACTION REQUESTED](#)

#### Background

The budget committee consists of seven members appointed by the Board plus the seven elected Board members. The appointive committee members are appointed for three-year terms. This year the terms of three (3) members expired, resulting in three vacancies for full terms expiring June 30, 2028. The School Board also declared one (1) additional two-year appointment due to the resignation of Meredith Bailey.

Pursuant to [Board Policy DBEA](#), the Board identified these vacant budget committee positions on September 11, 2025. The budget committee vacancies were advertised on the district's website, a press release, a social media post, and the district's regular communication channels with families. Applications were accepted through October 31, 2025 and reviewed by district staff involved in the budget development process.

The district received eight (8) applications. All application materials follow this cover. The individuals appointed were chosen based on recent interest in serving on the Board, recent level of engagement with the Board and responses submitted on the application, which is attached to this report.

In accordance with OAR 581-022-2307, the District is seeking at least one member of the District Diversity Equity and Inclusion (DEDI) Committee to serve on the Budget Committee. Representation of DEDI on the budget committee helps align the district's equity lens with financial processes, increasing understanding of fiscal priorities and strengthening underrepresented voices. This ensures budgets reflect equity, offering greater accountability to students, families, and communities.

**The District did not receive any applications from members of the DEDI Committee, therefore, one vacancy on the budget committee remains open. Interested candidates are encouraged to apply on the [district website](#). This position will remain open until filled.**

#### ACTION REQUESTED:

Appoint Cassandra Inman and Chris Blacker to a three-year term ending June 30, 2028. Appoint Carla L Ho'ā to a two-year term ending June 30, 2027.

#### MOTION REQUESTED:

"I move Cassandra Inman and Chris Blacker to be appointed to the Budget Committee for three-year terms ending June 30, 2028. In addition, I move to appoint Carla L Ho'ā to a two-year term ending June 30, 2027."

**BUDGET COMMITTEE APPLICATIONS SUBMITTED & REVIEWED AS OF DECEMBER 11, 2025**

Date Received	Full Name	Pronouns	Email Address	Resides within CSD Boundary	Officer, Agent, or Employee of the District	What position are you interested in?	DEDI Committee Member	Briefly describe your interest in joining the Budget Committee.	Do you have any prior experience with budgeting or financial management?	If yes, please describe your experience.	What skills or qualities do you believe you would bring to the Budget Committee?	Other skills or qualities:	How familiar are you with the district's current budget and goals?	Are you able to commit to all budget related meetings?	Please provide any additional information you believe is relevant to your application.
10/27/2025 15:41:41	Chris Blacker	he/him	ctblackerg@gmail.com	Yes	No	Three-Year Term (Ends June 2028)	No	I have worked with school boards in the past, and would like to assist with data analysis and financial projections.	Yes	I've worked with school boards regarding their budgets in the past, and I've worked with financial software and corporate budgets for years.	Financial analysis, Problem-solving, Collaboration, Attention to detail, Communication, Strategic thinking, Other (please specify below)	School Boards and school budgets are unique when compared to corporate financial statements. My experience analyzing and working with other boards I believe will prove useful in the process.	5	Yes	I have two children in the elementary schools in Corvallis, and am deeply invested in the future of this district and the community.
9/13/2025 7:24:47	Cassandra F Inman	she/her	cassyfrankinman@yahoo.com	Yes	No	Two-Year Term (Ends June 2027)	No	I enjoyed participating and supporting the school district in the 2025 budget process. I would like to return again to this role in the future.	Yes	I served on the 2025 budget committee as a community member.	Problem-solving, Collaboration, Attention to detail, Communication, Other (please specify below)	Analysis skills gained through my recent PhD and masters of public policy degrees.	5	Yes	I enjoyed participating in the last budget cycle and I would be happy to return to this role so that I can give back to our community and support our staff, admin, faculty, and students. Note: I see that the email address associated with this application is connecting to my alternate Gmail address. I don't see a way to change that—Please instead direct any email responses to my Primary email address Cassyfrankinman@yahoo.com.
9/27/2025 20:47:39	Carla L Ho'a	she/her	carla.ho-a@outlook.com	Yes	No	Two-Year Term (Ends June 2027)	No	I am a parent of a new CHS student, an experienced budget/finance professional, and want to support my community.	Yes	I am currently the chief financial officer for Oregon State University and have over three decades of experience with budget strategy, development, and management.	Financial analysis, Problem-solving, Collaboration, Attention to detail, Communication, Strategic thinking, Other (please specify below)	Negotiation, aligning resources with strategic priorities, change leadership	1	Yes	We are still relatively new to Corvallis, and brand new to having a student in the school district; however, we are deeply invested in supporting the success of the district, the community, and our students.
10/30/2025 17:32:41	Stephanie Haines	she/her	shaines42@gmail.com	Yes	No	Three-Year Term (Ends June 2028)	No	I've been following the budget cuts closely the past few years by attending school board meeting or watching them online and talking with school board members. I've shown my willingness to show up and be involved and would like the opportunity to work more deeply on this complex issue	Yes	I'm the business manager for a local non-profit and I'm responsible for creating and managing their budget. I also worked as a bookkeeper for the non-profit before becoming their business manager and I have a deep understanding of the different accounts within a budget.	Financial analysis, Problem-solving, Collaboration, Attention to detail, Communication, Strategic thinking, Other (please specify below)	Experience with non-profit budgets, experience working with both staff and volunteers and seeing the people behind the numbers.	5	Yes	I've spent countless hours volunteering in CSD schools and was a substitute EA when the district sent out a request for help in 2020-21. I've had experience working in Corvallis classrooms and schools which, together with my financial knowledge, I believe makes me an ideal candidate for the budget committee.
10/22/2025 20:13:21	Heather Rankin	she/her	hmrankin@gmail.com	Yes	No	Three-Year Term (Ends June 2028)	No	I want to help ensure the district's resources are used effectively and fairly for all students, bringing both my experience with budgets and my perspective as a local parent.	Yes	I have extensive experience managing and analyzing budgets in both public and nonprofit settings. In my previous roles as a lab manager and QA/QC coordinator, I oversaw departmental budgets, optimized internal financial processes, and ensured resources were allocated efficiently to meet regulatory and operational goals. This experience has given me strong skills in reviewing complex data, making cost-effective decisions, and ensuring accountability.	Financial analysis, Problem-solving, Collaboration, Attention to detail, Communication, Strategic thinking, Other (please specify below)	Community engagement and experience using data to guide thoughtful decisions.	3	Yes	I bring experience managing and analyzing budgets, along with a local parent's perspective, to help ensure resources are allocated fairly and effectively for all students.
9/30/2025 14:50:34	Nancy J Larsen	she/her/hers	nancyarlarsen0204@gmail.com	Yes	No	Two-Year Term (Ends June 2027)	No	I have a background in public education and would like to serve in my new community.	Yes	I was a district superintendent in Idaho.	Problem-solving, Collaboration, Attention to detail, Communication	I retired from education after 30 years starting in the classroom and progressing to administration.	2	Yes	I have a granddaughter in the district and I serve as a supervisor for OSU interns.
9/25/2025 19:22:54	Seth Purcell	he/him	csd@sethpurcell.com	Yes	No	Two-Year Term (Ends June 2027)	No	Want to help my son's school district however I can	Yes	Member of the Board and Treasurer, Corvallis Montessori School; Executive at several technology companies	Financial analysis, Problem-solving, Collaboration, Attention to detail, Communication, Strategic thinking		1	Yes	My son is a student at Garfield!
9/27/2025 11:43:07	Darr Tucknott	she/her	darrtucknott@hotmail.com	Yes	No	Three-Year Term (Ends June 2028)	No	I am interested in giving back to the Corvallis community and the school district. It seems we are at a crucial time with enrollment, which impacts the monies from the state. We need to be fiscally responsible and address the needs of each student and teacher.	Yes	I have served on 2 non profit boards: one that had plenty of money and had to get more strategic on the long range vision and how to budget with that in mind. The other board struggled financially and had to make some challenging decisions to cancel programs.	Collaboration, Attention to detail, Communication, Strategic thinking		2	Yes	I am a parent of 2 students in the district and work at OSU as an academic advisor. I am motivated to serve due to my concerns about the district (loss of enrollment) and the impact on our community.



# Corvallis

SCHOOL DISTRICT

XI.B. Minutes

XI.B.1. November 10, 2025



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

**I. CALL TO ORDER**

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

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Shauna Tominey, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Chris Hawkins Bernie Wang Judah Largent</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Kim Patten, Operations Director Lauren Wolfe, Finance Director Byron Bethards, Ed.D., SG&amp;E Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Laura Chen, CVHS Leo Schwartz, CVHS Ayeh Akhavan-Heidari, CHS</p>
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Chair Whitebear recognized Director Wang for his military service, and extended the acknowledgment to all veterans present in the audience and those watching via livestream, in observance of Veteran’s Day (November 11).

**II. SCHOOL CONSOLIDATION DELIBERATION**

Superintendent Noss led the discussion, joined by Finance Director Lauren Wolfe, Operations Director Kim Patten, and Student Growth and Experience Director Byron Bethards. The team provided the Board with a document and an accompanying slide presentation summarizing the historical factors and data that necessitated the current consolidation discussion. (The document and slide presentations are posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

Chair Whitebear opened the deliberation by thanking the community, staff, and students for their exceptional engagement and input, including the recent survey from the Safe Corvallis Schools Coalition. She framed the current consolidation discussion by tracing it back to three



years of prior budget reductions, noting the community's consistent efforts to preserve core programs such as Art, Music, and libraries. The Chair explained that the Board's decision to request a proposal for an elementary school was a move rooted in fiscal responsibility, taken to avoid future, more severe cuts proactively. She reaffirmed the District's responsibility to maintain the confidentiality of sensitive data to comply with privacy laws. She stressed the importance of serving the entire district holistically rather than representing specific zones. She concluded by thanking the community for their current high engagement, viewing it as a valued demonstration of trust in the Board's difficult decision-making process.

The Board engaged in discussion with district staff with the following key insights:

- **Impact of Delay:** Staff confirmed that pushing a decision much past November 13th would make implementation for the upcoming school year virtually impossible, requiring the plan to be postponed for a full year.
- **Staff Notification:** Staff confirmed the target timeline for notifying affected staff of their placement shifts is late February/early March, allowing staff time to prepare, participate in job fairs, and complete necessary certification changes.
- **Legal Deadlines:** The final budget must be approved by the Board in June.
- **Enrollment and facility utilization are central metrics:** The board and staff use detailed demographic and capacity data to determine how best to utilize existing buildings. The goal of approximately 90% building utilization is based on educational design standards to optimize space without overcrowding. Efficient use of space correlates with staffing levels and the potential to offer a broader range of programs, highlighting the importance of aligning physical resources with enrollment realities.
- **Programmatic continuity and equity remain priorities:** Despite closures and reconfigurations, essential services such as special education, Title One, mental health, and family advocacy programs will continue district-wide. The district emphasizes that Title One funding follows students, ensuring continued support regardless of school boundaries. This approach acknowledges that consolidation should not reduce equity in access to critical support services.
- **Transportation logistics are complex and consequential:** Changes in school assignments increase the number of students requiring bus transportation, particularly for those moving from Leticia Carson to other schools. The district plans to provide transportation consistent with existing policies, but this entails operational challenges, including routing, scheduling, and ensuring accessibility for families facing economic hardship. The board also recognizes that transportation equity affects families' ability to participate in school life and access programs.
- **Transfer policies and school choice impact accessibility:** The board discussed how transportation and transfer policies affect families' ability to access preferred programs, with commitments to provide transportation for students attending schools outside their boundaries as per existing policy. The complexity of these policies affects equity and community perceptions of fairness, suggesting a need for ongoing review and communication.



- Board governance and operational roles must be clear: The board reaffirmed its role in policy and decision-making while recognizing that operational details such as staffing assignments and program implementation are district responsibilities. Clear communication about these roles is important for managing community expectations and ensuring the smooth execution of consolidation plans.
- Community Concern: Directors noted strong community and student concern regarding the language in the proposal that referenced "exploring the feasibility of two high schools in 2028-2029," which raised fears of an abrupt consolidation/closure of Crescent Valley High School.
- Request for Revised Language: Directors requested that the language be revised to focus on an intentional, immediate, and student-engaged process of developing a strategic vision for continued streamlining of high schools, rather than waiting until 2028-2029. This vision would explore models beyond site closure, such as leveraging existing dual enrollment (currently 190 students across 33 courses) and streamlining administrative and program offerings across the two sites.
- Action for Next Steps: Directors agreed to refine the specific language to commit to an ongoing process that includes students from *all* high school programs (CHS, CV, and Bridges), which will inform future Board conversations on high school capacity.
- Future board meetings will focus on final deliberations: The November 13 meeting will be the forum for motions and votes on consolidation proposals. Board members agreed to maintain open dialogue with the community until then and prepare for a transparent decision-making process that considers all options on the table. The board also plans to revisit policies like transfers and transportation in future discussions.

### **III. ADJOURNMENT**

With no further business the meeting was adjourned at 9:34 PM.

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Luhui Whitebear, Ph.D., Board Chair

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Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson



# Corvallis

SCHOOL DISTRICT

XI.B.2. November 13, 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 6:33 p.m. in the Corvallis School District Board Room, 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Shauna Tominey, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Chris Hawkins Bernie Wang Judah Largent</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Kim Patten, Operations Director Lauren Wolfe, Finance Director Jennifer Duvall, Human Resources Director Byron Bethards, Ed.D., SG&amp;E Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Laura Chen, CVHS Leo Schwartz, CVHS</p>
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**II. BOARD MEMBER REPORTS**

**Director Largent** expressed gratitude to Crescent Valley High School for inviting him and Chair Whitebear to speak with their student council, describing it as a valuable experience. He also reported attending the Oregon School Board Association's (OSBA) annual conference.

**Co-Vice Chair Tominey** thanked the wide range of community members, including families, staff (specifically at Leticia Carson), and student groups, for reaching out and engaging in conversations. She offered appreciation for the dedication and musicianship displayed at the joint high school orchestra and choir concerts.

**Director Hawkins** thanked all staff members and teachers for their efforts in conducting conferences, particularly those held in the evening for working parents. She also commended the high school football coaches (Crescent Valley and CHS) for fostering



excellent sportsmanship among the athletes, noting the positive attitude displayed even after a playoff loss.

**Co-Vice Chair Jones** acknowledged the District's efforts to assist families and the community during the crisis related to the suspension of SNAP benefits. She highlighted the CHS boys' soccer team's success in advancing to the state championship game. Co-Vice Chair Jones also reported attending the OSBA conference, the OSBA regional meeting, and the Indian Education Program parent committee meeting.

**Director Al-Abdrabbuh** reported holding numerous individual and small-group meetings with constituents, including a multi-hour session with members of the Save Coalition. He shared that he has been walking the neighborhoods of the schools included in the proposal to gather community perspectives. He reported attending the Town Hall with Director Hawkins, an event featuring Oregon Attorney General Dan Rayfield, Senator Sarah Gelsler Blouin, and Representative Sarah Finger McDonald, where they advocated for education funding.

**Director Wang** gave a brief shout-out to the CHS and CV robotics teams.

**Chair Whitebear** reported on attending the Oregon School Board Association (OSBA) conference, where she gained significant insights, particularly regarding the work of rural school districts and associated advocacy efforts across the state. She also attended the OSBA regional fall meeting, where she learned eye-opening financial information. Additionally, she participated in the Indian Education Program parent committee meeting to stay informed on the program's activities, including an upcoming end-of-fall/early-winter gathering for families. Finally, she expressed sincere gratitude to the community for inviting her to frequent one-on-one conversations, noting that these opportunities are invaluable for building clarity and assisting community members with specific questions.

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

**Oregon School Boards Association (OSBA):** Chair Whitebear reported on the severe financial landscape for Oregon public education, citing a projected \$8 billion impact from federal changes (HR1) and confirmation that no new state funding is anticipated. The primary focus of state advocacy is shifting to pressing the legislature to waive costly unfunded mandates to alleviate district financial strain.

**National School Boards Association (NSBA):** Director Al-Abdrabbuh detailed the NSBA's active role in communicating the local impact of the federal shutdown. Key legislative concerns include the potential harm of the federal voucher program and the likely movement of the Special Education Office from the Department of Education to Human and



Social Services. Director Al-Abdrabbuh also announced his nomination for the NSBA Secretary-Treasurer position, which would provide a national platform to advocate for full funding of public education.

#### **IV. SUPERINTENDENT'S REPORT**

Superintendent Noss read from a written report with updates, including that the upcoming board meeting will feature the Scorecard Presentation by secondary principals, and he detailed the language revisions added to both consolidation proposals based on feedback from the previous meeting. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

#### **V. PUBLIC COMMENT**

Sarah Arp-Howard, CSD Parent, urged the Board to delay the decision until 2026, arguing the current rushed timeline (two months since public notice) has prevented the District from earning community trust and jeopardizes effective implementation. She requested that the Board use the time to conduct thorough research, finalize costs, and seriously consider boundary changes, emphasizing that community backing is crucial for future stability, including votes on levies and bonds.

Alex Gough, CSD Community Member, questioned why the Board is not following the Long-Range Planning Committee's recommendation to review and readjust boundaries to ensure equitable resource distribution across all schools. He requested clarity on contradictory financial savings claims. He called for greater scrutiny of District presentations, stating that families and the Board deserve clear implementation details on the proposed 5-6 model *before* a decision is made.

Julie Alexander, CSD Parent, raised concerns about the financial feasibility of consolidation, noting that unknown increased busing costs and the uncertainty of new program retention at consolidated schools undermine potential cost savings. She strongly urged the Board to prioritize boundary review before closures to address fundamental equity issues, such as disproportionate overcrowding at certain receiving schools and the relative operational expense of under-capacity magnet schools. She also cited safety concerns related to overcrowding and the location of the Bessie Coleman building near the Corvallis fault line.

Debbie Goodwin, CSD Grandparent, asserted that the proposal to close Letitia Carson should be treated as a new proposal, arguing the current rushed timeline violates students' civil rights by creating process inequities. She cited recommendations from the Oregon PTA, which mandate a 7-12-month review period, including comprehensive steps such as setting measurable goals, developing alternatives, including one without closure, and extensive community engagement *before* a final decision is made.



Michael Eller, CSD Parent, urged the Board to vote no on the current proposal, calling it inequitable and based on incomplete or biased data, which has compromised community trust. He argued that the current plan fails to account for implementation costs, anticipated family loss, and the related funding decrease, and the negative impact on future local option levy renewals. He requested the Board restart the process with the Long-Range Planning and Budget Committees to develop a multi-year, multi-school plan with a realistic timeline and robust community engagement.

Amanda Nahlik, CSD Parent, argued that the current proposal does not reflect the community's needs or values, unfairly impacting a geographically and demographically vulnerable section of Corvallis and eroding public trust through a tightly controlled narrative. She pointed out that the proposal does not solve the immediate budget shortfall and urged the Board to reject both options to immediately convene the Long Range Facilities Planning and Budget Committees to develop a phased, district-wide plan for implementation in Fall 2027.

Susannah Davis, CSD Parent, urged a "No" vote, stating the analysis remains flawed because it fails to incorporate values-driven metrics, such as equity impact on children experiencing poverty, student demographics, and geographic distribution. She highlighted capacity imbalances, with some schools at 102% while others are at 64%, increased busing, and the unacceptable disruption facing this year's Letitia Carson fifth graders, who face three rapid transitions under the revised plan.

Mariana Gervacio Hernandez, CSD Student, asked the Board why they are closing her school, explaining that she felt safe, loved her teachers, and valued her community there. When asked, she shared that she enjoys literacy with her teachers and likes to walk to school, describing the experience as "calming."

Tess Lucco, CSD Parent, stated the process has been rushed, lacked clarity, and created distrust, asserting that "clarity is kindness." She noted the financial figures do not clearly address the full deficit and that the plan disproportionately impacts Title One students by removing school-based supports, forcing longer commutes, and creating a "system of cruelty." She urged the Board to vote no and commit to a process that honors transparency, equity, and community partnership.

Steven Hoke, CSD Parent, urged the Board to implement a "midcourse correction" and reject the current plan, arguing the process has failed to produce stability, trust, or clarity and has left families and teachers exhausted. He specifically raised concerns about the impact of consolidation on the K-8 model, fearing the removal or restriction of essential elective classes like band, art, and CTE, which limit student growth and identity building.



Carol McCarthy, CSD Community Member, urged the rejection of both proposals, arguing the second proposal should be treated as a new submission that starts from a neutral ground rather than building upon an existing decision to close a junior high. She emphasized the critical nature of the junior high years and suggested that, if consolidation is necessary, closing Franklin should be considered the economically preferred option over Letitia Carson.

Heather Rankin, CSD Parent, stated the district's current approach is crisis management, not long-range planning, and that the lack of a published framework beyond 2029 risks repeated, reactive closures. She urged the Board to pause the final decision for one year to create a resilient, long-term, and dynamic plan guided by a shared vision of equity and belonging, which would restore community trust and strengthen the schools.

Donna Keim, CSD Community Member, shared that as a former CSD teacher and school board member involved in past closures, she acknowledged that while change is hard, numbers do not lie. The focus must remain on what is best for the students—ensuring they have all the necessary resources and opportunities. Drawing from her experience, she attested that the kids eventually embrace new schools and friends, and she fully supports the current Board in making a difficult but necessary decision based on facts.

Erica Wood, CSD Community Member, focused on the concept of legacy, warning the Board that voting for the proposal would effectively tell low-income students they do not belong in Corvallis by busing them out of the city limits. She asserted that the Board would be remembered for devastating Northeast Corvallis for decades to come, stating that the community will not forget and will vote them out in future elections.

Ana Robinson, CSD Parent, argued that the proposal to close two schools does not align with the district's budget parameters and the philosophies adopted this year, which emphasize equitable access, data-driven decisions, and a long-term perspective. She requested accountability and transparency, highlighting the negative impact of the rushed decision and the resulting uncertainty on the lives of thousands, including students, teachers, and staff at the affected schools.

Christa Schmeder, CSD Teacher and CEA President, stated that staff are exhausted and struggling, and urged the Board to have a plan to support them immediately, regardless of the decision. She explained that the proposed savings primarily come from personnel cuts, not the physical buildings, noting that if no schools close, 26 certified teachers and specialists will be cut district-wide, severely increasing class sizes.

McKenzie Hernandez, CSD Parent, asked the Board to pause the decision for one year to give staff and families time to prepare, stating that the current rush is greatly affecting the children. She voiced concern that consolidating the middle schools would be detrimental to



her son and other troubled teens who rely on the alternative class structures and smaller environments.

Kai Bredeweg, CSD Student, shared that his school feels like a second home, and closing it would be a shame for him and his friends. He highlighted the convenience of walkability to school and the nearby Wildcat Park, noting that moving schools would disrupt his daily routine and make spontaneous meet-ups with friends much harder to organize.

Xavier Robinson, CSD Student, spoke briefly about his love for his school, Letitia Carson, because it offers fun activities like reading groups and has kind teachers. He expressed happiness with his school community, his friends, and his learning experiences in math and reading.

Cyrel Gable, CSD Community Member and former school board member (1995–2005), offered support and acknowledged the courage required to make difficult, necessary choices regarding declining enrollment and budgetary insufficiency. She referenced the past consolidation of three middle schools into two and the closure of several elementary schools, stating that while those decisions were horrible, they were necessary to preserve programs.

Will Rottenkolber, CSD Parent, citing the rise of vouchers and competition from private schools, framed the current situation as an opportunity to initiate comprehensive consolidation of potentially four to five schools to make the district competitive and streamlined. He argued that the Board's focus must be on the children, advocating for a plan built on concentric rings of student support, and stressed that everything should be on the table.

Chris Blacker, CSD Parent, argued that the proposal explicitly avoided redistricting to protect privilege and resulted in a flawed plan that would make Mountain View over capacity at 102% on day one, without any plan for transportation or electives. He urged the Board to re-engage the Long-Range Facility Planning and Budget committees to find savings and to focus on closing two or three elementary schools, which have the majority of the district's empty seats, rather than the middle school.

Penelope Seldera-Bahnson, CSD Student and Crescent Valley High School Senior Class President, spoke about the chaos and community fury surrounding the plan, urging the Board to listen to the overwhelming public consensus to slow the process and re-evaluate. She cautioned that making a quick decision now, rather than creating a new outcome, risks putting the district in the same difficult position in another 20 to 30 years.

Steve Mamoyac, CSD Community Member, with grandkids at Letitia Carson, stated that the community felt blindsided by the sudden proposal for closure and questioned whether the Board had ample time to vet all of the public's alternative solutions adequately. He requested



the Board reject the revised proposal to delay closure for a year, allowing time to develop a comprehensive, fair, and thoroughly vetted consolidation plan that does not disproportionately burden North Corvallis.

With no further public comments, the Chair closed the Public Comment period.

The Board took a short break and then resumed the meeting.

## **VI. CONSOLIDATION UPDATE AND ACTION**

Chair Whitebear began the discussion with a summary, explaining that the need for consolidation results from years of declining enrollment, coupled with disinvestment and funding cuts at the federal and state levels. This financial decline has already led to job losses and reduced services (such as library/media, music, and art). It has sparked significant community concern and threats to pull students or challenge the levy. The chair reminded the board that they are district-wide representatives responsible for the entire district, which includes over 5,000 students and 900 staff members, and urged them to act quickly to reach a decision tonight to uphold their commitment to staff and students.

District staff responded to Board questions with the following clarification:

- **Year One Costs:** The first year of consolidation incurs one-time costs, including contractual pay for staff to pack/unpack classrooms and potential contractual work for the facilities and maintenance crew (whose staff has been previously reduced). Renaming schools would also add costs.
- **Long-Term Savings:** Full financial benefits are realized over multiple years (Year 3 onwards), as costs like staffing and inflation-related utilities savings compound. This process of realization aligns with national research on K-12 finance.
- **Letitia Carson vs. Mountain View:** Letitia Carson was not proposed as a K-8 because it lacks sufficient classroom space (capacity) to accommodate all grade levels.
- **Bessie Coleman PE/Makerspace:** To meet state PE minutes requirements, the district may implement a co-teaching model (similar to a 1.2 FTE staffing model already used elsewhere). The gym spaces in newer buildings like Bessie Coleman are considerably larger and can be supplemented by outdoor covered play areas.
- **Lunch/Recess Scheduling:** Even with a high number of students, the schools (except the smallest, Garfield, which already uses multiple lunches) are equipped to handle the student body. Scheduling will use staggered lunch and recess periods (potentially two 45-minute blocks, each with a lunch and recess switch) to ensure all students get adequate time to eat and play.
- **Illness Transmission:** Bessie Coleman, as a newer building, has current air turnover systems that help with illness transmission. The building is designed for the target enrollment (90% of full capacity), and every classroom has sinks for handwashing, putting the district in a better position than pre-COVID.



- Capacity Buffer: Mountain View at 102% utilization is 102% of the *target* utilization, not the building's full physical capacity. For middle school, the target utilization is 85%, providing a 15% buffer to absorb students who might transfer to another school, like Linus Pauling.
- Priority Transfers: The district plans to give priority transfers to families from Letitia Carson and Cheldelin, and will adjust the process to include two formal transfer windows.
- Transportation Limit: While transportation will be provided for students assigned to Mountain View and Corvallis Junior High (using existing high school bus routes—no increase in buses), there will be no cross-boundary transportation provided for students who opt to transfer to a different elementary school outside their reassigned boundary. This would require a separate policy review.

Following discussion with district staff, Chair Whitebear called for a motion.

**MOTION #1:**

**It was moved by Co-Vice Chair Jones and seconded by Director Hawkins that the board adopt the revised proposal, which includes the following: Lincoln, Adams, Kathryn Jones Harrison, Garfield, and Bessie Colman Elementary Schools become schools serving kindergarten through 6th grade. Mountain View Elementary becomes a kindergarten through 8th-grade school. Linus Pauling Middle School becomes a 7th through 8th-grade school and is renamed Corvallis Junior High, allowing students to develop a new mascot and school culture. Cheldelin Middle and Letitia Carson Elementary Schools close. Students currently enrolled at Letitia Carson Elementary will be distributed as follows: Students living in the Mountain View boundary who are attending Letitia Carson on a transfer, and those students living east of Highway 99W, will attend Mountain View K-8. Students living in the Garfield boundary who are attending Letitia Carson on a transfer, or because they are unable to participate in the dual language immersion program, will attend Kathryn Jones Harrison. Students living west of Highway 99W will attend Bessie Coleman. Kathryn Jones Harrison will become Garfield's "sister school." This means that students who move into the Garfield boundary after 2nd grade and are unable to participate in the dual language immersion program will be placed at Kathryn Jones Harrison. Cheldelin gyms continue to be accessed by teams and the community. Wildcat Park continues to be accessed by the community for recreation. The school board will review the feasibility of the current high school model during the 2028-29 school year or when high school enrollment falls below 2,025 students. Prior to this review, the district will collaborate with students from all high schools to assess priorities for the high school experience in our district. The district is committed to engaging in community conversation with Letitia Carson's direct descendants, the Letitia Carson Legacy Project, the Oregon Black Pioneers, and the Linn-**



**Benton NAACP on how to best honor her name through CSD buildings and programming.**

Chair Whitebear opened the motion for discussion.

**Director Largent** expressed support for the Superintendent's responsiveness in quickly providing a revised plan for an elementary school closure, but regretted the rushed request, stating the board "can do better." While supporting the original plan to shutter Cheldelin Middle School, Director Largent opposed the revised proposal, arguing it fails to achieve equitable solutions. Concerns included a lack of geographic equity (removing two schools close together), failure to equalize student numbers across all district schools, and creating significant transportation issues. He concluded that while the original consolidation plan has financial downsides, it allows the District to return next year with a more thoughtful, comprehensive plan that addresses all community goals.

**Co-Vice Chair Tominey** acknowledged the tremendous community loss associated with closing any beloved neighborhood school but emphasized the critical need to preserve staff and programs, echoing the sentiment: "Stop the slow bleed of staff." Co-Vice Chair Tominey stated that although the decision is difficult, she can justify supporting the revised consolidation proposal to the community, believing that closing an elementary school this year is in the district's best interest. However, she shared concerns about the process, questioning whether asking for a rush proposal resulted in a plan that creates a "pretty big imbalance" across the district, suggesting more time or a request for a comprehensive plan (including boundary shifts) would have been preferable to achieve proper school rightsizing.

**Director Wang** began by acknowledging the difficulty and personal pain of the decision, especially since the proposed closures are in his own neighborhood. However, he stated that he was elected to represent the entire school district. He framed the decision using the concept of the "Best Alternative to a Negotiated Agreement" (BATNA), asserting that when options are hard, the board must choose the one that does the "least damage and the most good." He concluded that continuing to drag out the decision is unacceptable, as it amounts to a "cost factor" that forces the district to slowly cut programs and people, ultimately taking away from students. This perspective strongly favors taking decisive action now.

**Director Al-Abdrabbuh** centered his statement on the value of protecting children's well-being and the "true heart" of schools, which he defined as the staff and programs, not the physical buildings. He emotionally connected the decision to the feeling of the night before the first day of school, noting that the board's choice would determine whether children start next year in the same building with "fewer people," or in a different building with "the same programs, services, and support." He acknowledged the real grief community members feel over losing a beloved school but argued that the decision must be made with kindness and courage to protect students' best interests. Quoting an email, he stressed that children need to be ready for change and that a delay would lead to reductions in essential programs. He concluded by addressing the students, expressing hope that they feel loved and encouraging them to bring their valuable experiences to whatever comes next.



**Co-Vice Chair Jones** began by expressing full confidence in the district staff's integrity and leadership, defending them against criticism by noting they are navigating a financial crisis they did not create. She emphasized the "amazing" consistency across all schools, where staff know students personally and are equipped to meet their needs, asserting that the quality of care will be maintained regardless of which building children attend. Co-Vice Chair Jones stated her decision would be based on long-term sustainability, class sizes, accessibility, and safe walkability—all of which involve difficult trade-offs without a "magic school" solution. She concluded that she must set aside the emotional argument of closing a beloved school, as that sentiment is true for every school community, and instead focus on what is best for the district's future 5 to 10 years out.

**Director Hawkins**, reflecting on her lifelong career in education, expressed profound confidence in the integrity and expertise of Superintendent Noss and his team, emphasizing their singular focus on "what is best for our kids." She acknowledged the complexity of the presented information and the strong advocacy from specific school communities. However, she reminded the Board that their primary role is to represent the entire district and community. She commended the "high level of professionalism" of the Letitia Carson parents' advocacy efforts. She invited them to direct that energy toward supporting the board's state-level advocacy for better funding. She concluded by affirming that staff commitment is consistent across the district, ensuring that all students will be "loved, nurtured, and taken care of" with full support and services, regardless of which school building they attend.

**Chair Whitebear** began by acknowledging the unusually high level of community engagement in the process but noted the difficulty in meeting calls for "trust and transparency" without a common understanding of those terms. She centered her leadership around her personal experiences with poverty, homelessness, and food insecurity, stressing that she leads for the most vulnerable "Title families" who often lack the privilege to attend board meetings. She emphasized that these students—who rely on essential district services due to issues like domestic violence, family instability, and ICE impacts—are spread throughout the district, not localized. She argued that the core decision is whether to cut critical services (teachers, programs) or change school buildings, asserting that the community is not large enough to have "school deserts." She concluded that the Board's choice must prioritize maintaining the services that provide dignity and support to the most underserved students, regardless of the building location.

The discussion continued with Co-Vice Chair Jones opening by affirming her trust in the intentions of all board members, but taking accountability for the board's role in leading with the question to close a second school. She stressed that the proposal's strength is providing fiscal stability, but her main hesitation is the risk of losing momentum on necessary redistricting (boundary review). She argued that failure to rebalance school boundaries—which leads to class size disparity and over/under-capacity issues—leaves the district vulnerable to long-term instability. Director Al-Abdrabbuh strongly disagreed that the board's request was "wrong," calling it part of a "messy, imperfect" democratic process. He stressed that two distinct problems are at play: declining enrollment is solved by



consolidation, and imbalance is solved by boundary review, cautioning against trying to solve both simultaneously. He confirmed his intent to vote Yes to prioritize students and services ("people over programs"). Director Wang provided historical context for successful consolidation and emphasized looking to the future, but also expressed difficulty in justifying the specific school closure due to open questions around redistricting. The Board agreed on the need to address the policy regarding transportation for displaced transfer students and noted that the proposed Corvallis Junior High name is an open question to be revisited later, but should not delay the current vote. The Board concluded with expressions of gratitude to staff and security for their support during the challenging process, fully aware that any decision comes with a cost and potential loss of community.

The chair called for the vote.

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

**The motion failed. Yea: 3, Nay: 3, Abstained: 1**

Immediately following the vote, Director Largent proposed a new motion.

**MOTION #2:**

**It was moved by Director Largent and seconded by Director Wang that the board adopt the initial proposal, which includes the following: Lincoln, Adams, Kathryn Jones Harrison, Garfield, Letitia Carson, and Bessie Coleman Elementary Schools become schools serving kindergarten through 6th grade. Mt. View Elementary becomes a kindergarten through 8th-grade school. Linus Pauling Middle School becomes a 7th through 8th-grade school and is renamed Corvallis Junior High, allowing students to develop a new mascot and school culture. Cheldelin Middle School closes. Cheldelin gyms continue to be accessed by teams and the community. The school board will review the feasibility of the current high school model during the 2028-29 school year or when high school enrollment falls below 2,025 students. Prior to this review, the district will collaborate with students from all high schools to assess priorities for the high school experience in our district.**

Chair Whitebear opened the motion for discussion.



Director Hawkins inquired about the impact of the failed motion on the district's deficit. Chair Whitebear responded with a strong statement, characterizing the failure to adopt a viable solution as fiscally irresponsible, warning that it forces the district to endure continued staff cuts and creates an untenable situation for the next budget cycle. Director Al-Abdrabbuh stated that while he initially supported the original proposal (the content of the motion now on the floor), he could not vote for it in good faith after the board's recent deliberations. He argued that doing so would dishonor the robust process and potentially damage community trust, stating the high cost of the split vote indicated a process failure.

Following procedural discussion on tabling or reconsidering the previous vote, Chair Whitebear called for a motion to table.

**MOTION #3:**

**Director Jones moved to table motion #2 regarding the original consolidation proposal. Director Hawkins seconded the motion.**

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

**The motion passed. Yea: 5, Nay: 2**

**MOTION #4:**

**It was moved by Co-Vice Chair Jones and seconded by Director Hawkins that the Board reconsider the revised proposal (Motion #1).**

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

**The motion passed. Yea: 5, Nay: 2**



Discussion centered on whether adjusting the revised proposal could secure a majority vote, primarily by adding explicit commitments to long-term structural fixes.

Key Discussion Points and Proposed Amendments:

- Need for Adjustment: Chair Whitebear asked if specific, viable adjustments could move opposing directors to support the proposal.
- Boundary Review Commitment: Director Largent stated he needed language committing the board to "investigate options for boundary readjustment districtwide" in the near future. This commitment would pair the short-term consolidation with a promise for long-term imbalance correction.
- School of Choice Evaluation: Co-Vice Chair Jones suggested adding a commitment to explore the "feasibility of maintaining a school of choice over having all neighborhood schools in the district."
- Equity Focus on School of Choice: Chair Whitebear strongly affirmed that any investigation into a school of choice must focus on the "equity implications" of its structure, arguing that the existing model (Franklin) contributes to inequity due to the lack of transportation provided for transfer students. She stated that with the inclusion of the boundary and school-of-choice commitments, she would support the revised proposal.
- Director Largent stated that even with these adjustments, he was not comfortable supporting the revised proposal based on currently available information.

The Board concluded the discussion by moving to formally vote on amending the revised proposal.

**MOTION #5:**

**Co-Vice Chair Jones moved to amend Motion #1 to add the words “the Board commits to investigate the feasibility of boundary adjustments for the whole district. The Board commits to also investigating a school of choice as part of the Corvallis School District structure.” Director Al-Abdrabbuh seconded the motion.**

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**

Following further discussion, a new motion was made.



**MOTION #6:**

**It was moved by Co-Vice Chair Jones and seconded by Director Al-Abdrabbuh to amend Motion #1 to include the language "the board commits to investigating the feasibility of boundary adjustments for the whole district, with attention to minimizing the impact on students previously impacted by consolidation. The Board commits to also investigating a school of choice as part of the Corvallis School District structure.**

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**

Chair Whitebear acknowledged that the current compromise and deep discussion were a direct result of community input and candor.

Co-Vice Chair Jones recognized that the current path does not feel like a workable compromise to the families whose schools are directly impacted. However, she stressed the absolute necessity of making a decision tonight to "move the log jam" and provide staff with certainty regarding their contracts, enabling the district to prepare for the next school year. She framed the decision as the only way to move forward while still being open to future re-evaluation if circumstances (like new funding) change.

Co-Vice Chair Tominey noted the discussion around trust and the high expectations families have for the future of Corvallis education. She expressed immense faith in the district's staff but acknowledged the difficulty for families and students to support a structural shift when the clear vision for the "next phase" of Corvallis education (e.g., in K-6 or K-8 models) is not yet fully defined.

Chair Whitebear stated that it was not easy to make these decisions and addressed the audience directly, asking the community to recognize that Board members care deeply about the students and are personally impacted by the decisions. She also stressed that Board members should not feel threatened or "less than a human being" regardless of their vote.



Director Al-Abdrabbuh expressed confidence that staff resources and support would be available to the schools most affected in the coming weeks and months.

The main motion (to adopt the Revised Consolidation Proposal) having been fully amended, the Chair called for the vote on Motion #1 as amended.

**It was moved by Co-Vice Chair Jones and seconded by Director Hawkins that the board adopt the revised consolidation proposal as amended , which includes the following: Lincoln, Adams, Kathryn Jones Harrison, Garfield, and Bessie Coleman Elementary Schools become schools serving kindergarten through 6th grade. Mountain View Elementary becomes a kindergarten through 8th-grade school. Linus Pauling Middle School becomes a 7th through 8th-grade school and is renamed Corvallis Junior High, allowing students to develop a new mascot and school culture. Cheldelin Middle and Letitia Carson Elementary Schools close. Students currently enrolled at Letitia Carson Elementary will be distributed as follows: Students living in the Mountain View boundary who are attending Letitia Carson on a transfer, and those students living east of Highway 99W, will attend Mountain View K-8. Students living in the Garfield boundary who are attending Letitia Carson on a transfer, or because they are unable to participate in the dual language immersion program, will attend Kathryn Jones Harrison. Students living west of Highway 99W will attend Bessie Coleman. Kathryn Jones Harrison will become Garfield's "sister school." This means that students who move into the Garfield boundary after 2nd grade and are unable to participate in the dual language immersion program will be placed at Kathryn Jones Harrison. Cheldelin gyms continue to be accessed by teams and the community. Wildcat Park continues to be accessed by the community for recreation. The school board will review the feasibility of the current high school model during the 2028-29 school year or when high school enrollment falls below 2,025 students. Prior to this review, the district will collaborate with students from all high schools to assess priorities for the high school experience in our district. The board also commits to investigate the feasibility of a boundary adjustment for the whole district with intention to minimize impact on students previously impacted by consolidation. The board commits to also investigating the school of choice as part of the CSD structure. The district is committed to engaging in community conversation with Letitia Carson's direct descendants, the Letitia Carson Legacy Project, the Oregon Black Pioneers, and the Linn-Benton NAACP on how to best honor her name through CSD buildings and programming.**

Sami Al-Abdrabbuh: Yea

Judah Largent: Nay



Chris Hawkins: Yea  
Shauna Tominey: Yea  
Terese Jones: Yea  
Bernie Wang: Yea  
Luhui Whitebear: Yea

**The motion was adopted. Yea: 6, Nay:1**

## **VII. OREGON SCHOOL BOARDS ASSOCIATION 2025 ELECTION**

### **A. Board of Directors — Position #10**

#### **MOTION:**

**It was moved by Director Hawkins and seconded by Co-Vice Chair Jones to vote for Luhui Whitebear for position #10 on the Oregon School Boards Association Board of Directors.**

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

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

### **B. Legislative Policy Committee — Position #10**

Discussion ensued; no motion was offered for Board action.

## **VIII. CONSOLIDATED ACTION**

The Board received the following information for review before the meeting. (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.)

#### **MOTION:**

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



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

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

- A. Minutes – October 16, 2025; October 30, 2025**
- B. Licensed Personnel Action**

**IX. BOARD MEMBER COMMENTS**

**Co-Vice Chair Tominey** thanked the community and staff who stayed late, acknowledging that the following day would bring "a lot of big feelings and a lot of grief." Stressed the importance of taking care of one another, especially students.

**Director Hawkins** acknowledged that Board members are also sitting with "big feelings and grief," and that the decision-making process was extremely difficult.

**Co-Vice Chair Jones** expressed appreciation for the language her colleagues used to articulate the shared grief and feelings among the Board, and thanked staff for their endurance.

**Director Wang** stated that he honors the community's grief and acknowledges their upset and frustration, but clarified that he does not interpret their feelings as resistance to change.

**Director Largent** indicated an intent to bring forward future policy proposals concerning two areas: 1) communication and procedures for future consolidation communication processes, and 2) adopting new policy language to ensure compliance with government ethics advisory rules, specifically concerning board member reimbursement (e.g., handling credit card rewards/points).

**Director Whitebear** reminded the Board of the commitment to review the student transfer policy.

**Director Al-Abdrabbuh** thanked everyone for participating and encouraged self-care. Expressed gratitude for the hard conversations and the candor demonstrated. Expressed hope that improved student outcomes will result from the hard work.



**Chair Whitebear** acknowledged that the decision posed greater difficulty for the community than for the Board. Extended a special thank you to union leaders (Christa and Mary) for their labor in supporting staff through transitions. Expressed hope that the difficult decision would yield positive benefits for future students, similar to past board actions.

**X. ADJOURNMENT**

With no further business the meeting was adjourned on November 14, 2025, at 12:57 AM.

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Luhui Whitebear, Ph.D., Board Chair

\_\_\_\_\_  
Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

DRAFT



# Corvallis

SCHOOL DISTRICT

XI.B.3. November 20, 2025



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

**I. CALL TO ORDER**

The meeting was called to order at 5:30 p.m. in the Linus Pauling Middle School Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Judah Largent Bernie Wang</p> <p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Lauren Wolfe, Finance Director Kim Patten, Operations Director Byron Bethards, SG&amp;E Director</p>	<p><u>STUDENT REPRESENTATIVES PRESENT</u> Amy Ibarra Rodriguez , CHHS Leo Schwartz, CVHS Laura Chen, CVHS</p> <p><u>SECONDARY ADMINISTRATORS PRESENT</u> Stephanne Seals, Cheldelin Middle School Eric Wright, College Hill High School Matt Boring, Corvallis High School Emmet Whittaker, Corvallis High School Germaine Joesph-Hayes, Corvallis High School Salvador Muñoz, Corvallis High School Aaron McKee, Crescent Valley High School Jon Strowbridge, Crescent Valley High School Jennifer Still, Crescent Valley High School Amy Wright, Franklin K-8 School Greg Hyde, Linus Pauling Middle School Caleea Kidder, Linus Pauling Middle School Kourtney Shreve, Bridges Program</p>
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Chair Whitebear shared that the Board and presenters would have dinner until 6:00 p.m., then proceed with the Scorecard presentations. There would be limited sound as the board members and guests would rotate tables throughout the meeting.

**II. STUDENT REPRESENTATIVE REPORTS**

Student representatives provided brief updates regarding events happening around the district.



### **III. WELCOME AND INTRODUCTIONS**

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

The Board took a break and then resumed the meeting.

### **IV. SCHOOL SCORECARD REPORTS**

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

- A. Bridges Program
- B. Cheldelin Middle School
- C. College Hill
- D. Corvallis High School
- E. Crescent Valley High School
- F. Franklin K-8 School
- G. Linus Pauling Middle School

### **V. REFLECTION**

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

- The scorecard meetings are encouraging and consistently seen as a high point of the year.
- There is satisfaction with the improvement in the District's operational focus compared to the previous year.
- Staff are focused on continuous improvement and are "not resting on successes."
- The Board is assured of the District's commitment to community and student success regardless of school location.
- Each individual school has unique strengths and a special character.
- Staff dedication and personal investment in students were praised.
- Positive collaboration and synergy among administrative teams were noted.
- The value of the Advisor program was praised.
- A measurable success point was noted: a 27% increase in library book checkouts at Corvallis High School (CHS).
- Ongoing advocacy and work to address absenteeism were acknowledged.
- There is a stressed focus on improving student belonging and school culture.



- Administration was praised for not shying away from tough conversations, specifically mentioning the complex questions regarding math instruction.

## **VI. DONATED FIELD LIGHTING AT CHS/CV CONTRACT AWARD TO LANTZ ELECTRIC**

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

### **MOTION:**

**It was moved by Director Largent and seconded by Director Al-Abdrabbuh that district staff be authorized to enter into a contract with Lantz Electric for the construction of improved field lighting infrastructure at CHS and CV fields, improving field access and equity for student athletes. No district funds other than those donated by the Sissel Family Impact Fund shall be used for this project.**

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

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

## **VII. ADJOURNMENT**

With no further business the meeting was adjourned at 8:18 PM.

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Luhui Whitebear, Ph.D., Board Chair

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Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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# Corvallis

SCHOOL DISTRICT

XI.C. Licensed Personnel Action



# Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, Human Resources Director  
Meeting Date: December 2025

## Licensed Personnel Action

### ACTION REQUESTED

#### Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Bryan, Jerry	Fifth Grade-Bilingual	1	Garfield Elementary	11/20/2025	Temp Position
Roylance, Lynn	PE/Elementary Specialist	1	Adams Elementary	12/19/2025	Resignation

#### MOTION REQUESTED:

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



# Corvallis

SCHOOL DISTRICT

## XII. CONSOLIDATED INFORMATION

### XII.A. October Financial Summary (Unaudited)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Lauren Wolfe, Director of Finance  
Meeting Date: December 11, 2025

### **October Financial Summary (Unaudited)      NO ACTION REQUIRED**

#### Background

The Financial Summary for the General Fund for the period ending October 31, 2024 and October 31, 2025 follows this report. Year-to-date operating revenues through the end of October 2025 total \$19.7 million or 20.04% of total budgeted operating revenues as compared to \$19.4 million or 19.98% through the end of October 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 October 2025 total \$22.8 million or 22.19% of total budgeted operating expenditures as compared to \$20.4 million or 20.62% through the end of October 2024.

Currently, the projected general fund ending balance is \$13,139,448 or 13.40% of total resources net of the beginning fund balance.

#### Monitoring Fiscal Impacts:

As of October 31, 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 Receipts:** Tax Reports for 2025 were released in October. We anticipate receiving an additional \$402,576 over what was budgeted. This has minimal impact in the current year, but the higher rate of increase in assessed value may have positive impacts on future budget cycles.
3. **Enrollment:** The first major enrollment reporting deadline is October 27, 2025 and is referred to as First Period ADM. Our first period ADM is 5755, or 94 students more than projected. This will not impact our current year budget as we are paid off of the highest enrollment between the current year and the prior year, but will impact future budget cycles.
4. **State & Federal Budget Changes:** While recent news is favorable, K-12 advocates must remain vigilant to protect programs from 2025-27 budget cuts, especially given potential competition from vital Human Services programs like Medicaid and SNAP, which are facing reductions due to HR 1. The state budget still faces a forecasted shortfall and unbudgeted costs, necessitating continued advocacy and readiness to adjust strategies for the next legislative session.

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

#### Supplementary Materials

1. General Fund Financial Summary as of October 30, 2025



# CORVALLIS SCHOOL DISTRICT 509J

## General Fund | 2025 - 2026 Financial Summary

For the Period Ending October 31, 2025

	2024 - 2025 YTD Actuals	Prior Year % of Actual	2025 - 2026 Adopted Budget	2025 - 2026 YTD Actuals	% of Budget	Annual Forecast	Variance Favorable/ (Unfavorable)
<b>RESOURCES</b>							
<b>Operating Revenues</b>							
Local Property Tax Revenue	\$ 26,495	0.07%	\$ 36,632,983	\$ 117,190	0.32%	\$ 37,009,560	\$ 376,577
Local Option Levy	\$ 7,586	0.07%	10,853,047	33,940	0.31%	10,879,046	25,999
Other Local Sources	\$ 752,740	20.15%	3,232,500	604,787	18.71%	2,745,104	(487,396)
Intermediate Sources	\$ -	0.00%	875,000	541	0.06%	970,536	95,536
State School Fund	\$ 18,522,327	42.55%	44,944,068	18,838,266	41.91%	44,460,122	(483,946)
Other State Resources	\$ -	0.00%	1,385,023	-	0.00%	1,531,960	146,937
Federal Sources	\$ 77,322	20.70%	327,000	94,798	28.99%	464,803	137,803
Other Sources	\$ -	0.00%	5,000	-	-	5,000	-
<b>Total Operating Revenues</b>	<b>\$ 19,386,470</b>	<b>19.98%</b>	<b>\$ 98,254,621</b>	<b>\$ 19,689,522</b>	<b>20.04%</b>	<b>\$ 98,066,131</b>	<b>\$ (188,490)</b>
<b>Beginning Fund Balance*</b>	<b>\$ 19,386,615</b>	<b>100.00%</b>	<b>16,830,395</b>	<b>17,689,871</b>	<b>105.11%</b>	<b>17,689,871</b>	<b>859,476</b>
<b>TOTAL RESOURCES</b>	<b>\$ 38,773,085</b>	<b>33.30%</b>	<b>\$ 115,085,016</b>	<b>\$ 37,379,393</b>	<b>32.48%</b>	<b>\$ 115,756,002</b>	<b>\$ 670,986</b>
<b>REQUIREMENTS</b>							
<b>Operating Expenditures</b>							
Salaries	\$ 9,838,966	20.39%	\$ 50,804,776	\$ 10,629,267	20.92%	\$ 50,249,529	\$ 555,247
Associated Payroll Costs	5,411,222	19.51%	27,784,726	6,109,459	21.99%	28,551,168	(766,442)
Purchased Services	3,020,318	20.53%	15,678,551	3,325,028	21.21%	15,678,551	-
Supplies and Materials	947,324	33.21%	3,676,748	1,250,503	34.01%	2,918,534	758,214
Capital Outlay	65,832	29.78%	82,000	7,085	8.64%	82,000	-
Other Objects	1,080,472	52.18%	2,687,847	1,486,956	55.32%	2,836,772	(148,925)
Transfers	-	0.00%	2,088,540	-	0.00%	2,300,000	(211,460)
<b>Total Operating Expenditures</b>	<b>\$ 20,364,133</b>	<b>20.62%</b>	<b>\$ 102,803,188</b>	<b>\$ 22,808,297</b>	<b>22.19%</b>	<b>\$ 102,616,554</b>	<b>\$ 186,634</b>
Contingencies	-	-	7,369,097	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	4,912,731	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 20,364,133</b>	<b>20.62%</b>	<b>\$ 115,085,016</b>	<b>\$ 22,808,297</b>	<b>19.82%</b>	<b>\$ 102,616,554</b>	<b>\$ 186,634</b>

\*unaudited beginning fund balance subject to change

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

**\*\*PROJECTED ENDING FUND BALANCE \$ 13,139,448**  
**13.40%**



# Corvallis

SCHOOL DISTRICT

- XIII. BOARD MEMBER COMMENTS (8:50 PM)\*
- XIV. ADJOURNMENT (9:00 PM.)\*

\*All times are approximate.

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



# Corvallis

## SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto: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](mailto: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](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
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		

<b>EXECUTIVE STAFF MEMBERS</b>	
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