Business Meeting
Thursday, November 5, 2026 6:30 PM

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

Agenda

I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*
II. BOARD MEMBER REPORTS
III. SUPERINTENDENT'S REPORT
Presenter: Ryan Noss

Corvallis
SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the November 5, 2026, meeting.

Local Option Levy
On Tuesday, the Local Option Levy (Measure 2-160) passed with 79% approval from Corvallis voters. The renewal of this funding comes at an important time as we prepare to begin discussions for our 2027-28 budget process. Thank you to the Corvallis voters for your support of our students and staff!

School Scorecards
At the November 19 board meeting, secondary 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 review the scorecards before the board meeting. This will prepare you for a one-on-one discussion with our school leaders.

Attendance Cohort Meeting
On Wednesday, educators from across Oregon visited our district to see how we build a positive school culture and engaging instruction to improve attendance. The visit included school tours, morning meetings, classroom observations, and discussions with our principals and instructional leaders. Guests also met with our family advocates, mental health specialists, grad coaches, and counselors to learn how each role directly supports student attendance.

Inclement Weather Decisions
We are entering the season of possible school delays and cancellations. We put the safety of students and staff first in these decisions. The decision to delay or close school is based on the ability of students, parents/guardians, and staff to get to our buildings safely, the suitability of our facilities for occupation, and the condition of local infrastructure.

In the event of the decision to delay or cancel school, staff, parents/guardians, and secondary students are notified with an automated text and phone call. In the event of icy or snowy roads, some regular bus routes will follow snow routes instead, which are posted on our website.

AI Policy
Assistant Superintendent Melissa Harder has begun soliciting feedback on the OSBA draft artificial intelligence policy. She has currently shared that draft with the leadership of both of our associations. She is planning to share this with school leaders and our instructional technology committee. This is just the beginning of this process, and I thought it was important to communicate early with the community.

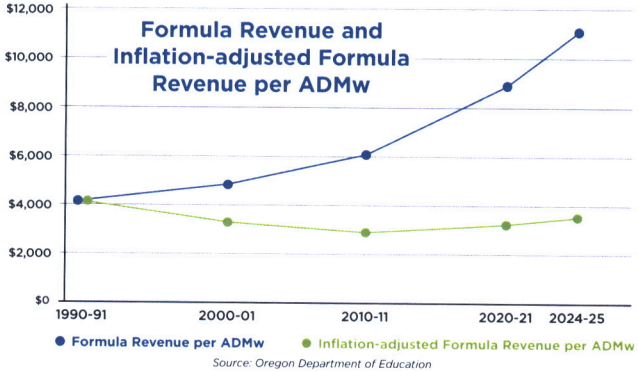
State School Fund

Before ballot measures limiting property taxes in the 1990s, two-thirds of Oregon school funding came from local taxes. Now two-thirds of K-12 public education funding comes from the state.

An equalization formula ensures school districts receive roughly the same amount per student regardless of the local property tax base.

School districts, with limited means to increase local revenue, are reliant on the state for sufficient and reliable funding.

Although the State School Fund has grown considerably over the years, after adjusting for inflation, per-student funding has consistently remained lower than it was in the early 1990s.



Source: Oregon Department of Education

Additionally, state funding is distributed in a complex manner. There is a formula to direct resources to districts based on student need, but the various funding buckets are designed so that if any one district's numbers change, it impacts everyone else's grant or reimbursement amounts.

Districts are constantly in the position of working on last year's budget, this year's budget and next year's budget at the same time. A shift anywhere in the state can affect their numbers, and they may not know it until the following year.



Added weights for per-student funding

Category	Weight
• Special education • Small School • Pregnant and parenting	1.0
• English language learner	.5
• Poverty • Foster care • Neglected/delinquent	.25

Districts receive the bulk of their State School Fund allottment in THREE BUCKETS:

General Purpose Grant	Transportation Grant	High Cost Disability Grant

General Purpose Grant

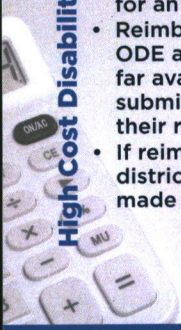
- Unrestricted funds that cover most operation costs.
- Allocations are based on a formula of student "weights" layered on top of actual student enrollment. This is known as weighted Average Daily Membership, or ADMw.
- Weights direct additional funding to districts for particular categories of students, recognizing that there are additional costs associated with their education.
- Funding is distributed based on total funds available divided by total weighted students in the system, with some local district adjustments.
- If weights are added to the system without adding money, each weight (or student) garners a lower base allocation.
- Changes to any one number ripple through the whole system. For example, if the legislature changes the poverty count without funding, not only will base funding for all students drop, but a double weight for special education will also be worth less money.

Transportation Grant

- Comes off the top of available funding and is not capped, meaning the more that is spent on transportation statewide, the less that goes into the General Purpose Grant for everyone.
- Reimbursements are tiered based on statewide rankings of per-pupil transportation spending. Districts are reimbursed at either 70, 80 or 90% of their costs.
- Rankings can only be determined after all costs are submitted at the end of a school year, meaning a district doesn't have certainty about their reimbursement rate on the front-end.
- In practice, this means a change in any one district's transportation costs can impact everyone else's Transportation Grants as well as all General Purpose Grants.

High Cost Disability Grant

- A flat amount carved out of the State School Fund, as set by the Legislature.
- Reimburses districts for actual costs incurred for special education expenses that exceed $30,000 for an individual student.
- Reimbursement rates can only be determined by ODE at the end of the school year, based on how far available funds go toward covering all claims submitted, meaning a district can't accurately predict their reimbursement rate in advance.
- If reimbursement rates drop lower than expected, districts can owe money back to ODE for payments made during the school year.



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Special Education

The Oregon State School Fund formula counts students with special education needs as a "double weight," meaning their enrollment is counted as two students to account for the additional expenses of special education.

The federal Individuals with Disabilities Education Act requires every public school district to identify all students who are eligible for special education services and provide them with appropriate services/resources. Federal law lays out the criteria districts must use to identify and assess a student for services.

Special education funding in Oregon has not kept up with the number of students identified by law. Oregon's promised special education programs and supports are underfunded by around $782 million per biennium.

Additionally, once school districts have identified special education spending, they are required by federal law to maintain at least 90% of the previous year's spending, putting even more pressure on budgets.

In 2024-25

86,242

SPECIAL EDUCATION STUDENTS

67,651 STUDENTS RECEIVED the double weight, *including* cap waivers

18,591 STUDENTS DID NOT RECEIVE the double weight, amounting to **$192 MILLION IN UNDERFUNDING**

Special education funding from the state fell $391 MILLION short of what districts had to spend to meet federal maintenance of efforts requirements

Source: Oregon Department of Education



Oregon's Caps

In 1991, the Legislature capped the number of students who could be counted in the formula for special education at 11% of enrollment. At the time, 11% was both the state and national average.

Since then, the diagnostic tools have improved to identify students needing an individualized education plan (IEP), including better identification for students with autism spectrum disorders or developmental delays. The state and national average is more than 15% of students enrolled, with some Oregon district rates as high as 23%.

The Oregon cap has not increased. A cap waiver formula permits ODE to provide districts who are over the 11% cap with additional funding, but the waiver still doesn't provide districts with the full cost of educating all students with disabilities.

Raising the cap by itself will not solve the underfunding. Unless money is added to the system, raising the cap simply lowers the per-student amount paid for all students as funding is redistributed.

High Cost Disability Grant

The High Cost Disability Grant allows districts to be reimbursed for costs that directly support students who need significantly higher levels of help to access education.

The grant offers $110 million a biennium. Districts are eligible for reimbursement on special education costs that exceed $30,000 for an individual student. In 2024-25, 7,145 students surpassed the $30,000 high-cost disability threshold, amounting to $220 million in expenses.

The reimbursement rate for the 2024-25 school year was 25% of costs. That means $165 million in high-cost expenses were not reimbursed.

The 782 students whose services cost more than $100,000 in expenses make up ~11% of the High Cost Disability Grant population

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Public Employees Retirement System

State and local public employees in Oregon receive retirement benefits through the Public Employees Retirement System. Public employers pay into PERS on behalf of both their current employees and former workers who are retired.

The three PERS tiers:

TIER 1
Covers anyone hired *prior* to 1996

TIER 2
Covers anyone hired *from* 1996-April 28, 2003

Oregon Public Service Retirement Plan (OPSRP)
Covers anyone hired *after* April 28, 2003

64% of PERS costs cover retiree benefits.
Schools have an obligation to pay former staff benefits they have earned, but those are dollars that are not going into current classrooms.

PERS Basics

PERS is a two-part plan. There is a defined contribution component, where 6% of an employee's salary goes to a PERS investment account for their retirement. Many employers agree through bargaining to pay the employees' 6% contribution, but this is not factored into the employers' PERS rate.

There is also a defined benefit component, where employees are promised a specific benefit level for life once they retire.

The Legislature dictates the benefit levels. School leaders do not have a say. The benefit levels have lessened over time, but much of the current high cost of PERS is attributable to decisions made decades ago by people who have long since left the stage. The state and schools are legally bound to uphold those retirement promises.

PERS Costs

The state invests the money employers pay into PERS so earnings can help cover the future benefit costs. The gap between the amount PERS has in the Public Employees Retirement Fund and the amount needed to cover promised benefits is known as the Unfunded Actuarial Liability.

The UAL was $22.8 billion *(including side account investments)* **as of the 2025 valuation. The significant UAL is a main reason PERS rates are high.**



Side Accounts

Many districts have "side accounts," meaning they have sent additional money to PERS to be invested on their behalf. Those accounts are used to buy down the district's PERS rate. Side accounts can be funded with either cash or with a pension obligation bond, which comes at a cost to the district.

When those side accounts are fully spent, the district resumes paying the standard school pool rate. Districts with side accounts are seeing their PERS rates spike because most side accounts will be depleted by 2027. Side accounts can be a useful tool, but they can be risky if the invested funds lose value. Most market analysts say now is not an ideal time to invest in new side accounts.

PERS By the Numbers

73% of funding for PERS benefits comes from investment earnings, making PERS rates especially sensitive to the performance of state investments. School districts must make up the rest from their State School Fund allotment. At least 27 states contribute to school district pension funds outside their education funding. Oregon does not.

In 2025-27, school districts paid approximately $2.3 billion into the PERS system, roughly one-fifth of the $11.4 billion State School Fund.

In 2027-29, school districts are predicted to pay $2.9 billion, a $600 million increase that will add nothing to the student experience.

School district spending on PERS has grown at over twice the rate of district spending generally, meaning PERS is steadily claiming a larger share of school district funds. *Source: bit.ly/4depq8p*

My district's PERS rate for the coming biennium is:	

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Unfunded Mandates

Unfunded mandates are legislation, or "mandates," that directly or indirectly impact school district budgets but that are not funded by the Legislature. When school districts face unfunded mandates, those costs may not be taken into account when the current service level is calculated and if they are not, then they also are not included in the State School Fund. If unfunded mandates are not considered when setting the budget, then districts must use already stretched general funds to cover the new costs.

The legislation is often well-intentioned, but if unfunded, it comes at the price of some other program, service or staff member that students need but that is not required under the law.

A textbook example: HB 2531 (2023) banned the sale in Oregon of new fluorescent light bulbs, forcing districts all over the state to purchase thousands of new light bulbs and fixtures.

Here are more examples of unfunded mandates:

Employment Benefits

Unemployment insurance has ballooned since the Legislature permitted classified staff to collect unemployment during school breaks. Unemployment insurance charged to districts increased from $3M in FY 2022 to $13.7M in FY 2024 and $25.9M in FY 2025. Although the amounts include all unemployment situations, the data clearly show the recent legislation has driven up costs. Paid Leave Oregon has also substantially increased districts' spending on substitute teachers.

Curriculum and Training

When the Legislature passes new training or curriculum standards, it creates a need for staff to receive professional development, taking them out of the classroom and requiring a substitute teacher. The daily cost of a substitute is at minimum $236.26 a day for the 2026-27 school year. New curriculum requirements usually require purchasing new instructional materials as well.

Special Education

The Legislature has passed bills to provide more protections for students with disabilities but has not provided districts with the funding to ensure districts have adequate and trained staff to provide services.

Employment Benefits

- **HB 2660 (2019)** Added unemployment insurance costs for maintenance and janitorial employees during summer break, customary vacation periods, holiday recesses
- **HB 2005 (2019)** Increased substitute and administrative costs for paid family and medical leave
- **SB 489 (2023)** Added unemployment insurance costs for all educational workers during school breaks who are not performing instructional, research or principal administrative work

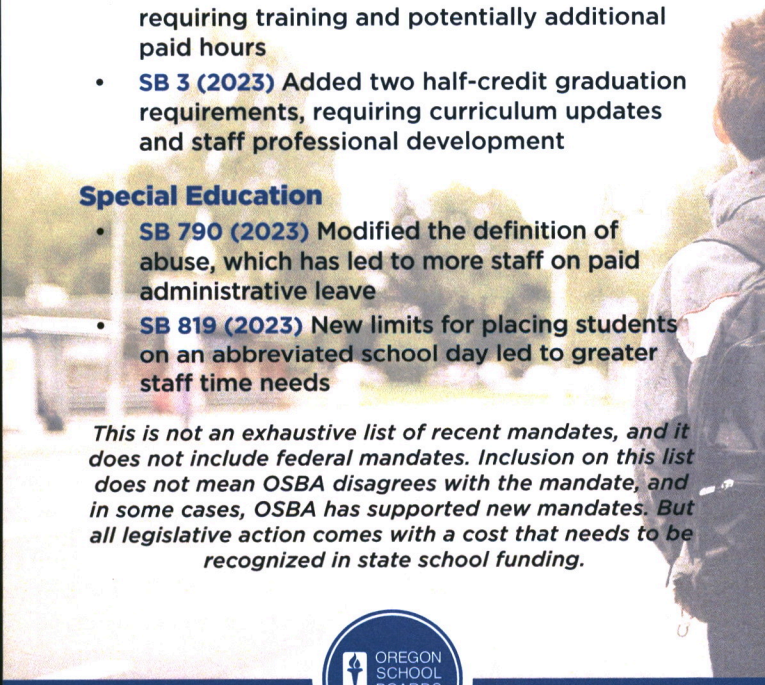
Curriculum and Training

- **SB 52 (2019)** Required school districts to develop a plan to address student suicide prevention, which created training costs for staff
- **HB 2023 (2019) and SB 1015 (2023)** Updated academic content standards, requiring costs for curriculum updates and substitute teachers for staff professional development
- **HB 2281 (2023)** School boards must designate one or more district civil rights coordinators, requiring training and potentially additional paid hours
- **SB 3 (2023)** Added two half-credit graduation requirements, requiring curriculum updates and staff professional development

Special Education

- **SB 790 (2023)** Modified the definition of abuse, which has led to more staff on paid administrative leave
- **SB 819 (2023)** New limits for placing students on an abbreviated school day led to greater staff time needs

This is not an exhaustive list of recent mandates, and it does not include federal mandates. Inclusion on this list does not mean OSBA disagrees with the mandate, and in some cases, OSBA has supported new mandates. But all legislative action comes with a cost that needs to be recognized in state school funding.



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School Board Decision-Making

Local boards have a lot of responsibility, but their spheres of influence are clearly defined.

KEY
L = Legislature | **S** = School Board
ODE = OR Dept. of Ed. | **SBE** = State Board of Ed.
TSPC = Teacher Standards and Practices Commission

Curriculum and graduation requirements	
L	• Sets graduation requirements • Sets some curriculum standards
ODE SBE	• Adopts most curriculum standards • Adopts high-quality instructional materials • Approves local metrics and interim assessments • Sets local metric standards
S	• Approves curriculum adoption based on staff recommendations • Monitors progress and data, which can include student achievement and growth, special education, discipline, attendance, financial information, and anything else aligned with their strategic priorities. • Ensures compliance with state standards and requirements through oversight

Staffing	
L	• Establishes broad standards for licensure • Establishes evaluation and disciplinary procedures • Grants authority to Teacher Standards and Practices Commission • Sets disqualifying standards for licensed and classified staff
ODE TSPC	• Conducts background checks *(both)* • Investigates licensed *(TSPC)* and classified staff *(ODE)* • Sets minimum standards of obtaining and renewing licenses *(TSPC)* • Suspends or revokes licenses *(TSPC)* • Sets standards for approval for educator preparation programs *(TSPC)*
S	• Hires, fires and evaluates a superintendent • Approves or denies the hiring, firing or layoff of staff members as recommended by the superintendent • Holds appeal hearings on discipline and termination

Budget	
L	• Funds the State School Fund and other grant-in-aid programs • Establishes the factors included in the State School Fund distribution formula
ODE	• Distributes the State School Fund and other grant-in-aid programs • Decides when or whether to withhold district funding based on failure to comply with state requirements • Directs up to 25% of State School Fund and Student Investment Account money if district fails to meet accountability targets for four or more years
S	• Works with superintendent to set and adopt district budget • Votes to seek a bond or levy • Gives broad oversight to revenues and expenditures • Ensures budget aligns with district's strategic priorities

Policy	
L	• Passes laws and policies that districts must follow, some requiring districts to adopt policies with specified language, such as for banning personal electronic devices
ODE SBE	• Adopts rules for executing mandated policies
S	• Adopts district policies, including Division 22 required policies • Approves strategic priorities and monitors the strategic plan



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Expand Your Advocacy:

Guidance for the Legislative Session

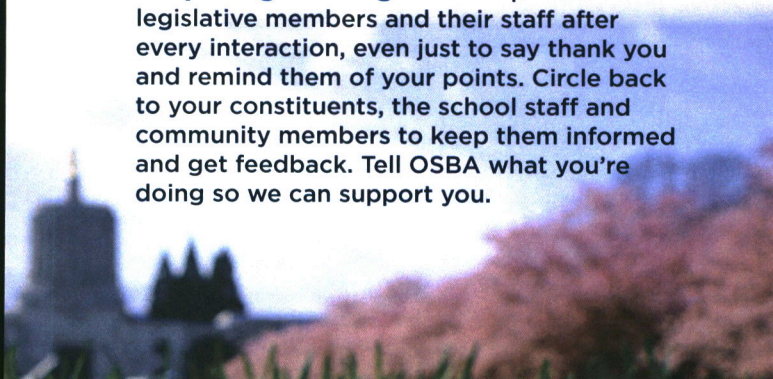
As locally elected officials, school board members are uniquely positioned to be education champions in their communities and for their communities. Use this guide to help you advocate as a spokesperson for your district. Use these four steps to guide you on where to start and how to expand your efforts but don't hesitate to contact us at info@osba.org. OSBA staff are here to help you.

- **Get informed.** Know the Legislature's key functions and dates so you know where and when to get involved. OSBA sometimes calls on school board members to offer testimony for public bill hearings because you are a trusted, local expert.

- **Connect with legislators.** Advocacy begins well before the session starts. Use the "Find Your District and Legislators" search box on the Legislature's webpage (oregonlegislature.gov) to identify who represents you. Connect with them or their staff early and often, through email, events, phone calls or scheduled meetings.

- **Tell your story.** You are an expert in the story of your district, and part of your role is sharing that story. Help shape the narrative about public education in your local community and in Salem. Have key data ready, including school district demographics, student outcomes, budget summary and what makes your district unique. Look for personal ways your legislator is connected to your district or issue. Student-focused stories coupled with real data are particularly potent.

- **Keep things moving.** Follow up with legislative members and their staff after every interaction, even just to say thank you and remind them of your points. Circle back to your constituents, the school staff and community members to keep them informed and get feedback. Tell OSBA what you're doing so we can support you.



The Legislative Assembly has 2 chambers:

SENATE
30 members | elected to **4-year terms**

HOUSE OF REPRESENTATIVES
60 members | elected to **2-year terms**

The Legislature's sessions vary by year.

ODD YEARS	EVEN YEARS
"long session"	"short session"
6 months	*5 weeks*
State's biennial budget is set.	**Opportunity to adjust laws and budgets.**

Tips to Elevate Your Approach

- **Be Clear.** Make sure your communications and messaging are straightforward and concise.
- **Be Flexible.** Be prepared to pivot as new information emerges from your constituents, state legislators or outside sources.
- **Be Relational.** Find common ground with legislators and demonstrate respect for differences of opinions. Work on expanding your network to new organizations, legislators, staff and community members.
- **Be Consistent.** Trust is built over time. Show up when you say you will and keep in contact, positioning yourself as a valuable resource.

Stay Connected to OSBA Advocacy-related Newsletters

- **Legislative Highlights** A weekly inside look during the session
- **In the Know** Regular updates on important education developments
- **OREdNews** An every-workday roundup of state and national education news

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Your District

Every district in Oregon has a unique story, but all are working within the same complex system to serve students. Help tell your district's story in your community and with your legislators.

My district serves _____ students.

___ % of students experience poverty

___ % of students qualify for special education, (cap is 11%)

___ % students qualify for High Cost Disability services.

___ % of students are English Learners (EL)

_____ home languages spoken among our students.

Our racial demographics are as follows:

___ % American Indian/Alaska Native

___ % Asian

___ % Black/African American

___ % Latino/a/x

___ % Multi-racial

___ % Native Hawaiian/Pacific Islander

___ % White



Our district has:

_____ teachers _____ total employees

_____ buildings to maintain

Our PERS rates are:

_____ % for Tier 1/2 _____ % for OPSRP

Key student metrics:

_____ % attendance rate _____ % graduation rate

_____ % 9th grade on track to graduate

_____ % chronic absenteeism

ELA:	_____ % opt out rate 3rd grade	_____ % opt out rate 8th grade	_____ % opt out rate 11th grade
Math:	_____ % opt out rate 3rd grade	_____ % opt out rate 8th grade	_____ % opt out rate 11th grade

What data point are you most proud of in your district?

Such as graduation rate improvement, parent-teacher night participation or growth in career and technical education class enrollment

_____

_____

What fact tells an important story about your district?

Such as access to services and opportunities, distance to a hospital, student participation in extracurricular activities, or median family income

_____

_____

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Glossary of Terms

ADM • Average Daily Membership
A district's average number of students in attendance.

ADMw • Weighted Average Daily Membership
The student counts (ADM) are adjusted by adding weights that provide additional funding per student.

CAT • Corporate Activity Tax
A tax on gross receipts of business in Oregon that was established in 2019 to fund the Student Success Act. Some items are excluded from the CAT.

COSA • Coalition of Oregon School Administrators
The statewide association representing school administrators and superintendents.

CSL • Current Service Level
A calculation to determine the cost to maintain existing services through subsequent biennia. Also known as the "roll up" cost for existing programs and services in the next budget cycle.

EAC • Educator Advancement Council
The EAC connects across state agencies to support educator workforce initiatives, support Regional Educator Networks (RENs), administer grant funding and craft with ODE the Educator Equity Report.

EI/ECSE • Early Intervention and Early Childhood Special Education
Oregon's EI/ECSE System supports the developmental and educational needs of children up to the age of 5 and their families.

EL • English Learner
A student whose native language is not English.

ESD • Education Service District
Oregon has 19 geographic ESD regions. ESDs support school districts in their regions, and some also provide services to districts outside their regions.

ESSA • Every Student Succeeds Act
The 2015 federal law that governs U.S. K-12 education policy. It replaced the No Child Left Behind Act.

OAESD • Oregon Association of Education Service Districts
The statewide association representing education service districts.

OCCA • Oregon Community College Association
The statewide association representing public community colleges and their governing boards.

OEA • Oregon Education Association
The statewide union representing licensed educators.

OSEA • Oregon School Employees Association
The primary statewide union representing classified employees.

QEC • Quality Education Commission
Founded in 1999, the commission develops a report every two years to determine the amount needed for an adequately funded K-12 education system.

QEM • Quality Education Model
The QEC publishes the QEM every two years. The model estimates the base biennium funding level required to operate a school system using research-based best practices.

SBE • State Board of Education
The board sets policies and standards and promulgates administrative rules for Oregon's 197 public school districts and 19 education service districts. Board members are appointed by the governor and confirmed by the state Senate.

SIA • Student Investment Account
Part of the Student Success Act, the SIA provides non-competitive grants to school districts to be used across four categories: reducing class size, adding instructional time, promoting health and safety, and supporting a well-rounded education.

SPED Cap • Cap on Special Education Weights
The additional weight in the State School Fund for special education students is capped at 11% of a district's average daily membership. The cap has been in place since 1991. Special education students average more than 15% of Oregon enrollment.

SSA • Student Success Act
The SSA provides additional resources across Oregon's preK-12 education system via revenues from the corporate activity tax. Some money raised by the act goes into the State School Fund, and the rest is divided among three accounts, with at least 20% for the Early Learning Account (ELA); up to 30% for the Statewide Education Initiatives Account (SIA); and at least 50% for the Student Investment Account (SIA).

SSF • State School Fund
The state share of basic operations funding for school districts. It is the largest general fund expenditure in Oregon's budget and provides two-thirds of the funding for Oregon K-12 public schools. A complex equalization formula and the weighted number of students in a district determine funding distribution.

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IV. PUBLIC COMMENT (6:55 p.m.)*

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

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

Corvallis
SCHOOL DISTRICT

PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 02-06-25)

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

Public Comment at School Board Meetings

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

A. Complete all of the requested information on a "Comment Request" card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.

B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.

C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.

D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.

E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.

F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.

- Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at http://policy.osba.org/corvall/KL/index.asp.
- Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.

G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.

- Defamatory or abusive remarks are always out of order.
- The Board Chair may terminate a speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

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

Telephone Calls

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

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

Corvallis
SCHOOL DISTRICT

PROVIDING REMOTE INPUT TO THE BUDGET COMMITTEE

(Revised 05/05/2026)

The Corvallis School District's Budget Committee 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 Budget Committee Meetings

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

A. Email Board Secretary Kim Nelson at kimberly.nelson@corvallis.k12.or.us by noon on the day of the meeting.
B. Provide your name, home address, and the telephone number you will be calling in on.
C. You will be provided a telephone number and meeting access code.
D. At the time designated on the agenda, call the number provided and enter any required access codes.
E. You will be "in the waiting room" until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
F. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
G. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
H. Direct your comments to the Committee. The Committee 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 leave your written comments with the Committee 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 20 copies and give them to the Committee Secretary to distribute. F. Recall that the Budget Committee does not set salaries, benefits, staffing levels, or decide if a program service or program should be provided. Comments related to district goals, priorities, policies, and programs should be directed to the School Board during their next regularly scheduled meeting.
J. If you are commenting in regards to a request for an increase or decrease to budget expenditures, note that the budget presented tonight is balanced. It would be helpful if, in addition to a proposed increase, you also identify a corresponding decrease and vice versa.
K. Speakers may offer objective criticism of the Proposed Budget, but the Committee will not hear complaints concerning individual District personnel or the conduct of the District generally. (Board Policy KL and Administrative Regulation KL-AR describe how complaints can be shared with the District.)
L. Undue interruption or other interference with the orderly conduct of Committee business cannot be allowed.
    - Defamatory or abusive remarks are always out of order.
    - The Committee Chair may terminate a speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

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

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

Good evening School Board and District Leaders,

My name is Michael Eller and I am a parent of 3 students currently within the Corvallis School District.

Tonight my comment is about the future of Crescent Valley. During the school consolidation decision last November, the proposal language regarding CV's future was quite vague and non-committal. One section provided language saying evaluation into the feasibility of the current high school model will occur during the 2028/2029 school year or when high school enrollment falls below 2,025, while the Consolidation FAQ stated that "the intent is that we are going to come back and look", the textbook example of kicking the can down the road.

Based on the most recent enrollment numbers shared during the October 22 meeting, current high school enrollment is 2,083 students, and assuming current trends, enrollment forecast for the 2027/2028 school year will be approximately 1,960 students, well below the 2,025 threshold.

With the closures of Cheldelin Middle School and Letita Carson Elementary that were feeder schools to CV, many in the community have interpreted these actions to suggest CVHS will close.

However, in a recent conversation I had with a Board Member to discuss this issue, it was shared that the CSD intends to keep both high schools open, irrespective of future enrollment changes. Specifically, it was shared that CSD leadership is not planning to close CV.

So my question: What is the real story about the future of Crescent Valley High School? What are the CSD and School Board waiting for to make a decision on the future of our high schools? Do you need more data? Are you hoping for some unforeseen funding from the State to counter our budget woes? Are you waiting to see how much savings actually occurred through the consolidations? Are you coming up with a strategy to attract more families to the CSD? Or are you waiting for enough students to leave the District, forcing your hand to consolidate to one high school? That last question stings, because that is what is happening.

Many families are making their own arrangements to limit the negative impacts that their children may be experiencing from this uncertainty and potential for multiple consolidations within our district. Private[1] and charter schools, and neighboring districts report an increase in high school enrollment since last year. In August, Philomath High School[2] had to stop new interdistrict transfers at the freshman and sophomore levels after an unexpected wave of new students were enrolled. Meanwhile, our high school enrollment decreased by 4.2% (89 students). You don't have to be Sherlock Holmes to observe how this indecisiveness may be pushing families to look outside the district.

Board, you are decision makers, and continuing to be vague about the future of Crescent Valley, hesitating to make a clear, data-driven decision, will only encourage families to find other options, impacting both of our public high schools.

Please work together with our Superintendent to make a clear decision on the future of both Crescent Valley and Corvallis high schools. Make the decision public. Establish relevant metrics. Set clear expectations. Provide the necessary accountability.

Don't wait until the 2028/2029 school year. Do it this school year. Do it now.

Thank you.

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[1] Santiam Christian: 2025/2026 – 706 to 742 students, 2026/2027 – 710 to 778 students

[2] Philomath High School – expected 434 students, but for 2026/2027, enrollment was between 460 and 470 students

BONUS/REFERENCE

Language from the November 13, 2025 school consolidation decision:

- The school board will review the feasibility of the current high school model during the 2028/2029 school year or when high school enrollment falls below 2025 students.
- The board also commits to investigate the feasibility of boundary adjustments for the whole district with attention to minimize impact on students previously impacted by consolidation.

Our total enrollment has declined by nearly 20% since the 2017/2018 school year (6,738 students vs 5,429 today). This is 3x the state average over the same period (approximately 6.5% in the past decade).

School Year	Total	Δ from previous year	Δ from previous year (%)	High School (9-12)		
2017/2018	6738					
2018/2019	6668	-70	-1.0%			
2019/2020	6607	-61	-0.9%			
2020/2021	6333	-274	-4.1%			
2021/2022	6279	-54	-0.9%			
2022/2023	6256	-23	-0.4%			
2023/2024	6016	-240	-3.8%	2197	37%	
2024/2025	5809	-207	-3.4%	2148	37%	-2.2%
2025/2026	5755	-54	-0.9%	2174	38%	1.2%
2026/2027*	5429	-326	-5.7%	2083	38%	-4.2%
***2027/2028* forecast**	5206	-223	-4.1%	1957	38%	-6.0%

Since 2017/2018 to 2026/2027 → 1,309 less students (change of -19.4%)

Springfield School District are observing similar trends, and last month their Superintendent and Board Chair publicly stated "we would be foolish to ignore the trends and not reach out to families to understand why they made their choice…to understand that education is a changing marketplace where families have lots of options."

References:

2026. Eugene-Springfield Lookout. https://lookouteugene-springfield.com/story/education/2026/10/21/springfield-4j-had-big-drops-in-student-enrollment-this-school-year/. Accessed October 21, 2026.

2026. Philomath News. https://philomathnews.com/back-to-school-principals-detail-enrollment-staffing-and-new-programs-for-2026-27/

Presented at the 11/05/26 board meeting. KN

Good evening, my name is Julie Alexander. I reside in the district and am the parent of a sixth grader.

I have had the privilege of attending the instructional technology advisory committee meetings at the district office. The group is made up of current teachers and coaches, with a few parents and board members. None are luddites. This is something the district is doing really well, and I applaud them for taking the initiative to form a committee and develop guidance on technology use.

I am here tonight, with real urgency, to say **it is too little, too late.** Guidance and specific actions are needed NOW.

The rest of the world is not waiting. Last month, the Tigard-Tualatin school board voted to block YouTube for middle schoolers; it was already blocked for their elementary students. In Kansas, Middle Schools have removed full time 1-to-1 device use to reduce distractions. Students now take notes by hand, and lawmakers have proposed banning 1-to-1 devices for elementary school.

I don't think we need lawmakers to tell teachers how to teach in Oregon classrooms: I don't believe teachers want kids on 1:1 devices, particularly in the lower grades. One teacher told me they asked IT to disable YouTube on student devices and were told it was not possible. But another Oregon school district just did exactly that. I can't understand why a typical student would need access to unregulated content and short-form video on a 1 to 1 device during the school day.

Right now, CSD families have no idea how much time their children spend on devices or what they use them for, and because there is no set guidance, it can vary a lot. My own elementary student has used his device during the school day to look up memes and irrelevant or borderline inappropriate images, watch YouTube, and play games. It deeply concerns me that unrelated device use is gobbling up precious time that desperately needs to be spent on practicing foundational analog skills like handwriting and mastering basic sentence structure. I've observed, for example that that sixth graders don't consistently use capitalization, have illegible handwriting, and struggle to focus long enough to write a single paragraph.

I am NOT asking you to remove every device. Accessibility matters, and I understand that some students depend on them. They can also be powerful tools for supporting learning. I AM asking you to expedite and adopt guidance, to prioritize fluency in foundational skills over 1:1 device use, and to publish current and ongoing district-wide usage metrics. Apple devices track and report screen time. Make those data available to caregivers so that we can have some honest conversations about whether 1-to-1 devices are serving our students and teachers.

Other districts have already established and implemented guardrails – we need to do the same, NOW. We cannot afford another year of waiting. Thank you for your time.

Presented at the 11/05/26 board meeting. KN

Hello, my name is Ella Dashiell and I am a senior at Corvallis High School. I'm speaking today because my peers and I are disappointed by the Advisor slides the school district presented this October discussing AI. The slides appeared to come straight from Gemini, Google's AI chatbot, and were introduced with the intention to educate students about how to use AI "correctly" in the classroom~~, while giving a handful of downsides~~. Their presence in my Advisor classroom sent the message to my peers that our school encouraged the use of AI in our educational experience. I wholeheartedly disagree with this stance.

As a senior, CHS has provided me with a great high school experience. I greatly benefited from the many challenging classes I got to attend, I loved the amazing variety of electives offered, and ~~the unique clubs that students run is~~ clubs are where I've met some of my closest friends. However, the school's approving stance on AI undermines all of this.

AI use~~, especially for teens like my peers and I,~~ has been shown to diminish critical thinking and creativity. Studies from the American Psychological Association show that chronic AI use leads to intense amounts of "cognitive offloading", the offloading of skills like critical thinking, creativity, and judgment onto AI, leading to passive consumption rather than active engagement. But it is this active engagement that has given value to my high school years. My favorite classes and extracurriculars, the ones that gave me the opportunity not just to learn but to grow, were the ones that required ~~my best critical thinking, my creativity, and~~ my wholehearted engagement. My AP US History class was so enjoyable because I was actively making connections and analyzing events; ~~discussing the ways in which historical patterns repeated themselves~~. In my art electives I got to express myself and foster my creativity; ~~work over how to best compose a piece and what materials to use.~~ In clubs I was given the opportunity to debate issues important to me and plan events to engage with the community. All of these things would have lost their impact on my personal growth if, instead of making my own historical connections, or taking it upon myself to brainstorm my next art piece, or giving my own opinion during discussions, I asked AI to do it for me.

I understand the school district's intention of preparing students for the world after high school by educating them about AI, but ~~I find that~~ a school's primary objective should be to give students the skills to keep learning and growing throughout their life, not teaching them to offload their cognitive abilities to a machine. Schools should be a haven for young people to gain knowledge, express themselves, and find community.

With all of this in mind, my peers and I have a few specific requests ~~for you~~. We want the school district to stop encouraging AI use, or better yet, ban it entirely. We also want the school district to educate students about large-scale negative effects of AI beyond bias and misinformation, including impacts on the environment and economy. We understand that AI is part of our world now, but we believe that it is detrimental to education and contradicts the values of this school district. Thank you for your time and consideration.

Presented at the 11/06/26 board meeting KN

Hello, my name is Amalia Eschwey, I am a senior at Corvallis High School. I am here to discuss the school district's stance on artificial intelligence, as presented in the Advisor slides in October. These slides, which appeared to be taken directly from Gemini, Google's AI platform, did not adequately provide education concerning AI, and its large-scale consequences.

Although the slides covered the basic mechanisms of generative AI, and some of its relevant uses, they failed completely to address the global effects of AI's widespread usage. I am the president of Corvallis High School's Green Club, which strives to promote sustainability at our school. Because of this position, I am particularly concerned with the acute negative consequences AI has on the environment.

To summarize these consequences briefly, data centers, which store the data needed to operate AI models, such as Gemini or Claude, utilize technology which requires constant cooling in order to avoid overheating. The water used to cool the centers is later deposited back into nearby bodies of water, where it creates thermal pollution that harms ecosystems, and decreases biodiversity. Each question or summary a student plugs into Gemini or Chat GPT is furthering these consequences, which most have no concept of.

So my question is, why isn't this information provided to students, along with the various "positive" effects of AI's use? Why isn't the school district invested in giving students a comprehensive education of the consequences AI has on our society? Apart from the environment, the loss of entry level jobs, the economic cost of data centers for surrounding communities, and the decrease in critical thinking skills come to mind.

Students have a right to be properly educated about the technology we use, and its global implications. The school district professes a commitment to sustainability, as outlined in their mission statement to meet current students needs without compromising the needs of future students. AI is inherently a tool that will be detrimental to future generations, in damaging the environment and each individual student's mental autonomy.

AI is a present issue, one that we must address. Education is the basis of the resistance that is needed to protect our communities, jobs and personal creativity. With all of this in mind, my peers and I have a few specific requests for you. We want the school district to stop encouraging AI use, or better yet, ban it. We also want the school district to educate students about large-scale negative effects of AI beyond bias and misinformation, including impacts on the environment and economy. We understand that AI is part of the world now, but we believe that it is detrimental to education and contradicts the values of this school district. Thank you for your time and consideration.

Presented at the 11/05/26 board meeting. KN

My name is Shun Yamamoto and I live within the district boundaries.

I ran into Seattle Public School superintendent Ben Shuldiner's letter to the community on October 25th. Like districts including ours, Seattle Public Schools is also grappling with enrollment decline. The message, ability to take accountability on behalf of the district, willingness to take the time needed to make sure the community is a part of the decision, not a compliance check box, are all things I had hoped to see last year. The full letter is too long to share, but I will read out an excerpt.

"In 1964, Seattle Public Schools had an enrollment over 94,000 students. Today, our student count sits under 50,000. Over the last half century, there have been years of growth and decades of decline. The reasons are varied and complex, from the Boeing Bust in the late 1960s and early 1970s, to incredible wealth creation and huge private school enrollment. Some of the decline was out of the district's control, but some was self-inflicted: a lack of clarity of vision and purpose, a revolving door of disparate and problematic leadership, fits and starts of numerous programs and policies, each seemingly in contrast with the previous iteration. But through it all, there seemed to be a district that did not privilege students and their families.

Decisions seemed to be made in direct opposition to the expressed needs of our community. When parents asked for rigor, we thought of cutting advanced programming. When families asked for clarity, they got obfuscation. When we hear about the desire for more arts, music, and dual language programs, we seem to cut those first. When community members want to donate, volunteer, or support the district, we create roadblock after roadblock.

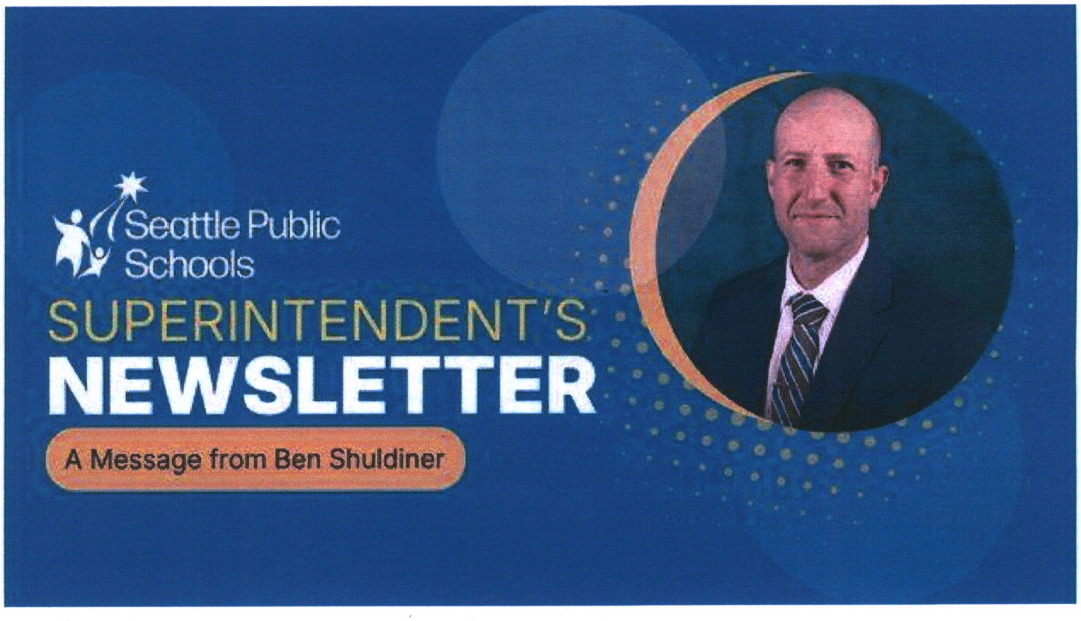
Now here we are, late October 2026, inheriting this complicated, often wonderful, but unarguably messy system. And the time for change is now. For years, the specter of school mergers has hung over the district like a pall, shadowing every decision. Over the years, the district has opened and closed schools, with seemingly questionable plans and lack of forethought. The district has been known to close a building only to open it again, even though very little changed. I know the fear of closing a school, your school, creates unease and uncertainty. And of course, this further exacerbates the move toward private, charter, or other districts' schools."

And the letter continues on to address concerns and uncertainty of the why, the timeline, rationale, opportunities to be heard. The superintendent makes a timeline, what he says is a long time, where meetings of senior leadership and principals started in early September, moving to staff and family meetings in October, November and December, community meetings and public hearings in January and Febuary, and board decisions late February.

The response was extremely positive. School closures are always going to be difficult, but Seattle Schools' leadership is making every attempt to make sure people are heard, while addressing criticisms and failings that were previously ignored. I'm providing copies of the full letter, and hope you're able to reflect and get a sense of what people may truly be looking for in leadership.

Full statement from SPS Superintendent Ben Shuldiner:

https://app.smore.com/n/ht7fy9



October25,2026



Dear Seattle Public Schools Community,

I hope this newsletter finds you well. I am happy to write to you all this week.

In 1964, Seattle Public Schools had an enrollment over 94,000 students. Today, our student count sits under 50,000. Over the last half century, there have been years of growth and decades of decline. The reasons are varied and complex, from the Boeing Bust in the late 1960s and early 1970s, to incredible wealth creation and huge private school enrollment. Some of the decline was out of the district's control, but some was self-inflicted: a lack of clarity of vision and purpose, a revolving door of disparate and problematic leadership, fits and starts of numerous programs and policies, each seemingly in contrast with the previous iteration. But through it all, there seemed to be a district that did not privilege students and their families.

Decisions seemed to be made in direct opposition to the expressed needs of our community. When parents asked for rigor, we thought of cutting advanced programming. When families asked for clarity, they got obfuscation. When we hear about the desire for more arts, music, and dual language programs, we seem to cut those first. When community members want to donate, volunteer, or support the district, we create roadblock after roadblock.



Now here we are, late October 2026, inheriting this complicated, often wonderful, but unarguably messy system. And the time for change is now. For years, the specter of school mergers has hung over the district like a pall, shadowing every decision. Over the years, the district has opened and closed schools, with seemingly questionable plans and lack of forethought. The district has been known to close a building only to open it again, even though very little changed. I know the fear of closing a school, your school, creates unease

and uncertainty. And of course, this further exacerbates the move toward private, charter, or other districts' schools.

Since the moment I was hired, I have said that everything is on the table, a not-so-subtle hint that school mergers were possible. I didn't want to commit to anything, until I had a better sense of the district, seeing firsthand the experience of our children, staff, and families. What I saw shocked me.

Some students were in beautiful buildings with bright, airy, light-filled classrooms, while others spent their days in buildings without interior walls, traipsing through poorly lit hallways and hearing the scurry of much smaller beings in the rafters. I saw robust learning communities with teachers who could share within their grades amongst colleagues and schools with just one second grade teacher who had to fend for themselves. I saw schools that got itinerant music teachers once a week or even once every two weeks, while others had full-time teachers firmly part of the school community. And what I saw over and over again was forced split classes. Room after room of second and third graders trying to learn together. Fourth and fifth graders struggling because of the inherent difficulty of teaching "up" or "down" or two grades at once.

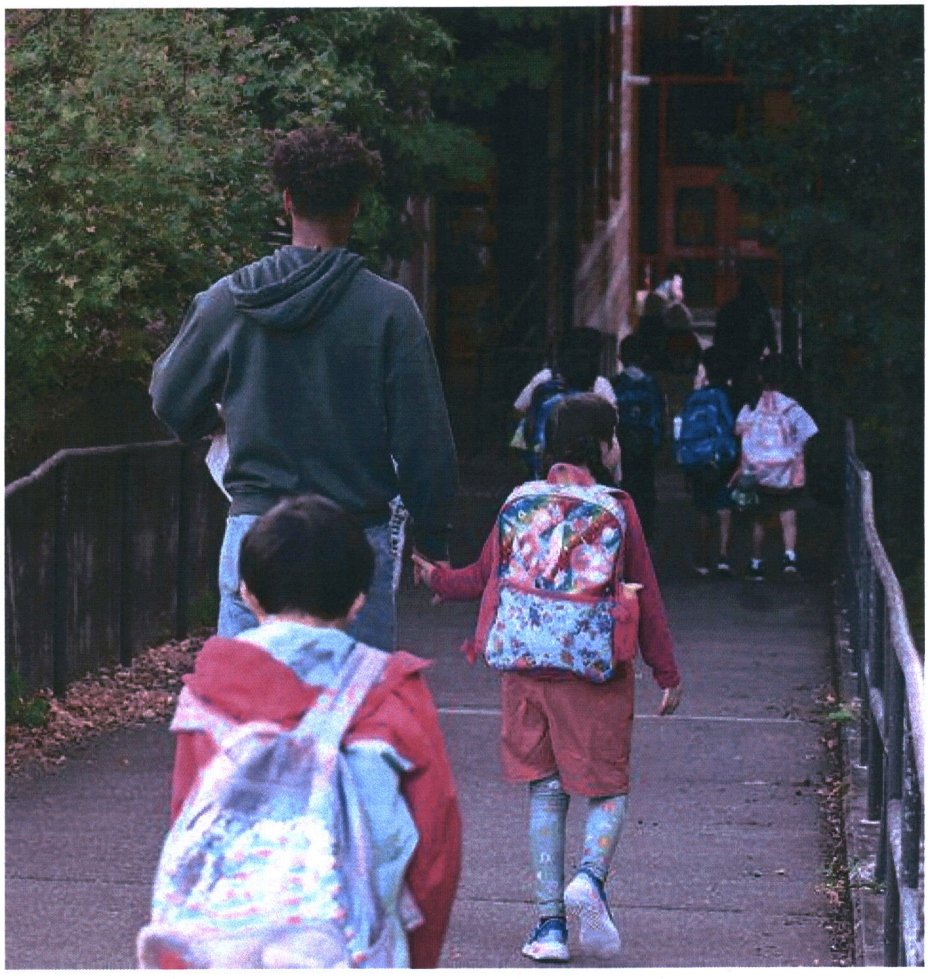


I also saw a K-8 school with less than 50 students, where multi-grade classes are the norm. I saw a K-5 school with less than 120 kids trying to contort and contrive as best it could to serve our students. But no matter how great the staff is, this is an extra burden to bear.

I hear communities with very low enrollment say, "But Ben, just give us a year, give us two years, we will get students to come. Give us a PR budget and we will draw tens if not hundreds of students. Just redraw district lines and force students into our school." I appreciate that all, but each idea takes time and would either cannibalize other schools or be based on wishful thinking. In times like these I often think of the Dr. Martin Luther King Jr. quote, "We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. This is the time for vigorous and positive action."

I don't want students to spend one more year in a building where bookcases serve as walls, if we don't have to. I don't want students to spend one more year in a sixth-seventh-eighth grade split if we don't have to. I don't want teachers to be the only teacher in the grade if we don't have to. I don't want to accept large class sizes if we don't have to. So, the conversation around school mergers begins.





However, as I have always said, these conversations first need to be with those impacted. We need to talk, work together, and iterate so that we don't make too many mistakes if we embark on these decisions. And that is why you are probably hearing about meetings being held with different important folks.

I appreciate that the entire community wants to know what is going on and wants their voice heard. I understand, and that will occur, but first, the principals needed to be at the table, then the staff, then the families, then the community writ large. I think it is ethical and moral to discuss first with those who might be impacted before we bring anything to the Board and broader community. The reason I am writing about this now and not last week is that we wanted staff and families to know about the proposed mergers and meetings before the general public. Again, the moral thing to do in my eyes. To quote a phrase attributed to a different Martin Luther, "Here I stand, I cannot do otherwise."

And please know, once I bring a plan to the Board, there is still a months-long process of community hearings and conversation. But as we saw in previous attempts, the last thing anyone wants is for me to present a half-baked plan eviscerated by the people we are purporting to serve. What I present to the Board and community should have the voice of

families and staff, remembering of course that the Board and community will have their say as well.



Many of you might be wondering why now? What is the timeline? What is the rationale? Fair questions all.

As you know, this summer we were negotiating the SEA union contract. That CBA is hundreds of pages long and impacts a panoply of machinations of the school district. No serious conversation around school mergers could occur before the SEA contract was signed and settled. That happened the first week of September. From that moment, once we knew the parameters of class ratios, staffing concerns, and scheduling agreements, we as a leadership team could engage in thoughtful conversations about possible mergers. For the first two weeks in September, I met with senior leaders, especially our Executive Directors who supervise all 100+ schools. We talked about what might make sense, what could work and be best for kids and staff. Once we had a draft list, we met with the principals of the possible merger schools. These meetings were difficult and profound, but also collaborative and for the most part very positive. We heard why a specific merger might make sense or didn't. And out of those meetings, we iterated and changed the initial list. Starting this week, I, along with the Executive Directors of Schools, will be visiting with the staff of all possibly impacted schools. Each meeting will involve a deep conversation about what a merger could look like. We will talk about specific needs and special programs we would like to transfer. For instance, in one proposed merger the sending school has a fantastic program they did on Wednesdays. When the proposed receiving school heard

about this, the two principals talked about how they could not only transfer it but strengthen it. This is why we have the meetings.

These staff meetings will take time. We want to be thoughtful and diligent, meet in their space and listen. These meetings are scheduled through the beginning of November. Once those occur, we are holding family meetings at each proposed receiving school, starting in November and finishing in the middle of December. Then, and only then, after hearing from staff and families, will I formally present to the Board and community our proposed list. Then there is about a 60-day window for open forums in the communities of the impacted mergers. And then the Board will have the final decision.



So to reiterate:

- **Senior Leadership meetings** – First two weeks in September
- **Principal meetings** – September and October
- **Staff meetings** – October and November
- **Family meetings** – November and December
- **Community meetings/public hearings** – January and February
- **Board possible action** – Late February or early March

This is a long timeline, with plenty of opportunity to listen, understand, and iterate. But it also bleeds into our open choice window. What I can promise is that we will extend our transfer period until one week after a possible Board decision. That way families can apply for open enrollment, if they want, after seeing what the Board does. And as a reminder, open

enrollment is a lottery, not first come first serve. So, if you put your child's name in at the last minute (before the deadline), they are treated just like everyone else.

The other promise I am making is that if you are transferring from a school being closed, you will get priority this year, during open enrollment, over families who want to transfer but are not impacted by mergers.

Another promise is that if your school has not received an invite, we are not considering a closure now and will not in the near future.

What I cannot promise is that these are all the mergers or program shifts we will ever do. Things change and we have to react. Currently, we are in conversations about our Bridges programs and Interagency sites, but if we address those, it would be more about site locations and not Bridges or Interagency as a whole shutting down. Both are wonderful programs we want to support in earnest. We are also thinking critically around our awesome Seattle World School and possible ways to strengthen their programming by working with one or more comprehensive high schools.



However, what I can promise is that once we get through this round, I never want to do this again. You have my word that I will try very hard, once this year is over, to work with what we have. Large-scale change is fundamentally unsettling, even if it eventually leads to positive outcomes.

This letter is already far too long for a weekly newsletter, but I wanted to address the most pressing issues. Over the next few months, I will continue to update and explain. I appreciate that folks might want me to write "the list of schools" or go through each possible merger right now, explaining why and what and how. There will be time for that. But first, the most important actions in this structured timeline are the meetings with staff and families. We will discuss and iterate, listen and learn together. What we present to the schools might change in large or small ways. Just as principal meetings changed our initial plans, I assume staff meetings will change them again, and family meetings will change them again.

And then, once we hear from staff and families, I look forward to hearing from the broader community. I know school mergers are fraught with a myriad of feelings, mostly negative, especially in light of recent attempts. I do hope with this approach, together, we can meet with positive intent and an open mind.

Thank you all for believing in SPS. With your help and hard work, SPS truly will be the best urban public school district in the country.

Ben

V. STUDENT GROWTH AND EXPERIENCE UPDATE
Presenter: Byron Bethards

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Byron Bethards, Amy Lesan, Nikki McFarland, Marcianne Rivero-Koetje, Megan Newell, Kimberly Johnson, Autumn Lederer, Sarah Devine
Meeting Date: November 5, 2026

Student Growth and Experience Update — No Action Required

Background

The Student Growth and Experience Update provides an overview of district efforts to support student learning, achievement, well-being, and belonging across all grade levels. The update highlights department priorities, progress toward district and Board goals, and key initiatives in instruction, curriculum, assessment, special education, multilingual programs, mental health, and family engagement. These efforts advance the Corvallis Promise by strengthening equitable systems, improving learning experiences, and ensuring every student has the support and opportunities needed to succeed.

The report is attached.

Involvement

District staff: Byron Bethards, Amy Lesan, Nikki McFarland, Marcianne Rivero-Koetje, Megan Newell, Kimberly Johnson, Autumn Lederer, Sarah Devine

Cost Impact

None

Function

Review and discussion.

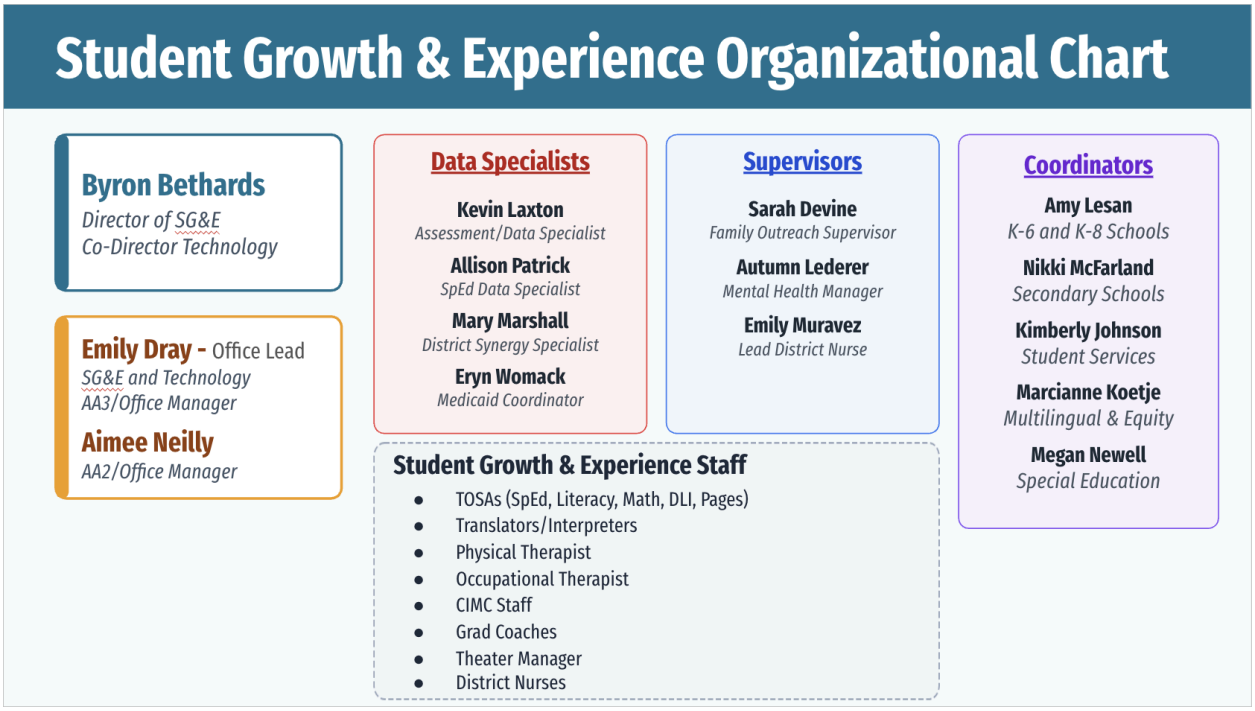
Student Growth and Experience Department Update

Fall 2026

Department Overview

The Student Growth and Experience (SG&E) Department supports teaching, learning, student well-being, and educational opportunity across the Corvallis School District. The department works alongside school leaders, educators, students, families, and community partners to help guarantee every student has access to high-quality instruction, meaningful relationships, and the services and experiences needed to succeed. SG&E provides districtwide leadership and coordination in curriculum, instruction, assessment, professional learning, elementary and secondary education, student services, school nursing, family advocacy, mental health, multilingual education, dual language immersion, and special education. Together, these areas support students' academic growth, physical and emotional well-being, sense of belonging, and preparation for life beyond graduation by helping schools strengthen instructional practices, coordinate student supports, monitor progress, and identify and remove barriers to learning.

This report provides an overview of each area within the SG&E Department, along with its strategic goals and priorities. Reflecting the department's organizational structure, it offers a clearer picture of the department's responsibilities, services, and impact across the district. It is important to note that 33 staff members coordinate and support the many functions outlined in this report, working collaboratively to advance achievement, equity, and connection for all students.



The department operates on a $25.4 million budget. SG&E staff verifies district compliance with many state and federal laws and regulations, including those from the Oregon Department of Education. The department includes four data and systems specialists who provide essential technical, operational, and compliance support across several areas. This includes Medicaid coordination and reporting, special education data and compliance, district assessment systems and testing compliance, and administration and support of Synergy, the district's student information system. These roles help maintain accurate student information, reliable data systems, and compliance with state and federal requirements.

The SG&E Department also oversees the District's Central Instructional Media and Curriculum Center. Two staff members coordinate and manage districtwide library resources, instructional materials, and curriculum resources to ensure schools and educators have access to the materials needed to support teaching and learning. SG&E supports the operations of Corvallis School District Theaters. The theater manager coordinates theater programming, productions, and performing arts opportunities. Two staff members within the SG&E Department coordinate and oversee districtwide translation and interpretation services. They support communication between schools and families by ensuring important district information, resources, and interactions are accessible to families in their preferred languages.

Our Work and the Corvallis Promise

The Corvallis Promise establishes a shared vision for what every Corvallis School District graduate should know and be able to do. Informed by students, staff, families, and community partners, the Corvallis Promise guides educational programming toward the knowledge, skills, relationships, and experiences students need to be successful in an evolving world. SG&E supports the Corvallis Promise by ensuring that students have access to the instruction, services, relationships, and opportunities they need.

Elementary Education: Grades K-6, K-8

Amy Lesan, K-6 and K-8 Schools Coordinator

Overview

Elementary education establishes the academic, social, and emotional foundations students need for future learning. District coordination supports strong instruction, responsive student support, and meaningful learning experiences across elementary schools. This work includes curriculum implementation, assessment, professional learning, school leadership support, and stewardship of grants and program budgets. Working alongside principals, teachers, specialists, and department colleagues, elementary leadership connects district priorities and resources with daily classroom practice. The district is also refining grade-level learning models to strengthen instruction and provide coherent learning experiences across grades K–6.

Who It Serves

Students in grades K–6, their families, and the educators who support their learning.

Highlights

- **Strengthening literacy instruction:** Coordinated Science of Reading coursework taken by 112 teachers, including funding, university partnership, enrollment, scheduling, coaching, and reporting. Early Literacy investments also support bilingual literacy coaching, intervention coaching, curriculum implementation, and ongoing professional learning.
- **Connecting assessment to student support:** Work with principals and MTSS specialists to strengthen the use of screening, classroom assessments, and progress monitoring so teams can adjust instruction and provide additional support when students need it.
- **Stewarding grants and resources:** Manage budgets of approximately $2 million dollars across Early Literacy, Title I, Title II, Title IV, and 21st Century Community Learning Centers grants and programs. Coordinate applications, staffing investments, spending, reporting, and required consultation with Business Services, private schools and school leaders, including Title I planning and budget support for five elementary schools.
- **Supporting school leaders and educator collaboration:** Facilitate elementary principal collaboration and professional learning for teachers and specialist teams. Develop shared tools and practices that help educators learn together, evaluate student progress, and strengthen and align instruction across schools.
- **Expanding learning experiences and coordinating school support:** Coordinate after-school and outdoor learning opportunities, partner with schools

in responding to family concerns, and collaborate across the department on inclusion, belonging, and school transitions.

Scorecard Goals

The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools.

26-27 Scorecard Goal	Board Goal Alignment	Baseline → Target Outcome
Increase third-grade reading proficiency for all students	Excellent Learning Experience	50% → 53%
Increase third-grade reading proficiency for students with disabilities	Excellent Learning Experience	21.2% → 26.2%
Increase third-grade reading proficiency for English learners	Excellent Learning Experience	22.4% → 28.4%
Increase third-grade reading proficiency for students from underserved racial and ethnic groups	Excellent Learning Experience	26.3% → 31.3%
Increase regular attendance in grades K–2	Healthy Communities	77% → 80%
Increase positive family survey responses for engagement	Healthy Communities	55% → 58%
Increase positive student survey responses for academic challenge and real-world relevance	Relevant and Engaging Learning	36% → 40%
Increase positive student survey responses for school culture	Equitable Systems	21% → 24%
Increase positive student survey responses for having an adult to talk to about problems	Healthy Communities	51% → 54%

Connection to the Corvallis Promise

Achievement: Strengthen foundational instruction and timely intervention through aligned curriculum, assessment, coaching, and professional learning.

Connection: Support meaningful relationships, family partnerships, and learning experiences that help students feel known, included, and engaged.

Equity: Direct resources toward identified needs, support inclusive practices, and evaluate results across student groups to improve access and opportunity.

Secondary Education: Grades 7-12

Nikki McFarland, Secondary Schools Coordinator

Overview
Our district is home to one 7-8 junior high where students have access to core academic classes along with a range of elective options based on student interest. While every student has access to required coursework, electives and exploration opportunities vary by student.

In our high schools, learning is focused on ensuring that all students have access to aligned core instruction, including advanced coursework, and courses that prepare them for their future. Through their learning experiences in grades 9-12, students have the opportunity to develop strong academic skills and explore and develop a solid understanding of who they are and who they want to be so they can set meaningful goals, adapt, and demonstrate agency.

Key components of the high school experience are:

- Rigorous, college-level coursework (AP or dual credit)
- Aligned core course sequences
- Teaching and learning connected to real-world purpose
- Adaptable pathways connected to students' interests and post-secondary plans
- Student belonging
- Extra-curricular activities, including clubs and athletics
- Community-based learning opportunities connected to students' futures

Who Secondary Education Serves
Over 2,800 Grade 7-12 students and their families.

Highlights

- 7-12 programs in the Arts, Dual Immersion, World Languages, and CTE (Grades 9-12 only)
- Math advancement opportunities beginning in Grade 7
- Career Exploration beginning in Grade 7
- 11 High School CTE Programs
- 15 AP Classes
- 23+/- Dual Credit Courses
- Opportunity for direct enrollment at LBCC

Scorecard Goals

The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools.

26-27 Scorecard Goal	Board Goal Alignment	Baseline → Target Outcome
Increase ninth-grade students on track for graduation, measured by earning six credits	Excellent Learning Experience	87% → 90%
Increase eighth-grade math proficiency for all students	Excellent Learning Experience	43.5% → 46%
Increase eighth-grade math proficiency for students with disabilities	Excellent Learning Experience	5.8% → 10.8%
Increase eighth-grade math proficiency for English learners	Excellent Learning Experience	7.8% → 12.8%
Increase eighth-grade math proficiency for students from underserved racial and ethnic groups	Excellent Learning Experience	22.6% → 27.6%
Increase eighth-grade reading proficiency for students with disabilities	Excellent Learning Experience	8.8% → 13.8%
Increase eighth-grade reading proficiency for English learners	Excellent Learning Experience	17.6% → 22.6%
Increase eighth-grade reading proficiency for students from underserved racial and ethnic groups	Excellent Learning Experience	31.8% → 36.8%
Increase regular attendance, grades K–12	Healthy Communities	69.8% → 72%
Increase positive student survey responses about understanding steps toward a desired career	Relevant and Engaging Learning	38% → 41%
Increase student participation in AP and dual-credit courses	Relevant and Engaging Learning	Target: 3% increase in participation

Increase positive student survey responses for academic challenge and real-world relevance	Relevant and Engaging Learning	Grades 7-8: 44% → 48%; grades 9-12: 46% → 49%
Increase positive family survey responses for engagement	Healthy Communities	Grades 7-8: 39% → 42%; grades 9-12: 35% → 38%

Connection to the Corvallis Promise

Achievement: Secondary schools support student achievement by developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Connection: Secondary schools support connection through culturally sustaining pedagogies and practices.

Equity: Secondary schools promote equity by directing resources to support teacher collaboration, systems that support on-time graduation, reductions in chronic absenteeism, and equitable assignment to advanced courses.

Dual Language Immersion Program

Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator

Overview

Established in 2001, the Spanish-English Dual Language Immersion program develops bilingualism, biliteracy, and cross-cultural competence from kindergarten through 12th grade. Spanning Lincoln and Garfield Elementary schools, Corvallis Junior High, and Corvallis High School, the DLI pathway delivers grade-level academic instruction in both Spanish and English. Throughout the program, students celebrate their cultural identity and heritage, build biliterate fluency, and graduate prepared to earn the Oregon State Seal of Biliteracy.

Who It Serves

1,203 students enrolled across the K-12 pathway (773 elementary; 430 junior high and high school) representing 22% of our total CSD student population.

Highlights

- **Record Seal of Biliteracy Growth:** Over the 25-year history of our DLI program, the number of Oregon State Seal of Biliteracy recipients has grown significantly. Our Class of 2014 was the first to pilot the Seal, and that number has since grown from 14 recipients to a record 108 in the 2025-2026 school year.
- **Graduation and Completion Rates:**
    - **4-Year Graduation Rate (2024-25):** Hispanic/Latino students achieved an 82.8% graduation rate, outpacing the Oregon state average of 79.9%.
    - **5-Year Completion Rate (2023-24):** Hispanic/Latino students reached a 92.0% completion rate for diplomas or GEDs.
- **Alumni Career Pathways:** Our DLI graduates have put their bilingual skills to work locally and beyond in education. Here are just a few of their chosen career paths: teachers, assistants, speech-language pathologists, healthcare, legal aid and public defense, environmental planning, engineering, international business, and community advocacy. Their stories are commendable and worth sharing.

Scorecard Goals

The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools.

26-27 Scorecard Goal	Board Goal Alignment	Baseline → Target Outcome
Increase 5th-Grade Language Proficiency (STAMP Composite ≥ 5)	Relevant and Engaging Learning	51.0% → 54.0%
Increase 8th-Grade Language Proficiency (STAMP Composite ≥ 5)	Relevant and Engaging Learning	63.0% → 66.0%

Connection to the Corvallis Promise

Achievement: The DLI pathway builds bilingual and biliterate skills that strengthen academic achievement and support long-term graduation outcomes. Students develop the language proficiency, critical thinking, and communication skills needed for a global community.

Connection: DLI cultivates a strong sense of belonging and pride by affirming students' heritage languages, cultures, and identities.

Equity: For 25 years, Corvallis School District has maintained a commitment to DLI as a cornerstone of educational equity. The program expands access to bilingualism and biliteracy, values students' cultural and linguistic assets, and creates opportunities for students to develop skills that can open doors throughout their lives.

Multilingual Programs

Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator

Overview

Our Multilingual Program verifies K-12 students develop academic language proficiency while remaining firmly anchored in rigorous grade-level coursework. Our programming aims to expand student access, elevate educator capacity, and advance systemic equity for our school community. To support educators with the skills needed to accelerate and amplify language acquisition and content mastery, we oversee federal and state grants such as Title III and VI that fund professional learning that strengthens our support for the unique cultural, language, and educational needs of our current and future students.

Who It Serves

K-12 English and multilingual learners, working alongside classroom teachers, Academic Language Specialists, building leaders, families, and community partners. Over the course of the last years we have shifted our service delivery model to be more inclusive and engaging for our English and multilingual learners. We have moved away from the traditional pull-out model and have shifted to Integrated ELD, which is connected to both the work that is happening at the state level with the Multilingual Strategic plan and our belief that students' civil right is access to grade-level content, grade-level curriculum, and grade-level peers.

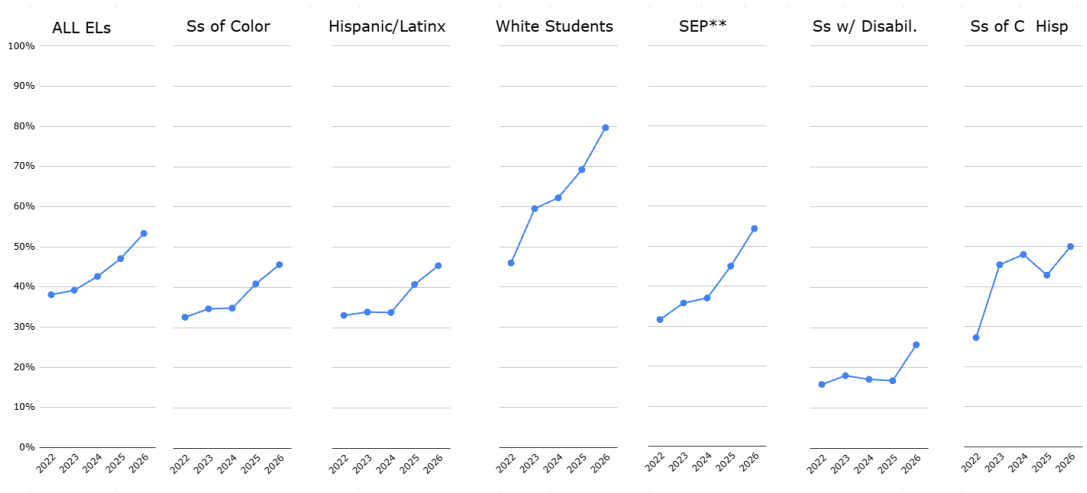
Highlights

Shift to Inclusive, Co-Taught Classrooms: Moving away from isolated pull-out models has allowed specialists and classroom teachers to weave language scaffolds into everyday lessons; it has also provided professional learning and strong collaborative opportunities for educators to grow instructional strategies that support all students.

- **Corvallis High School Outcomes:** Driven by Integrated ELD, a record number of multilingual learners successfully exited EL services this past year.
- **Growth in On Track to English Language Proficiency (OTELP):** Since expanding inclusionary practices, more students are meeting Oregon's OTELP benchmark, meaning they are on pace to reach full proficiency within 7 years (or 8 with accommodations) on the ELPA assessment.

Our CSD students are making excellent gains across reading, writing, speaking, and listening, which gives them fuller access to core subject matter.

This graph shows current ELPA data:



Scorecard Goals

The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools.

26-27 Scorecard Goal	Board Goal Alignment	Baseline → Target Outcome
Increase 3rd-Grade Reading Proficiency for English learners	Excellent Learning Experience	22.4% → 28.4%
Increase 8th-Grade Math Proficiency for English learners	Excellent Learning Experience	7.8% → 12.8%
Increase 8th-Grade Reading Proficiency for English learners	Excellent Learning Experience	17.6% → 22.6%

Connection to the Corvallis Promise

Achievement: The program supports students in developing the academic language skills needed to access rigorous instruction and demonstrate their learning across

content areas. Through an integrated approach to language acquisition, students build English proficiency while remaining engaged in core academic instruction.

Connection: By keeping multilingual learners connected to their classroom peers and learning communities, the program strengthens relationships and a sense of belonging.

Equity: The integrated ELD model promotes equitable access to grade-level instruction by providing language development support without removing students from core academic learning.

Special Education Program

Megan Newell, Special Education Coordinator

Overview
The Corvallis Special Education program provides specialized academic and developmental support individualized to teach student skill building. Teams determine services based on formal evaluations and classroom data. Plans are developed to help students succeed in their least restrictive environment. Teams are a multidisciplinary team of professionals: speech-language pathologists, physical therapists, occupational therapists, nurses, school psychologists, special and general education teachers. These teams collaborate to provide needed services for students.

Who It Serves
This program serves students eligible for special education, their families, educators, and service providers responsible for implementing IEPs. There are 878 students receiving IEP services, 534 students with 504 accommodation plans, and the following breakdown of each eligibility category:

- Specific Learning Disability 193
- Other Health Impairment 198
- Intellectual Disability 50
- Deaf or Hard of Hearing 13
- Visual Impairment 6
- Speech-Language Impairment 135
- Emotional Behavior Disorder 42
- Orthopedic Impairment 4
- Traumatic Brain Injury 10
- Autism Spectrum Disorder 162
- Developmental Delay 65

Related Services Provided to Students
- Occupational Therapy 182
- Physical Therapy 34
- Nursing: LPN/RN 25
- AAC 51
- TBI Support 8
- Speech: SLP 345

Highlights
Our special education teams develop specialized plans created collaboratively to guide services and supports for each student's specific academic and functional goals.

As a district, and in alignment with ODE guidelines, we have prioritized educating students with their same-age peers as much as possible to encourage inclusion, belonging, and meaningful access to education in their neighborhood school. We offer a wide range of support, including push-in classroom support, specialized resource rooms, and Life Skills classrooms.

We have worked to restart the Special Education Advisory Committee (SEAC) to increase parental involvement and community building. We have also established a Life Skills Advisory team to discuss programming, service delivery, and scope and sequence for students in Life Skills programming.

Scorecard Goals
The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools.

26-27 Scorecard Goal	**Board Goal Alignment**	**Baseline → Target Outcome**
Increase third-grade reading proficiency for students with disabilities	Excellent Learning Experience	21.2% → 26.2%
Increase eighth-grade math proficiency for students with disabilities	Excellent Learning Experience	5.8% → 10.8%
Increase eighth-grade reading proficiency for students with disabilities	Excellent Learning Experience	8.8% → 13.8%
Increase four-year graduation rates for students with disabilities	Excellent Learning Experience	3% growth
Increase five-year completion rates for students with disabilities	Excellent Learning Experience	3% growth

Connection to the Corvallis Promise

Achievement: We support individualized progress toward academic and individual goals.

Connection: We support connection through prioritizing the least restrictive environment and educating students alongside their same-age peers in neighborhood schools, which develops social-emotional connection and a sense of belonging.

Equity: We provide students with disabilities individualized service options, specialized resources, and general education access.

Student Services

Kimberly Johnson, Student Services Coordinator

Overview

Student Services coordinates supports for students whose academic, behavioral, social-emotional, or personal needs may affect their participation in school. Through systematic reviews, classroom observations, coaching, and multidisciplinary collaboration, we support district-wide Student Support Teams (SST) and the District Support Team (DST) in identifying barriers, connecting students with appropriate assistance, and delivering targeted interventions for high-need students. Our work also encompasses coordinating CPI de-escalation training, behavioral crisis prevention frameworks, threat assessments (BSAT/SIRC), Alternative Education (Academy, Bridges), tutoring, Grad Alliance, and Social Emotional Learning (SEL) competencies in close partnership with schools, families, and district teams.

Who It Serves

Students needing additional support to access learning and participate in school, along with their families and school teams.

Highlights

- Expanding community partnerships to wrap holistic support around students and families requiring extra assistance to thrive.
- Aligned SST and multi-tiered systems of support across all school levels to promote consistent and impactful implementation of behavioral and SEL supports.
- Established robust systems for training and ongoing site-level support focused on targeted threat management and safety de-escalation protocols.
- Developing sustainable behavior intervention frameworks grounded in dignity, equity, and student strengths.

Scorecard Goals

The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools

26-27 Scorecard Goal	Board Goal Alignment	Baseline → Target Outcome
Increase regular attendance, grades K-12	Healthy Communities	69.8% → 72%
Increase positive student survey responses for having an adult to talk to about problems	Healthy Communities	Grades K-6: 51% → 54%; Grades 7-8: 50% → 53%; Grades 9-12: 47% → 50%
Increase positive student survey responses for relationships	Healthy Communities	Grades 7-8: 45% → 50%; Grades 9-12: 48% → 53%
Increase positive student survey responses for school culture	Equitable Systems	Grades K-6: 21% → 24%; Grades 7-8: 29% → 32%

Connection to the Corvallis Promise

Achievement is strengthened when students can access the conditions and services they need to learn.

Connection is reflected in students' relationships with trusted adults and peers.

Equity means coordinating supports so barriers do not prevent students from participating in school.

Mental Health and Wellness Program

Autumn Lederer, Mental Health Manager

Overview

The school-based Mental Health and Wellness Program's highest priority goal is to provide CSD students and families access to clinical mental health services. Depending on individual needs, services may include individual, family, or group therapy, and clinical recommendations and referrals to appropriate levels of care. The program also supports the entire student body and staff with crisis response following the death or serious injury of a student or staff member; this promotes healthy school communities by fostering resilience and healing following loss or trauma. The Mental Health and Wellness Program helps our school communities' reduction of suicide risk through provision of QPR suicide risk training to all CSD staff.

Who It Serves

All students and families in need of mental health support. The Mental Health and Wellness Program prioritizes serving students who face barriers to accessing care, including those with historically marginalized identities including LGBTQIA+ and BIPOC communities, as well as the school community as a whole.

Highlights

- Total number of clients served currently: 127
- Total number of BIPOC students served currently: 55
- Percentage of MH program clients who are BIPOC identified: 43%
- Total number of direct service (individual, group, or family therapy) hours between 9/3/26 and 10/21/26: 337 hrs
- Number of family therapy hours: 17 hrs

In addition to provision of these clinical services, our team has expanded its Crisis Response Team to include CSD staff from other disciplines (School Counselors, Deans, and HR). The program has also continued to collaborate with higher education as an internship site and can provide increased services through partnerships.

Scorecard Goals

The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools.

Student well-being is an important part of readiness to learn. YouthTruth measures can help identify trends in student experience, but they do not measure the Mental Health and Wellness Program's reach or effectiveness on their own. The ways the program supports the culture of school communities through attending to staff and student well-being is difficult to measure since it extends beyond those who are officially on clinical caseloads.

26-27 Scorecard Goal	**Board Goal Alignment**	**Baseline → Target Outcome**
Decrease positive responses indicating feelings of sadness or hopelessness	Healthy Communities	Grades 7-8: 24.5% → 21.5% Grades 9-12: 27.3% → 24.3%
Increase positive student survey responses for having an adult to talk to about problems	Healthy Communities	Grades K-6: 51% → 54% Grades 7-8: 50% → 53% Grades 9–12: 47% → 50%
Increase positive student survey responses for relationships	Healthy Communities	Grades 7-8: 45% → 50% Grades 9-12: 48% → 53%

Connection to the Corvallis Promise

Achievement: Supporting well-being helps create conditions in which students can access rigorous learning.

Connection: We support students who are vulnerable with trusted relationships and access to support. A sense of belonging to a community is identified by many human beings as a reason for living, and can be a protective factor against suicide and mental health issues. Hopelessness has been correlated with depression and suicide attempts; students' reporting connection to others' and a sense of belonging cannot be underestimated as a protective factor, in addition to increasing students' ability to access their education.

Equity: We reduce barriers and stigma to mental health care and support.

Family Support Program

Sarah Devine, Family Outreach Supervisor

Overview
The Family Support Program helps families who are navigating homelessness and poverty connect with essential district and community resources and participate meaningfully in their children's education. Our team helps families navigate school systems and connect with resources that support students' attendance, participation, and overall well-being. We assist families with:

- Providing grocery, gas and laundry gift cards
- Helping families apply for health insurance and access physical and mental healthcare
- Helping families connect with their children's teachers and schools
- Emergency financial support from the district (rent, utilities, car repair, etc)
- Food & hygiene pantries in schools (with help from Assistance League)
- Providing school clothes and shoes (with help from Assistance League)
- Providing financial support for after school activities
- Providing backpacks, lunchboxes, and other supplemental school supplies
- Connecting to community resources, such as housing, financial assistance, government benefits, and employment

We remain incredibly grateful to the Corvallis Public Schools Foundation for providing our entire direct family assistance budget, and to the many other community partners who make our work possible through their donations and partnership.

Who It Serves
Our program is focused on supporting students and families navigating poverty and homelessness. Each year, we serve approximately 400 families and 2,000 individuals (CSD students, pre-k students, and adults).

Highlights
This year, Family Advocates are becoming certified OHP Assisters to increase access to OHP for our district families and support re-enrollment so they do not lose access to these essential benefits.

So far this school year, we have provided eviction-prevention support to nine households and helped three households move into permanent housing. We have supported 43 households with emergency utility bills to avoid shutoffs.

Scorecard Goals
The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools

Family engagement and attendance are shared district outcomes. Family advocates contribute by helping identify practical barriers, connecting families with resources, and strengthening students' and families' ties to their school communities.

26-27 Scorecard Goal	**Board Goal Alignment**	**Baseline → Target Outcome**
Increase positive family survey responses for engagement	Healthy Communities	Grades K-6: 55% → 58% Grades 7-8: 39% → 42% Grades 9-12: 35% → 38%
Increase regular attendance	Healthy Communities	Grades K-2: 77% → 80% Grades K-12: 69.8% → 72%

Connection to the Corvallis Promise

Achievement: We support achievement by reducing barriers to consistent and meaningful school participation.

Connection: Our team builds connections with historically marginalized families in our district.

Equity: We increase equity by meeting basic needs and supporting families' partnerships with schools.

School Nursing

Emily Muravez, Lead District Nurse

Overview
School nursing supports student health and safety through screenings, response to illness and injury, medication coordination, individualized health plans, support for chronic conditions and allergies, and emergency preparedness. Nurses collaborate with families, school staff, and health care providers.

Who It Serves
Students with health needs during the school day, their families, and school teams responsible for maintaining safe and supportive learning environments.

Scorecard Goals
The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools. Health needs can affect attendance and participation. Attendance is a shared district goal.

26-27 Scorecard Goal	Board Goal Alignment	Baseline → Target Outcome
Increase regular attendance in grades K-2	Healthy Communities	77% → 80%
Increase regular attendance in grades K-12	Healthy Communities	69.8% → 72%

Connection to the Corvallis Promise

Achievement: School nursing supports student achievement by addressing health needs that may otherwise interfere with attendance, participation, and learning.

Connection: School nursing builds strong partnerships among students, families, healthcare providers, and school staff. These relationships support coordinated care.

Equity: School nursing promotes equitable access to appropriate health services and supports for all students.

SG&E Department

Byron Bethards, Director of Student Growth and Experience, Co-Director Technology

SG&E focuses on high-quality instruction, strong professional collaboration, clear communication, and coordinated systems. Department-wide measures help the district monitor staff experience and learning conditions that affect students across programs.

Who It Serves
Students and families across the district, as well as educators and staff who deliver instruction and services.

Highlights
Our department facilitates more than 200 school and department learning opportunities across our district each year. This supports school counselors, SpEd Case Managers, MTSS coaches, Language Specialists, Deans of students, mental health therapists, math coaches, elementary and secondary principals, library media technicians, and STEAM specialists.

SG&E Advisory and Collaborative Committees: The SG&E Department engages in advisory committees and collaborative teams to ensure district programs, services, and systems are responsive to student needs and aligned with district priorities. These groups bring together district staff, educators, families, students, community partners, and Board members to share perspectives, review practices, identify opportunities for improvement, and guide decision-making. Here are the current groups:

- Behavior Committee
- Dual Language Immersion (DLI) Advisory Committee
- Special Education Review and Calibration Committee
- PAGES Advisory Committee
- Alternative Education Advisory Committee
- Life Skills Advisory Committee
- DLI Strategic Planning Committee
- Innovation Team
- Instructional Technology Advisory Committee
- Theater Diversity Advisory Committee
- Special Education Advisory Committee (SEAC)
- Mental Health and Wellness Advisory Committee
- Talented and Gifted (TAG) Advisory Committee
- District Equity Team
- Indian Parent Committee (IPC)

Scorecard Goals
The following measures track progress toward stronger academic outcomes, engagement, belonging, and equitable learning opportunities. Results inform instructional planning, resource decisions, and coordinated support across schools.

Staff experience, instructional quality, and communication shape the conditions in which students learn. These measures help identify areas for professional learning and systems improvement.

26-27 Scorecard Goal	**Board Goal Alignment**	**Baseline → Target Outcome**
Increase positive staff survey responses to “I feel that my work at my school is valued”	Responsible Stewardship of Resources	Grades K–6: 83% → 86%; grades 7–8: 75% → 78%; grades 9–12: 83% → 86%
Increase positive staff survey responses for feeling informed about decisions	Responsible Stewardship of Resources	Grades K–6: 61% → 67%; grades 7–8: 50% → 63%; grades 9–12: 61% → 65%
Increase positive student survey responses for academic challenge and real-world relevance	Relevant and Engaging Learning	Grades K–6: 36% → 40%; grades 7–8: 44% → 48%; grades 9–12: 46% → 49%

Connection to the Corvallis Promise

Achievement depends on strong instruction and continuous improvement.

Connection is strengthened through collaboration and clear communication.

Equity requires using evidence to identify gaps and improve systems for all students.

Our shared responsibility is to ensure that every student experiences Achievement, Connection, and Equity throughout their educational journey in Corvallis School District.

Student Growth and Experience Update

Corvallis School District

November 5, 2026

Achievement ● Connection ● Equity

Student Growth and Experience Department



Achievement

Students engage in complex thinking and problem-solving paired with high support and intentional scaffolding to build intellectual independence, focusing on how to think rather than just what to know.



Connection

Student-educator relationships are anchored in affirmation, mutual respect, validation, and trust.



Equity

Students receive whatever they need to develop to their full academic and social potential, emphasizing that educational well-being is as vital as academic success.

Achievement • Connection • Equity

Student Growth and Experience Department

Office Support

Emily Dray
Office Lead, SG&E & Tech Office Manager

Aimee Neilly
Office Manager

Data Specialists

Kevin Laxton
Assessment/Data

Allison Patrick
SpEd Data

Mary Marshall
District Synergy

Eryn Womack
Medicaid Coordinator.

Supervisors

Sarah Devine
Family Outreach

Autumn Lederer
Mental Health

Emily Muravez
Lead Nurse

Coordinators

Amy Lesan
K-6 and K-8 Schools

Nikki McFarland
Secondary Schools

Kimberly Johnson
Student Services

Marcianne Koetje
Multilingual & Equity

Megan Newell
Special Education

Byron Bethards
Director of SG&E
Co-Director Technology

Student Growth & Experience Staff

- TOSAs (SpEd, Literacy, Math, DLI, Pages)
- Translators / Interpreters
- Physical & Occupational Therapists
- CIMC Staff
- Grad Coaches
- Theater Manager
- District Nurses

Achievement • Connection • Equity

Elementary Education Grades: K-6

Grades K-4

- **Responsive reading instruction:** Teachers use early reading assessments to form small groups and adjust instruction as students progress.
- **Weekly STEAM:** K-4 students design, build, and solve problems through Project Lead The Way.
- **Learning Oregon's Shared History:** Planned fourth-grade visits to the Letitia Carson Land and Chachalu Museum connect classroom learning to local history, people and places.

Grades 5-6

- **Digital Media Lessons:** Our LMTs are meeting with 5th and 6th grade students weekly, using lessons from common sense media
- **A shared sixth-grade curriculum:** Teachers across schools are using common materials in language arts, math, science, and social studies.
- **Coordinating student support:** Teachers who work with the same students are sharing what they notice across classrooms, and some teams are using co-teaching to support students during class.



Achievement • Connection • Equity

Elementary by the Numbers (2026-2027)

236

Families Welcomed

12 kindergarten teachers conducted personal relational visits before school started.

238

5th & 6th Grade Students

Enrolled in after-school music ensembles (Band, Mariachi, Choir, or Orchestra).

400

5th Grade Students

Participating in outdoor environmental learning through Salmon Watch this fall.

80%

Science of Reading Training

Of K-2, Special Ed, Language Specialists and MTSS teachers completed PD.

84

1st through 4th Grade Students

Participating in the Pages/Páginas After-School Literacy Program.

Achievement • Connection • Equity

Secondary Education: Grades 7-12

Foundational, Exploratory, and Accelerated Programming 7-12

- **Foundational:** Strong programs in core and Dual Immersion
- **Exploratory:** World Languages, the Arts, Electives, and CTE (Grades 9-12 only) exploration, and dedicated career discovery starting in Grade 7
- **Accelerated:** Accelerated learning opportunities in mathematics beginning in Grade 7

Focused and Advanced Opportunities 9-12

- **CTE:** 11 CTE Programs across 3 campuses
- **Advanced Placement:** 15 AP classes offered
- **Dual Credit:** 24 courses offered across content areas
- **Direct Enrollment:** Seniors can directly enroll in LBCC courses that are not offered in CSD that are connected to their post-secondary pathway



Achievement • Connection • Equity

Secondary by the Numbers (2025-2026)

1,141

AP Exams Taken

532 students participants

1,619

Dual-Credit Enrollments

6,155 total credits earned

1,348

CTE Enrollments

Participation for all racial and ethnic groups was ⩾80%

90%

On-Time Graduation

Achieved by the Class of 2025 cohort (Oregon Average was 83%)

63%

College Enrollment within 12 months of Graduation

This includes enrollment in community colleges, 4-year universities, and trade/ technical colleges.

Achievement ● Connection ● Equity

Dual Language Immersion Program

108

Students

Seal of Biliteracy 2025-26

25 years

DLI Programming

Establised in 2001



Achievement • Connection • Equity

Multilingual Programs

Shift to Co-Taught Classrooms



Student Outcomes & Proficiency Growth



Achievement • Connection • Equity

Special Education Program

878

IEPs

Individualized Support

534

504 Plans

Accommodations

345

Speech Services

SLP Direct Support

182

Occupational Therapy

Developmental Support

Key Breakdown

Eligibility

- Other Health Impairment: **198**
- Specific Learning Disability: **193**
- Autism Spectrum: **162**
- Speech Impairment: **135**
- Other Conditions: **190**

Related Services

- AAC Support: **51**
- Physical Therapy: **34**
- Nursing & TBI: **33**

Achievement • Connection • Equity

Student Services

Student & District Support Teams (SST / DST)

Crisis Prevention & Threat Assessments

Alternative Education & SEL Competencies





Achievement • Connection • Equity

Mental Health and Wellness Program

From the beginning of the school year…

127

Total Clients Served

Currently Active

55

BIPOC Students

43% of Program Clients

337 hrs

Direct Service Hours

Individual, Group & Family Therapy

17 hrs

Family Therapy

Dedicated Family Support

Achievement • Connection • Equity

Family Support Program

Program Impact & Initiatives

This year, Family Advocates are becoming certified OHP Assisters to increase access to OHP for our district families and support re-enrollment so they do not lose access to these essential benefits.

9 Households
Received eviction-prevention support

3 Households
Moved into permanent housing

43 Households
Supported with emergency utility bills to avoid shutoffs

We Assist Families With:

- Providing grocery, gas and laundry gift cards
- Helping families apply for health insurance and access physical and mental healthcare
- Helping families connect with their children's teachers and schools
- Emergency financial support from the district (rent, utilities, car repair, etc)
- Food & hygiene pantries in schools (with help from Assistance League)
- Providing school clothes and shoes (with help from Assistance League)
- Providing financial support for after school activities
- Providing backpacks, lunchboxes, and other supplemental school supplies
- Connecting to community resources, such as housing, financial assistance, government benefits, and employment







Achievement • Connection • Equity

School Nursing

From the beginning of the school year…

2,764
Students with Reported Health Conditions

490
Health Plans

101
Daily Meds in Schools

5
District Nurses

592
Staff Trained

3
1:1 Nursing Care with Contract Nurses

Achievement • Connection • Equity

Student Growth and Experience Department

Professional Collaboration

200+

Professional Learning Opportunities

Facilitated across our district each year to support School Counselors, SpEd Case Managers, MTSS Coaches, Language Specialists, Deans of Students, Mental Health Therapists, Math Coaches, Principals, Library Media Technicians, and STEAM specialists.

Advisory Groups

We engage in advisory committees and collaborative teams to ensure district programs, services, and systems are responsive to student needs and aligned with district priorities.

Advisory & Collaborative Committees

- Behavior Committee
- Dual Language Immersion (DLI) Advisory Committee
- Special Education Review & Calibration Committee
- PAGES Advisory Committee
- Alternative Education Advisory Committee
- Life Skills Advisory Committee
- DLI Strategic Planning Committee
- Innovation Team
- Instructional Technology Advisory Committee
- Theater Diversity Advisory Committee
- Special Education Advisory Committee (SEAC)
- Mental Health and Wellness Advisory Committee
- Talented and Gifted (TAG) Advisory Committee
- District Equity Team
- Indian Parent Committee (IPC)

Achievement • Connection • Equity

What questions can we answer?



Achievement ● Connection ● Equity

VI. CONCUSSION PROTOCOL REPORT
Presenter: Byron Bethards

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Byron Bethards
Meeting Date: November 5, 2026

Concussion and Brain Injury Management Plan — No Action Required

Background

The Concussion and Brain Injury Management Plan establishes consistent procedures for recognizing, responding to, and supporting students who experience a concussion or brain injury, regardless of where or how the injury occurs. The plan aligns with Oregon law, including Max's Law (ORS 336.485) and ORS 336.495, which address concussion management in schools and require immediate and temporary accommodation plans when written medical notification is received. These procedures support student safety, appropriate recovery, and a safe return to learning and school activities.

The Concussion and Brain Injury Management Plan is attached.

Involvement

District staff: Byron Bethards

Cost Impact

None

Function

Review and discussion.

Concussion and Brain Injury Management Plan

This plan applies whether an injury occurs during athletics, PE, recess, classroom activities, transportation, field trips, before/after-school activities, or outside of school when the district receives appropriate written medical documentation.

Governing Laws

Safety of School Sports: Max's Law - ORS 336.485

- Annual concussion-recognition and management training for coaches.
- Removal from athletic participation when a student exhibits signs, symptoms or behaviors consistent with concussion.
- No same-day return to athletic participation.
- Medical release before return to athletic participation.

Immediate and Temporary Accommodation Plans: ORS 336.495

Beginning with the 2025-26 school year, public education providers must use ODE's procedures for developing and implementing an immediate and temporary accommodations plan when written notification is received that a student has been diagnosed with a concussion or other brain injury.

The statute defines a health care professional for this purpose to include an Oregon-licensed physician, chiropractic physician, naturopathic physician, psychologist, physical therapist, occupational therapist, physician associate or nurse practitioner.

Oregon Department of Education (ODE)

ODE's Required Procedures for Student Concussion or Other Brain Injury are the controlling procedures districts must use for the academic/return-to-school process.

Districtwide Roles and Responsibilities

1. **District-Level Brain Injury Coordinator:** Emily Muravez/Byron Bethards
2. **Health services leader to oversee implementation:** District Nurses
3. **School Brain Injury Management Team:** Every school must ensure students have access to a Brain Injury Management Team. The team is multidisciplinary and should collectively have expertise in:
    - Interpreting medical information and determining health-related accommodations.
    - Understanding concussion/brain injury symptoms.
    - Determining physical, cognitive and social-emotional accommodations.
    - Understanding the student's baseline functioning.
    - Other areas as appropriate to the student.

    ODE allows one individual to fulfill multiple roles when appropriate, provided the team collectively has the required expertise.

Two Concussion Response Pathways

The district must recognize that there are two connected but distinct requirements.

Pathway A: Suspected Concussion

This applies when school personnel observe or become aware of a possible concussion or brain injury.Written medical documentation is **NOT** required to begin protective action.

Staff should:

1. Recognize the possible injury.
2. Remove the student from the activity when appropriate.
3. Assess the situation within their training and role.
4. Refer for medical evaluation when indicated.
5. Notify the parent/guardian.
6. Document the incident.
7. Communicate relevant information to appropriate school personnel.
8. Provide appropriate temporary supports based on observed student needs.

If medical documentation subsequently confirms a concussion/brain injury, initiate the formal ITAP process. ODE specifically states that districts may and should support students who do not yet have a formal diagnosis.

Pathway B: Diagnosed Concussion/Brain Injury With Written Notification

When the district receives written notification from a parent/guardian supported by medical documentation that a student has been diagnosed with a concussion or other brain injury, the formal ODE ITAP process begins.

ITAP Process: When a School Receives Notice of a Diagnosis

Immediate 24-Hour Response

Upon receiving written notification and medical documentation:

1. Record the date and time received.
2. Notify the school Brain Injury Management Team.
3. Notify the school administrator.
4. Notify the school nurse or designated health professional.
5. Identify the staff member coordinating the ITAP.
6. Begin reviewing the ODE ITAP.
7. Determine whether immediate physical activity restrictions are necessary.
8. Communicate interim restrictions to relevant staff.
9. Begin gathering information about current symptoms and student functioning.

Within Two School Days
The Brain Injury Management Team needs to:

1. Convene the team.
2. Invite the parent/guardian.
3. Invite the student when appropriate.
4. Review medical documentation.
5. Review provider recommendations.
6. Review current symptoms.
7. Review the student's baseline functioning.
8. Identify academic and functional impacts.
9. Determine physical activity restrictions.
10. Identify cognitive accommodations.
11. Identify physical accommodations.
12. Identify social-emotional accommodations.
13. Determine who needs to know the plan.
14. Begin completion of the ODE ITAP.

ITAP: Immediate and Temporary Accommodations Plan
The ODE ITAP is designed to be adjusted as symptoms change.

Physical Activity, PE and Recess
Physical activity restrictions are part of the brain injury management process and must be individualized. When restrictions are determined, they apply to relevant activities, which may include:

- Physical education
- Recess
- Athletics
- Before-school activities
- After-school activities
- School-sponsored activities
- Physical education-related assessments
- Other activities involving physical exertion or risk of additional injury

ODE requires physical activity limitations to be implemented immediately upon determination or as soon as practicable, and no later than the next scheduled course or activity requiring the restriction.

ITAP Review Requirements

First ITAP Review: Within 5 School Days
The Brain Injury Management Team must review the ITAP within five school days of implementation. The plan should change as the student's needs change.

Ongoing Reviews
After the first review, the ITAP must be reviewed at least every two months.

Communication Requirements
When the ITAP is developed:

- Share the completed ITAP with the parent/guardian the day it is developed.
- Notify staff responsible for implementation within 24 hours.
- Share relevant information with teachers.
- Share with PE staff.
- Share with coaches.
- Share with athletic trainers.
- Share with recess/physical activity supervisors.
- Share with transportation staff when relevant.
- Share with counselors/behavior staff when relevant.
- Share with administrators and health personnel.

Staff should receive only the information necessary to implement their responsibilities, consistent with student privacy requirements.

Students With IEPs or 504 Plans
An ITAP does not replace an IEP or Section 504 Plan.
If the student already receives services under IDEA or Section 504, the existing IEP/504 team completes the ITAP while considering both:

- The student's existing disability and supports; and
- The new effects of the concussion/brain injury.

The ITAP is a temporary support layer that complements rather than replaces existing IEP/504 services.

Child Find and Consideration of IDEA or Section 504
A concussion does not automatically mean a student qualifies for special education or Section 504. However, the district must monitor students whose symptoms persist or substantially affect educational functioning.

The Brain Injury Management Team should consider referral for additional evaluation when there are:

- Persistent cognitive difficulties.
- Significant academic impact.
- Persistent emotional/behavioral changes.
- Significant functional limitations.
- Ongoing need for accommodations.
- Evidence that the student's needs may constitute a disability.

Abbreviated School Day

Temporary schedule adjustments may sometimes be appropriate during concussion recovery. However, schools must distinguish a short-term ITAP adjustment from Oregon's formal Abbreviated School Day Program requirements.

ODE states that temporary reductions of less than 10 school days as part of symptom-based concussion recovery are not, by themselves, an abbreviated school day program. If reduced instructional time continues beyond 10 days, the district must follow applicable abbreviated-school-day requirements.

Documentation and Records

The school must maintain documentation throughout the process.

Required documentation should include:

- Date written notification was received.
- Medical documentation.
- Provider recommendations.
- Completed ITAP.
- Team membership/participants.
- Parent/guardian communication.
- Staff communication.
- First review.
- Subsequent reviews.
- Changes to the ITAP.
- Evidence of implementation.
- Date the plan was discontinued.

ITAP documentation and related records are part of the student's education record and must be maintained consistent with state and federal student-record requirements.

When Can the ITAP End?

The ITAP remains in effect until the Brain Injury Management Team formally revises or discontinues it.

VII. CONSOLIDATED ACTION (8:05 p.m.)*

VII.A. Budget Committee Appointments

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: November 5, 2026

Budget Committee Appointments — ACTION REQUESTED

Background

The budget committee consists of seven members appointed by the Board plus the seven elected Board members. The Board appoints committee members to three-year terms. This year, the terms of three (3) members expired, creating three vacancies for full terms expiring June 30, 2029.

Pursuant to Board Policy DBEA, the Board identified these vacant budget committee positions on September 10, 2026. The district advertised the budget committee vacancies on its website, in a press release, on social media, and through its regular communication channels with families. District staff involved in the budget development process accepted applications through October 29, 2026, and reviewed them.

The district received nine (9) applications. All application materials follow this cover. The district selected the individuals based on the application evaluation rubric 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. DEDI representation on the Budget Committee helps align the district's equity lens with financial processes, increases understanding of fiscal priorities, and strengthens underrepresented voices. This ensures budgets reflect equity and provides greater accountability to students, families, and communities.

The District received no applications from DEDI Committee members; 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 Jessica Munster and Cody Bye to three-year terms ending June 30, 2029.

MOTION REQUESTED:

"I move to appoint Jessica Munster and Cody Bye to the Budget Committee for three-year terms ending June 30, 2029."

Corvallis School District 2027 Budget Committee Applicant Evaluation Rubric

Criteria	Ineffective *(no points awarded)*	Emerging *(1 point)*	Proficient *(2 points)*	Distinguished (*3 points)*
1. Financial Expertise	No financial or budgeting experience in either personal, professional, or board settings.	Basic financial experience managing personal, household, or small operational/departmental budgets.	Solid financial background overseeing corporate, non-profit, or small business balance sheets and fiscal reporting.	Direct experience with Oregon Local Budget Law, municipal, county, state, or public school district government finances.
2. CSD Strategic & Financial Literacy	Demonstrates no familiarity with CSD's budget structure, revenue sources, or local school funding concepts.	Basic understanding of public school funding, state support formulas, or local property tax support.	Solid grasp of CSD fiscal mechanics, including the Local Option Levy, Student Investment Account (SIA) grants, and equity goals.	Advanced understanding of CSD's long-range financial planning, enrollment trends, PERS liabilities, and allocation methods.
3. District Engagement	No history of volunteering, involvement, or participation within the Corvallis School District.	Minimal or informal engagement, such as attending school events or occasional single-day classroom volunteering.	Consistent volunteer history with CSD, such as serving on school PTOs, site councils, or district task forces.	Active current member of the District Diversity, Equity and Inclusion (DEDI) Committee, or long-standing multi-committee CSD volunteer.

Application Scoring Summary

- ***Maximum Score:*** *9 Points*
- ***Statutory Baseline:*** *Must meet ORS 294.414 residency and voter registration rules to be scored.*
- ***DEDI Priority Consideration:*** *Applicants who earn 3 points on* ***Criteria 3*** *via current DEDI Committee service should be prioritized for appointment pursuant to OAR 581-022-2307.*
- *In the event of a tie, the appointment will go to the applicant who resides within a school boundary not currently represented on the committee. If the tie still cannot be broken, the district may use a transparent, public lot draw (such as drawing names or flipping a coin) during the open session to select the appointee.*

Applicant Name	Financial Expertise (Max 3)	CSD Strategic & Financial Literacy (Max 3)	District Engagement (Max 3)	Total Score (Max 9)	Scoring Notes
Jessica Munster	3	2	3	8	Financial (3): Prior CSD Budget Committee member and Chair; bookkeeper for business and downtown org; PTA/nonprofit treasurer. Literacy (2): Solid grasp of recent district consolidation, enrollment drop impacts, and stabilization. Engagement (3): Long-standing multi-faceted volunteer history (Budget Committee Chair, PTA lead co-treasurer, classroom volunteer, activity coach).
Cody Bye	3	1	1	5	Financial (3): Former elected Port Commissioner in Washington State providing public oversight of government operations; multi-company P&L management. Literacy (1): General awareness of school shortfall trends and falling enrollment; noted need to learn Oregon school budget laws. Engagement (1): Classroom/school volunteer.
Mateo Muro-Dougherty	2	1	1	4	Financial (2): Degree in Finance, FINRA SIE, startup accounting and budget forecasting. Literacy (2): Read FY 26–27 adopted budget. Engagement (1): Classroom/school volunteer.
Shunsuke Yamamoto	1	1	2	4	Financial (1): Assisted sales with job proposals and technical project cost estimates. Literacy (1): General commentary that he has studied past budgets intensely. Engagement (2): Active in PTA/Boosters, classroom volunteering, and helped organize/initiate TAG/advanced learners committee.
Trenéa Moore	2	0	2	4	Financial (2): Senior budget management for charter/preschool and budget coordinator for non-profit. Literacy (0): Indicated looking to gain insight without demonstrating current knowledge. Engagement (2): PTA/PTO/Booster member and classroom volunteer.
Charles J. Brinkman	3	0	0	3	Financial (3): Member of INS Commissioner's Fiscal Budget Committee; managed INS regional and district budgets. Literacy (0): Stated no knowledge or understanding. Engagement (0): Marked None for volunteer roles within CSD.
Natalie Glade	1	0	1	2	Financial (1): Worked 10 years at credit union in lending. Literacy (0): Focused on communication/process room for improvement without specific district financial mechanics. Engagement (1): Classroom/school volunteer.
Rudy Grigar	1	0	0	1	Financial (1): Manages department IT budget and serves on food pantry board. Literacy (0): Stated having no experience with the budget at this time. Engagement (0): Son just started kindergarten; has not yet volunteered.
Alex Gough	*0*	*0*	*0*	*0*	*Disqualified, per Board Policy DBEA. Does not currently live in the district, per follow up correspondance.*

2027 Budget Committee Application

At the September 10, 2026 meeting of the Board of the Corvallis School District announced three (3) three-year vacancies on the Budget Committee.

The Budget Committee has 14 equal members--seven elected school board members and seven citizens appointed to three-year terms by the Board. These individuals are charged with reviewing the Superintendent's Proposed Budget, listening to public comment regarding the budget, recommending changes, and approving the budget total and tax rates to be forwarded to the School Board for adoption.

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 and current DEDI committee members will be given priority during the appointment process. 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.

Applicants must live and be registered to vote in the District, and not be an officer, agent, or employee of the District. Members with expired terms may request reappointment.

All meetings of the Budget Committee are held in the evening at a District facility. The current 2027 meeting schedule is as follows:

- Thursday, April 15, 2027 | 6:30PM - Committee Orientation
- Thursday, May 20, 2027 | 6:30PM - Receive the Budget Message & Public Testimony, Deliberation & Approval
- Thursday, May 27, 2027 | 6:30PM - Deliberation & Approval, *if needed*

Applications will be scored using the 2027 Budget Committee Application Rubric. Materials submitted will be public information (contact information removed). Positions will be open until filled by vote of the School Board. Questions may be directed to Kim Nelson, Budget Committee Secretary: kimberly.nelson@corvallis.k12.or.us or 541-757-5994.

The respondent's email ([redacted]) was recorded on submission of this form.

Email *

[redacted]

Full Name *

Alex Gough

Pronouns *

He/Him/His

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ( ) Yes
- (•) No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

I am quite interested in the finances of public education and hope to support the robust, transparent budget process developed in CSD. I hope to ask questions where greater clarity may help the community build trust, while also supporting the district in passing a balanced budget. I do not intend to use the committee as a means to influence policy or operations, as I believe those matters are best addressed through the appropriate channels rather than through the budget committee.

Do you have any prior experience with budgeting or financial management? *

- (•) Yes
- ( ) No

If yes, please describe your experience.

As the Director of Academic and Administrative Affairs for Georgetown Students, we oversee and allocate a budget of 1.3 million dollars annually for student groups, initiatives, and programming. Additionally, as an alumnus of the district who served in student government, I presided over the allocation of thousands of student funds for student groups. Through policy I implemented funding caps, equitable allocation rules, and a more transparent allocation process.

What is your current understanding of the Corvallis School District budget and financial outlook? *

My current understanding is that CSD is in a somewhat temporary period of financial ease as we emerge from the difficult period of school closures. Those closures were painful for students, families, and staff, but they also helped put the district on a more sustainable financial path by reducing costs at a time when enrollment was declining.

The larger concern is structural. CSD enrollment has declined by hundreds of students since 2018 19. That reduction in enrollment affects ADM and therefore state funding, while many costs do not decline proportionally with the number of students served. CSD still needs to provide teachers, special education, counseling, administration, transportation, facilities, and other essential services.

I also think it is important to understand the costs beyond salaries. For example, CSD's current PERS employer contribution rate is 20.64% for Tier 1/2 employees and 17.46% for OPSRP general service employees, before considering other benefits and employment costs. Those rates are also currently projected to increase for the 2027 29 biennium. This illustrates why a salary increase does not represent the full cost of employing an additional person or maintaining a position.

Besides other state funds like the SSF, SIA, etc, the local option levy provides approximately $11 million, or about 10% of the district's operating funds, and supports the equivalent of 67 teaching positions. That makes maintaining a sustainable balance between enrollment, state funding, local revenue, and ongoing costs particularly important.

Corvallis is certainly not alone in facing these pressures, but I believe CSD has addressed them thoughtfully and with a relatively transparent and disciplined budget process. While I may have publicly disagreed with some of the more specific choices, I completely understand why they were made and how the district used data to come to those conclusions.

My interest is in supporting that process. I would want to ask questions where greater clarity could help the community better understand the district's finances, assumptions, and tradeoffs, while helping the district maintain a balanced and sustainable budget. I also see an important distinction between the Budget Committee's role and that of the School Board or administration. I would not want to use the committee to influence educational policy or district operations; rather, I would hope to contribute through careful questions, financial understanding, transparency, and a focus on the district's long term financial sustainability. Finally, I believe I could contribute to the district's broader goal of rebuilding trust. While I have disagreed with some district decisions, I have maintained good relationships with many members of the Board and remain committed to engaging constructively. I hope I could help bridge some of the divides within our community and provide a familiar, trusted presence for those who may want to see greater connection and understanding on the Budget Committee.

I appreciate you taking the time to read my application and recognize that there are likely many highly qualified applicants with extensive experience and impressive resumes. What I would bring is a willingness to listen, ask thoughtful questions, engage in good faith, and work toward common ground. I believe that commitment to bridging divides and rebuilding trust is something I could uniquely contribute to the committee and, ultimately, to the district.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [x] PTA/PTO/Boosters
- [x] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
- [ ] Volunteer Athletic or Activity Coach
- [ ] Prior Budget Committee Member
- [x] Other: (note on boosters and PTO, served as student liaison to them for CV) Hundreds of hours in elementary classrooms, leadership forecast promotion at Cheldelin and Franklin, among others

Are you able to commit to all budget related meetings? *

Thursday, April 15, 2027 | 6:30PM
Thursday, May 20, 2027 | 6:30PM
Thursday, May 27, 2027 | 6:30PM

- (●) Yes
- ( ) No

This form was created inside of Corvallis School District.

Google Forms

2027 Budget Committee Application

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The respondent's email [redacted] was recorded on submission of this form.

Email *

[redacted]

Full Name *

Shunsuke Yamamoto

Pronouns *

He/him

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ○ Yes
- ◉ No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

I moved to Corvallis in 1992, and have been a resident and part of the community ever since (minus a few years after college where I found employment out of state). With two kids learning in the school district and hearing of consistent financial woes which have resulted in one of my daughter's schools, I'd like to lend my expertise and motivation to make sure we are properly analyzing the budget as presented.

Do you have any prior experience with budgeting or financial management? *

- ◉ Yes
- ○ No

If yes, please describe your experience.

As a senior controls engineer at a system integrator, I have frequently been tasked to assist sales in job proposals, which involved both solving technical aspects as well as budgetary issues for everything from one-off items to multi-year projects to ensure proper margins on bids.

Part of the engineering process also involves rapid acquisiton of knowledge and a keen eye for detail. I'm confident that any holes in my experience and knowledge that I do run into can be quickly filled, and I will be capable of identifying issues that others may miss or ignore.

What is your current understanding of the Corvallis School District budget and financial outlook? *

I have studied the past several years of budgets intensely and have a solid understanding of both the budget and the financial outlook of the district.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [x] PTA/PTO/Boosters
- [x] Classroom/School Volunteer
- [x] District Committees (SEAC, DEDI, DELTA, TDAC)
- [ ] Volunteer Athletic or Activity Coach
- [ ] Prior Budget Committee Member
- [x] Other:

After learning of the other district committees, I strongly suggested to Byron Bethards that there be a committee to address TAG and advanced learners. We have met over the summer as an introductory group and will be active starting this 26-27 school year.

Are you able to commit to all budget related meetings? *

Thursday, April 15, 2027 | 6:30PM
Thursday, May 20, 2027 | 6:30PM
Thursday, May 27, 2027 | 6:30PM

- (●) Yes
- ( ) No

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Applicants must live and be registered to vote in the District, and not be an officer, agent, or employee of the District. Members with expired terms may request reappointment.

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The respondent's email [redacted] was recorded on submission of this form.

Email *

[redacted]

Full Name *

Jessica Munster

Pronouns *

she/her

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ○ Yes
- ◉ No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

I have two children who attend school in the district, a 5th grader and a 3rd grader. I value the education and opportunities the Corvallis School District provides them and want to continue to be a part of ensuring those opportunities continue to grow. The funding provided to the school district is never enough to do everything we want our schools to do, and it is up to our community to help make our schools great. I feel volunteering as a budget committee member is an important way to contribute to making our school district the best it can be.

Do you have any prior experience with budgeting or financial management? *

- ◉ Yes
- ○ No

If yes, please describe your experience.

I previously served a two year term on the Corvallis School District Budget Committee and served as the committee chair this past Spring. I have volunteered as a Girl Scout leader and troop Treasurer for the past 4 years. I am currently serving my second year as a Garfield PTA co-treasurer and acting as the lead treasurer this year. This summer I also took on volunteering as the bookkeeper for the Downtown Corvallis Organization. I also do the bookkeeping for my own business, Munster & Company, an antiquarian bookshop located in downtown Corvallis.

What is your current understanding of the Corvallis School District budget and financial outlook? *

My current understanding is that the Corvallis School District works very hard to do as much as they can for the kids in their district, with the money they have. The consolidation decision last year was a hard one that ultimately saved about 26 teaching positions. The consolidation of resources has allowed the district to offer more educational opportunities to students throughout the district. I understand that funding will continue to be tight, and due to decreasing enrollment more closures may be needed in the future, but for the moment we are rather close to stabilized.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [x] PTA/PTO/Boosters
- [x] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
- [x] Volunteer Athletic or Activity Coach
- [x] Prior Budget Committee Member
- [ ] Other: _____

Are you able to commit to all budget related meetings? *

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The respondent's email [redacted] was recorded on submission of this form.

Email *

[redacted]

Full Name *

Natalie Glade

Pronouns *

She/her

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ○ Yes
- ◉ No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

I'd love an opportunity to get involved with the district decision making process. My kids are in 3rd and 6th grade, so we will have stakes personally for years.

Do you have any prior experience with budgeting or financial management? *

- ◉ Yes
- ○ No

If yes, please describe your experience.

Worked at OCCU for 10 years, also worked at Oregon State Credit Union in the lending department.

What is your current understanding of the Corvallis School District budget and financial outlook? *

I think there's a lot of room for improvement. Community feedback is essential, as well as communication between all parties. It's difficult to understand when not all of the information is being presented, and I'd like to be part of the process in order to educate our community on the financials.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [ ] PTA/PTO/Boosters
- [x] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
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- [ ] Prior Budget Committee Member
- [ ] Other: _____

Are you able to commit to all budget related meetings? *

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- (●) Yes
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The respondent's email [redacted] was recorded on submission of this form.

Email *

[redacted]

Full Name *

Rudy Grigar

Pronouns *

He/Him

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ( ) Yes
- (•) No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

I believe I can provide valuable feedback and advice for the school.

Do you have any prior experience with budgeting or financial management? *

- (•) Yes
- ( ) No

If yes, please describe your experience.

I manage our department (Infrastructure & IT) budget at The Linux Foundation. I'm also part of a food and clothing pantry board and their budget decisions.

What is your current understanding of the Corvallis School District budget and financial outlook? *

I have no experience with the budget at this time.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [ ] PTA/PTO/Boosters
- [ ] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
- [ ] Volunteer Athletic or Activity Coach
- [ ] Prior Budget Committee Member
- [x] Other: Our son just started kindergarten and I've yet to volunteer

Are you able to commit to all budget related meetings? *

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- (●) Yes
- ( ) No

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The respondent's email [redacted] was recorded on submission of this form.

Email *

[redacted]

Full Name *

Trenéa Moore

Pronouns *

She/her

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ( ) Yes
- (•) No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

Current OSU PreCollege Program Employee, parent of Lincoln Elementary Student, educator

Do you have any prior experience with budgeting or financial management? *

- (•) Yes
- ( ) No

If yes, please describe your experience.

Senior Budget Management and Center Director for ERIL Charter and Preschool, San Diego, Budget Coordinator and Vice President for Like Our Own Non-profit, San Diego Ca

What is your current understanding of the Corvallis School District budget and financial outlook? *

Looking to gain insight

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [x] PTA/PTO/Boosters
- [x] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
- [ ] Volunteer Athletic or Activity Coach
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- [ ] Other: _____

Are you able to commit to all budget related meetings? *

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The respondent's email ([redacted]) was recorded on submission of this form.

Email *

[redacted]

Full Name *

Charles J. Brinkman

Pronouns *

He, Him

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ( ) Yes
- (•) No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

To become more involved in the community.

Do you have any prior experience with budgeting or financial management? *

- (•) Yes
- ( ) No

If yes, please describe your experience.

Experience as a member of the INS Commissioner's Fiscal Budget Committee. Managed the INS/INV regional and district budgets.

What is your current understanding of the Corvallis School District budget and financial outlook? *

No knowledge or understanding. Just a quick learner and fresh pair of eyes.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [ ] PTA/PTO/Boosters
- [ ] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
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- [x] Other: None

Are you able to commit to all budget related meetings? *

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The respondent's email [redacted] was recorded on submission of this form.

Email *

[redacted]

Full Name *

[redacted]

Pronouns *

He/Him

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ( ) Yes
- (•) No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

My father served on this committee and is who got me interested in government finance. I greatly respect him for his commitment to public service and fiscal responsibility. I hope to bring that to the committee, and as someone who grew up in Corvallis public school, I hope to give my time back to that community.

Do you have any prior experience with budgeting or financial management? *

- (•) Yes
- ( ) No

If yes, please describe your experience.

I have a degree in Finance, and the FINRA SIE. Will be pursuing a career in that field. I worked in accounting and administration at a startup firm in Albany, which gave me a good look at their financial management process and finding funding, as well as budget forecasting.

What is your current understanding of the Corvallis School District budget and financial outlook? *

I have read through the FY 26-27 adopted budget and a trend that stood out to me is managing the core mission of education against declining enrollment. Since SSF funding is based on weighted enrollment numbers and accounts for 84% of operating revenues, the central question is how the district can maintain service levels and continue improving educational quality in a fiscally sound manner as state funding decreases. My background in financial analysis gives me a framework for evaluating those budget assumptions and long term sustainability that I'd like to contribute to the committee.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [ ] PTA/PTO/Boosters
- [x] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
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- [ ] Prior Budget Committee Member
- [ ] Other: _____

Are you able to commit to all budget related meetings? *

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The respondent's email ([redacted]) was recorded on submission of this form.

Email *

[redacted]

Full Name *

Cody Bye

Pronouns *

he/him

Address *

[redacted]

Email Address *

[redacted]

Phone Number *

[redacted]

Do you live within the Corvallis School District boundary? *

- (●) Yes
- ( ) No

Are you an Officer, Agent, or Employee of the District? *

- ( ) Yes
- (●) No

Are you a current member of District Diversity Equity & Inclusion (DEDI) Committee? *

- ( ) Yes
- (•) No

Interest & Experience

Briefly describe your interest in joining the Budget Committee. *

I'd like to participate in the process of creating a function budget for our school district as I currently (and will have) students within the district. I feel like my previous budget experience will be helpful.

Do you have any prior experience with budgeting or financial management? *

- (•) Yes
- ( ) No

If yes, please describe your experience.

I've run three different companies and had direct business oversight of multiple P&Ls, primarily consisting of operating budgets and understanding how money can be spent most effectively. Most were small or emerging businesses. I've also operated as a port commissioner in the state of Washington, providing oversight and guidance for government operations in Garfield County.

What is your current understanding of the Corvallis School District budget and financial outlook? *

I understand that schools everywhere are experiencing some degree of shortfall, primarily from falling enrollment numbers. I think it's important to understand and address where these shortfalls are occuring, prepare in advance, and communicate effectively to our community what changes may be coming due to the changing demographics. I think community support during the budget process is as important as the budget itself and should align with overall expectations.

I anticipate that I'll need to learn more about the state of Oregon's budget laws regarding schools and how things need to be addressed, but that's a very similar situation to when I was elected to my previous role as a port comissioner.

What previous volunteer roles have you participated in with the Corvallis School District? *Mark all that apply.* *

- [ ] PTA/PTO/Boosters
- [x] Classroom/School Volunteer
- [ ] District Committees (SEAC, DEDI, DELTA, TDAC)
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- [ ] Other: _____

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- (●) Yes
- ( ) No

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VII.B. Minutes

VII.B.1. October 8, 2026

Corvallis SCHOOL DISTRICT

Thursday, October 8, 2026

MINUTES

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

I. CALL TO ORDER AND ROLL CALL

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

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

II. ACKNOWLEDGMENT OF INDIGENOUS PEOPLES' DAY

Board members read aloud Resolution No. 20-1002, Acknowledgment of Indigenous Peoples' Day, celebrated annually on the second Monday of October. Chair Whitebear shared information regarding upcoming events. (The document is posted online with this meeting's information packet and will be filed with the official 2026-27 board records.)

III. BOARD MEMBER REPORTS

Co-Vice Chair Tominey reported on recent district committee participation. She attended the district Equity Team meeting, highlighting grant-funded collaboration through ODE and WestEd focused on strengthening community partnerships and developing actionable steps. She also attended an Innovation Team meeting with Dr. Whitebear, noting educators across grade levels and subjects continue collaborating to evaluate, strengthen, and plan for students' educational experiences.

Co-Vice Chair Hawkins expressed excitement about attending the recent community celebration recognizing funding gains secured for the Osborn project, noting strong community turnout, support, and collaboration.

DRAFT

Director Al-Abdrabbuh shared several local, national, and governance items:

- Celebrated that 90% of funding for the Osborn Aquatic Center upgrades has been secured through community efforts and grants—highlighting the Travel Oregon grant award and the life-saving value of community swim access.
- Reported on the Council of Urban Boards of Education (CUBE) conference, sharing lessons from a site visit to a district with innovative CTE and STEM pathways (aviation, healthcare, agriculture) that addressed declining enrollment.
- Outlined federal advocacy work with the National School Boards Association (NSBA) regarding E-rate funding and public school impacts from proposed tax credits.
- Announced his intent to run for National School Boards Association President-Elect.

Director Largent shared that he continues to serve on two state Senate committees, one of which specifically addresses school safety and physical restraint policies. He invited interested board members to connect with him regarding advocacy opportunities in that area.

Chair Whitebear shared updates from several district and statewide meetings:

- Attended Innovation Team meetings, noting progress on next steps with the Corvallis Promise.
- Reaffirmed the ongoing positive work of the Equity Committee.
- Attended her first Technology Committee meeting.
- Celebrated the Indian Education Back-to-School Barbecue, thanking staff and organizers, and highlighting storytelling and songs shared by Elder Esther Stutzman and Shannon Stutzman.
- Attended the OSBA Board of Directors retreat in Klamath Falls.
- Attended the Women Scientist Tap Talk, highlighting the Corvallis Promise and encouraging community members to get involved through school volunteering and district committees.
- Spoke at a nonpartisan NAACP voter tailgate event as President of the Caucus of Color to explain legislative processes and their effects on education funding.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss read a written report highlighting district activities and upcoming events. (The report is available online in the meeting information packet and will be archived with the official 2026-27 board records.)

V. PUBLIC COMMENT

Shun Yamamoto (CSD Parent): Shared concerns regarding accelerated math pathways, noting that an overly restrictive placement test limits student access to advanced math like AP Calculus BC and asking the board to improve communication and equitable access.

DRAFT

Amanda McBride (CSD Parent): Commended district educators and the staff at Corvallis Junior High School, introduced the new Corvallis Council PTA, and urged the district to host more Corvallis Promise town halls to support staff and families navigating recent grade-band transitions.

Chris Blacker (CSD Parent): Raised questions regarding accountability and Division 22 compliance, specifically citing the lack of follow-up on consolidation amendments, overcrowded PE classes, underfunded Talented and Gifted (TAG) programming, and the need for itemized levy expenditure reporting.

Lauren McSherry (CSD Parent): Addressed concerns regarding the Foundations of Geometry (FOG) curriculum and middle school accelerated math placement. (Ms. McSherry's full statement is posted in the meeting information packet and will be archived in the 2026-27 board records.)

VI. WORK SESSION WITH OREGON SCHOOL BOARDS ASSOCIATION

Kristen Miles, Director of Board Development with the Oregon School Boards Association, facilitated the work session focused on effective governance and community engagement. (The work session agenda and slides are posted online with this meeting's informational packet and will be filed with the official 2026-27 Board records.)

Key discussion takeaways:
Governance Core Purposes: Discussion reaffirmed that board meetings exist for deliberation, monitoring strategic goals, providing direction to the superintendent, and transparent governance—distinct from town halls or venues for immediate problem-solving.
Public Engagement & Comment Structure: Members clarified current public comment protocols (three-minute limit per speaker with visual timer cues; questions for clarification permitted, but no debate). The Board emphasized proactively communicating decision rationales, underscoring that public comment does not imply agreement or immediate action.
Data Synthesis & Decision-Making: The Board explored balancing diverse inputs (staff reports, constituent outreach, research, and equity lenses) by pairing anecdotal feedback with quantitative data to avoid analysis paralysis. Members highlighted the need to trust district leadership and maintain an adaptive governance mindset as new information emerges.
Sustainable Governance & Board Reports: The session emphasized collective responsibility and sustainable service, recognizing board members as volunteers who cannot act unilaterally. Protocols for board reports were reaffirmed to focus on sharing relevant committee work and celebrating district successes rather than relitigating past decisions.

DRAFT

VII. CONSOLIDATED ACTION

The Board pulled items A, D.2, D.4, and D. 5 for discussion.

The Board received the following information for review before the meeting. (The documents are available online in this meeting's informational packet and will be archived in the official 2026-27 board records.)

MOTION:
Director Al-Abdrabbuh moved, and Director Wang seconded, to amend the resolution regarding surplus property title to read as Declaration of Surplus Property for District Vehicle Resolution No. 26-1001.

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, Absent: 0

MOTION:
Director Al-Abdrabbuh moved, and Director Largent seconded, to adopt consolidated action, as amended.

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, Absent: 0

A. Resolution No. 26-1001: Declaration of Surplus Property for District Vehicle
B. Minutes
  1. September 10, 2026
  2. September 24, 2026
C. Licensed Personnel Action

DRAFT

D. Board Policies

1. **Policy GCBDE/GDBDE - Military Leave of Absence**
2. **Policy GCBDD/GDBDD - Sick time**
3. **Policy GCBD/BDBD - Sick Leave - Personal Illness and Injury Leave**
4. **Policy GBN/JBA - Sexual Harassment**
5. **Policy JBA/GBN - Sexual Harassment**
6. **Policy GBDA - Expression of Milk in the Workplace**
7. **Policy GBA - Equal Employment Opportunity**
8. **Policy CBG - Evaluation of the Superintendent**

VIII. CONSOLIDATED INFORMATION

The Board received the following information for review before the meeting. (The documents are available online in this meeting's informational packet and will be archived in the official 2026-27 board records.)

The Board pulled items A, B.1, B.2, and B.3 for discussion.

A. Virtual Charter School Enrollment

B. Board Policies

1. **Policy DID - Property Inventories**
2. **Policy IICC-AR - Volunteering in District Buildings**
3. **Policy JECBB-AR - Resident Transfer Procedures**

IX. BOARD MEMBER COMMENTS

Co-Vice Chair Hawkins: Raised community concerns from a recent City Council meeting regarding Walnut Avenue bike safety and student busing from the former Leticia Carson area to Bessie Coleman, which staff clarified is actively being provided with designated neighborhood stops; she also requested scheduling Board review of concussion policies JHCA and JHCB.

Director Largent: Proposed amending Policy GBC (or reviewing OSBA model policy GBCB) to establish an ethics-compliant policy permitting board member reimbursements on personal cards that earn points or rewards.

Director Wang: Requested bringing Administrative Regulation KNA-AR(1) back for further board discussion and language refinement.

Director Al-Abdrabbuh: Commended colleagues on proactive policy development, praised district educators and staff for their work at the start of the year, and celebrated the upcoming 20th anniversary of the local option levy supporting 10% of the district budget.

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Chair Whitebear: Proposed placing the policy for board questioning during public comment on a future leadership agenda for decision, thanked school and administrative staff for navigating start-of-year challenges, and urged fellow directors to fill vacant district committee seats to broaden community engagement.

X. ADJOURNMENT

With no further business, the meeting was adjourned at 9:09 PM.

_____ _____

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

Prepared By: Kim Nelson
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VII.B.2. October 22, 2026

Corvallis SCHOOL DISTRICT

Thursday, October 22, 2026

MINUTES

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

I. CALL TO ORDER

Co-Vice Chair Tominey called the meeting to order at 6:30 p.m. in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded the following members present. A quorum was present, and due notice had been published.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Luhui Whitebear, Ph.D., Chair	Ryan Noss, Ed.D., Superintendent
Chris Hawkins, Co-Vice Chair	Melissa Harder, Assistant Superintendent
Shauna Tominey, Ph.D., Co-Vice Chair	Kim Patten, Operations Director
Sami Al-Abdrabbuh, Ph.D.	Lauren Wolfe, Finance Director
Terese Jones, Ph.D. (joined at 6:35 p.m.)	Byron Bethards, Ed.D., SG&E Director
Bernie Wang (joined at 8:10 p.m.)	
	STUDENT REPRESENTATIVES PRESENT
BOARD MEMBERS EXCUSED	Sophia HsuBalbi, CVHS
Judah Largent	

II. ACKNOWLEDGMENT OF NATIVE AMERICAN HERITAGE MONTH

Board members read aloud Resolution No. 21-1003, Acknowledgment of Native American Heritage Month, celebrated annually each November. (The document is posted online with this meeting's information packet and will be filed with the official 2026-27 board records.)

III. STUDENT REPRESENTATIVE REPORTS

There were no student representative reports.

IV. OSBORN AQUATIC CENTER UPDATE

Operations Director Kim Patten provided the Board with the report in advance of the meeting for review, highlighted key items, and facilitated discussion among Board members.

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(The report is posted online with this meeting's information packet and will be filed with the official 2026-27 board records.)

V. DIVISION 22 STANDARDS

Assistant Superintendent Melissa Harder provided the Board with the report in advance of the meeting for review, highlighted key items, and answered Board members' questions. (The report is posted online with this meeting's information packet and will be filed with the official 2026-27 board records.)

MOTION:
Co-Vice Chair Hawkins moved, and Director Jones seconded, to approve the Division 22 report for submission to ODE and to be published on the District website, and authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours.

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

The motion passed. Yea: 5, Nay: 0, Absent: 2

VI. ENROLLMENT / BUDGET UPDATE

Finance Director Lauren Wolfe provided the Board with enrollment data in advance of the meeting for review. During the meeting, she presented slides highlighting the data and answered Board members' questions. (The report and slides are posted online with this meeting's information packet and will be filed with the official 2026-27 board records.)

VII. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) ELECTION

Co-Vice Chair Tominey informed the Board that, as a member of the Oregon School Boards Association (OSBA) representing the Linn/Benton/Lincoln region, the Board was required to take official action on a resolution presented to the OSBA membership. The resolution and accompanying summary were provided to the Board for review. (The documents are posted

online with this meeting's information packet and will be filed with the official 2026-27 board records.)

Discussion ensued, and Board members expressed concerns regarding the potential loss of member-driven caucus formation, diminished representation of minority voices, reduced transparency and accountability, and inconsistencies between the executive summary and proposed bylaw language.

MOTION:
It was moved by Director Jones and seconded by Co-Vice Chair Hawkins to approve the Oregon School Boards Association Resolution 1: Amend the 2024 OSBA Bylaws.

Sami Al-Abdrabbuh:	Nay
Chris Hawkins:	Nay
Terese Jones:	Nay
Judah Largent:	Absent
Shauna Tominey:	Nay
Bernie Wang:	Absent
Luhui Whitebear:	Abstain (With Conflict)

The motion failed. Yea: 0, Nay: 4, Absent: 2, Abstain (With Conflict): 1

VIII. BOARD AND SUPERINTENDENT WORKING AGREEMENTS - SECOND READ

(The document is posted online with this meeting's information packet and will be filed with the official 2026-27 board records.)

MOTION:
Co-Vice Hawkins moved, and Director Al-Abdrabbuh seconded, to approve changes to the 2026-27 Board and Superintendent Working Agreements document.

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

The motion passed. Yea: 5, Nay: 0, Absent: 2

DRAFT

IX. DISCUSSION REGARDING PUBLIC COMMENT

Co-Vice Chair Tominey facilitated a discussion regarding the District's public comment policies and procedures for Board meetings. Board members received the current policy, Board Norms, and related District policies in advance for review. (The document is posted online with this meeting's information packet and will be filed with the official 2026-27 board records.)

Discussion focused on the process for clarifying questions following public comment, options for organizing or prioritizing speakers, accommodations for individuals with disabilities, and clarifying that public comment is an opportunity to share opinions rather than engage in real-time dialogue with Board members. Board members also discussed the need to consolidate and clarify public comment policies to improve consistency and understanding, as well as the importance of communicating public engagement timelines for significant District decisions.

District leadership will collaborate with Board leadership to prepare an updated draft for Board review and approval.

A. Policy BDDH - Public Participation in Board Meetings
B. Policy BDDH-AR - Public Participation in Board Meetings
C. 2025-26 Board Norms
D. Additional Reference Documents

X. ADJOURNMENT

With no further business, the meeting was adjourned at 8:56 p.m.

_____ _____

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

Prepared By: Kim Nelson

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VII.C. Licensed Personnel Action

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Human Resources Director
Meeting Date: November 5, 2026

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Berry, Tami	ELL Teacher	.2	Mt. View School	10/14/2026	Temporary Teacher
Blatchley, Brady	PE Teacher	.33	Corvallis Jr. High	11/30/2026	Temporary Teacher
Koenig, Lindsey	School Counselor	1.0	Adams Elementary	10/26/2026	Temporary Teacher
Pryor, Evelyn	Mental Health Therapist	.2	Garfield Elementary	10/7/2026	Temporary Teacher

Resignation/Retirement

Name	Position	FTE	Building	Effective	Notes
Bernard, Shawn	Special Education-Lifeskills	1.0	Kathryn Jones Harrison Elementary	10/30/2026	Resignation
Berry, Tami	ELL Teacher	.2	Mt View School	10/28/2026	Resignation
Sirianni, Barbara	Social Worker	.5	Bridges K-12	9/30/2026	Resignation

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

VII.D. Board Policies -- **FOR ACTION**:

VII.D.1. Policy DID — Property Inventories — SECOND READ

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: November 5, 2026

ACTION REQUESTED

Board Policy DID—Property Inventories—Revision—Second Read

Background
District staff recommends this revision.

Updates include increasing the equipment capitalization threshold from $5,000 to $10,000 to align directly with the federal capitalization threshold under OMB Uniform Guidance (2 CFR 200.1). Additional updates include the tracking of commodity foods under federal law and minor revisions to reflect the latest OSBA Model Sample Policy.

Business Services staff answered specific questions of the board at the October 8, 2026 meeting. No edits were made from the previous version to this one.

Involvement
Staff members: Maria McEldowney

Cost Impact
None.

Function
Adoption of the revised version.

Corvallis SCHOOL DISTRICT

Code: DID
Adopted: 2/10/97
Revised/Readopted: 1/1/99, 6/25/01, 4/11/16

Property Inventories

The district will maintain an inventory of all capital assets in accordance with governmental accounting standards. The district's inventory will be updated annually to include property purchased, disposed of, and donated to the district.

Capital assets include all district-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.), vehicles, and equipment with a value greater than $10,000 as defined by the federal capitalization threshold for equipment under the *Office of Management and Budget (OMB) Uniform Guidance (2 CFR 200.1)*.

Other district supplies with a value of less than $10,000 that are important to control for management purposes will be inventoried.

Current records shall be maintained for the receipt, distribution/disposal, and inventory of commodity foods as required by federal law.

The Board may authorize the employment of an appraisal company to assist with the inventory procedure.

END OF POLICY

Legal References:
ORS 332.155

Office of Management and Budget (OMB) Uniform Guidance (2 CFR 200.1)

Cross Reference:
Policy DN—Disposal of District Property

VIII. CONSOLIDATED INFORMATION

VIII.A. Q1 Financials

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: November 5, 2026

First Quarter Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending September 30, 2025, and September 30, 2026 follows this report. Year-to-date operating revenues through September 2026 total $16.6 million, or 16.25% of total budgeted operating revenues, compared with $15.7 million, or 16.16%, through September 2025. 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 September 2026 total $15.3 million, or 14.55% of total budgeted operating expenditures, compared with $14.4 million, or 14.54%, through September 2025. As usual, Supplies and Materials show a high budget utilization rate by September 30 (end of Q1).

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

Monitoring Fiscal Impacts:

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

1. **Audited Ending Fund Balance:** We anticipate the 2025-26 audit will be completed by December 31, 2026. At that time, we will have a final ending fund balance, which will carry forward into the current fiscal year as the beginning fund balance.
2. **Tax Valuation:** Tax Reports for 2026 are released in October. We will use this information to verify the amount budgeted in tax revenue and adjust accordingly.
3. **Enrollment:** The first major enrollment reporting deadline is October 26, 2026, and is referred to as First Period ADM. This information will inform the next fiscal year's budget.

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

Supplementary Materials

1. General Fund Financial Summary as of September 30, 2026

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

For the Period Ending September 30, 2026

	2025 - 2026 YTD Actuals	Prior Year % of Actual	2026 - 2027 Adopted Budget	2026 - 2027 YTD Actuals	% of Budget
RESOURCES					
Operating Revenues					
Local Property Tax Revenue	$ -	0.00%	$ 38,275,843	$ 345,580.06	0.90%
Local Option Levy	-	0.00%	11,256,334	102,321	0.91%
Other Local Sources	517,462	13.85%	3,216,000	557,009	17.32%
Intermediate Sources	-	0.00%	1,025,000	-	0.00%
State School Fund	15,072,103	34.62%	46,195,312	15,436,011	33.41%
Other State Resources	-	0.00%	1,568,460	-	0.00%
Federal Sources	93,330	24.99%	402,266	195,126	48.51%
Other Sources	-	0.00%	420,000	-	-
Total Operating Revenues	**$ 15,682,896**	16.16%	**$ 102,359,215**	**$ 16,636,046**	16.25%
Beginning Fund Balance*	17,916,300	92.42%	15,370,000	15,595,821	101.47%
TOTAL RESOURCES	**$ 33,599,196**	**28.86%**	**$ 117,729,215**	**$ 32,231,867**	**27.38%**
REQUIREMENTS					
Operating Expenditures					
Salaries	$ 6,346,478	13.15%	$ 51,247,933	$ 6,235,954	12.17%
Associated Payroll Costs	3,591,371	12.95%	31,120,482	3,647,483	11.72%
Purchased Services	2,012,298	13.68%	14,876,370	2,217,096	14.90%
Supplies and Materials	959,764	33.64%	3,261,902	1,659,092	50.86%
Capital Outlay	-	0.00%	597,000	10,342	1.73%
Other Objects	1,452,601	70.15%	1,990,542	1,490,232	74.87%
Transfers	-	0.00%	1,892,584	20,000	1.06%
Total Operating Expenditures	**$ 14,362,512**	**14.54%**	**$ 104,986,813**	**$ 15,280,200**	**14.55%**
Contingencies	-	-	7,645,441	-	0.00%
Unappropriated Ending Fund Balance	-	-	5,096,961	-	0.00%
TOTAL REQUIREMENTS	**$ 14,362,512**	**14.54%**	**$ 117,729,215**	**$ 15,280,200**	**12.98%**

**unaudited beginning fund balance subject to change*

VIII.B. Pre-Audit Report 2026

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Maria McEldowney, Accounting Manager
Meeting Date: November 5, 2026

Pre-Audit Report

NO ACTION REQUIRED

Per Policy DIC (Financial Reports and Statements), the Board will receive a pre-audit report summarizing the year-end financial statement closure prior to the annual audit. In addition to financial schedules, this report includes key findings from our auditors' recent interim audit memo and updates on final audit deliverables.

While these pre-audit financial schedules are a small component of what will ultimately comprise the district's full Annual Comprehensive Financial Report (ACFR), they center on the primary metric of governmental accounting, Fund Balance. Under Governmental Accounting, Auditing, and Financial Reporting (GAAFR) standards, the General Fund balance reflects the district's net spendable resources and serves as the definitive measure of operational liquidity and fiscal health under the modified accrual basis. In school finance, available ending fund balances form the foundation for subsequent operating budgets. Maintaining a stable, predictable fund balance ensures budgetary resilience.

The Schedule of Revenues, Expenditures and Changes in Fund Balance for the General Fund and All Funds for the period ending June 30, 2026 (Unaudited) follows this report.

General Fund
Per GAAFR standards, the General Fund is the district's chief operating fund and accounts for all financial resources except those required to be accounted for and reported in another fund. General Fund revenues primarily come from local property taxes and the State School Fund. Because it holds the district's unassigned net spendable resources for core operations, we present it as a standalone entity in our financial reporting.

- Unaudited General Fund Revenues: Total revenues through the end of the fiscal year totaled $99.04 million, primarily from the State School Fund Formula Revenue. Actual revenues came in $790,368 (0.80%) below the final budget.
- Unaudited General Fund Expenditures: Total expenditures through the end of the fiscal year totaled $100.28 million. Excluding contingency, actual spending totaled 99.57% of the final budget.
- Unaudited General Fund Ending Fund Balance: At fiscal year-end, the ending fund balance was $15.60 million, a decrease of $2.32 million from the prior year.
    - The ending fund balance represents 15.75% of total revenues.

        - Per Policy DA (Fiscal Policies), the district is required to maintain specific General Fund reserves calculated from total General Fund resources net of the beginning fund balance—including the Appropriated Contingency Reserve (2.50%), Appropriated Rainy Day Reserve (5.00%), and Unappropriated Ending Fund Balance (5.00%). Based on both adopted budget appropriations and year-end financial results, the district fully met the cumulative 12.50% policy threshold for the fiscal year.
    - The ending fund balance represents $225,821 (or 1.47%) above the 2026–27 adopted budget beginning fund balance projection of $15.37 million. This minimal difference between the unaudited ending fund balance and the budgeted beginning fund balance demonstrates strong financial forecasting and budget accuracy across fiscal years.

All Funds

All funds include the General Fund and all other fund types—Special Revenue Funds, Debt Service Funds, Capital Projects Funds, and Internal Services Funds—which carry fund balances that are restricted, committed, or assigned for specific legal, statutory, or designated project purposes.

- Unaudited Revenues All Funds: Total revenues through the end of the fiscal year totaled $154.11 million, primarily from local and state revenue. Actual revenues came in $325,622 (0.00%) below the final budget.
- Unaudited Expenditures All Funds: Total expenditures through the end of the fiscal year totaled $158.83 million. Excluding contingency, actual spending totaled 97.86% of the final budget.
- Unaudited Fund Balance All Funds: Overall, across all funds, the combined ending fund balance was $24.70 million, a decrease of $4.48 million from the prior year.

Interim Audit

In the interim audit memo dated August 4, 2026, which summarized interim audit procedures and upcoming activities, Sensiba LLP identified one significant deficiency and one informal exit comment. No material weakness was identified. The interim audit memo follows this report.

- Significant Deficiency: Internal control gaps were noted in student body activity accounts at the school level. A significant deficiency is defined as a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit the attention of those responsible for oversight of financial reporting. The Board can expect this to be referenced in the auditors' final governance letter accompanying the ACFR and audit presentation. However, district management is taking active steps to resolve it. District management will provide documentation of existing and newly created internal controls to Sensiba during the upcoming final audit in October 2026 and future audit cycles to demonstrate compliance and work toward formally removing this finding.
- Exit Comment: Sensiba LLP intends to issue an exit comment advising the district to reconsider store-managed charge accounts to ensure direct purchase authorization control.

District management will collaborate with respective departments to review and evaluate the operational necessity of these accounts.

Final Audit Deliverable

The Board has previously expressed concern regarding meeting the December 31st audit filing deadline.

To address past timing challenges under previous auditors, management transitioned to Sensiba LLP. In their first year on the engagement, Sensiba has established a structured audit schedule and expects to deliver draft financial statements to management the week of November 30th, per their interim audit memo. Management is proceeding on schedule, with fall fieldwork scheduled for the week of October 26th.

Management wants to inform the Board of an external dependency regarding federal Single Audit reporting. For the current cycle, the federal Office of Management and Budget (OMB) has released a final draft version of the 2026 Compliance Supplement to the American Institute of Certified Public Accountants Governmental Audit Quality Center (AICPA GAQC). In providing this draft, OMB requested that it be used strictly for planning purposes while awaiting formal leadership clearance; however, the AICPA GAQC has indicated that OMB staff do not expect any significant changes during the clearance process.

Auditors remain restricted from issuing a final Single Audit reporting package prior to the official publication of the finalized compliance supplement. As such, Sensiba cannot formally issue our completed Single Audit report until the federal government grants final clearance. Sensiba continues to monitor developments closely and will keep district management updated on any factors that may affect final reporting timelines.

CORVALLIS SCHOOL DISTRICT 509J
General Fund
Schedule of Revenues Expenditures and Changes in Fund Balance - Budget and Actual
UNAUDITED
For the Year Ended June 30, 2026

	Budgeted Amounts			Variance with Final Budget Over (Under) Actual
	Original	Final	Actual	
REVENUES				
Local Sources	$ 50,718,530	$ 50,718,530	$ 50,860,378	$ 141,848
Intermediate Sources	875,000	875,000	1,048,097	173,097
State Sources	46,329,091	46,329,091	46,635,002	305,911
Federal Sources	327,000	327,000	496,511	169,511
Total Revenues	98,249,621	98,249,621	99,039,989	790,368
EXPENDITURES				
Instruction	53,952,134	55,452,134	55,437,620	(14,514)
Support Services	45,960,942	44,460,942	44,361,293	(99,649)
Enterprise and Community	378,830	378,830	212,379	(166,451)
Debt Service	422,742	422,742	271,894	(150,848)
Contingency	7,369,097	7,369,097	0	(7,369,097)
Total Expenditures	108,083,745	108,083,745	100,283,185	(1,250,651)
Excess (deficiency) of revenues over expenditures	(9,834,124)	(9,834,124)	(1,243,196)	8,590,928
OTHER FINANCING SOURCES (USES)				
Transfers in	0	0	0	0
Transfers out	(2,088,540)	(2,588,540)	(1,311,069)	1,277,471
SBITA	0	0	215,334	215,334
Sale of general capital assets	5,000	5,000	18,452	13,452
Total other financing sources (uses)	(2,083,540)	(2,583,540)	(1,077,283)	(1,722,913)
Net change in fund balance	(11,917,664)	(12,417,664)	(2,320,479)	10,097,185
Fund balance - beginning of year	16,830,395	17,330,395	17,916,300	585,905
Fund balance - end of year	$ 4,912,731	$ 4,912,731	$ 15,595,821	$ 10,683,090

CORVALLIS SCHOOL DISTRICT 509J
All Funds Combined
Schedule of Revenues Expenditures and Changes in Fund Balance - Budget and Actual
UNAUDITED
For the Year Ended June 30, 2026

	Budgeted Amounts			Variance with Final Budget Over (Under)
	Original	Final	Actual	Actual
REVENUES				
Local Sources	$ 90,660,698	$ 90,660,698	$ 90,030,025	($ 630,673)
Intermediate Sources	875,000	875,000	1,052,026	177,026
State Sources	56,852,271	56,852,271	56,090,179	(762,092)
Federal Sources	6,048,980	6,048,980	6,939,097	890,117
Total Revenues	154,436,949	154,436,949	154,111,327	(325,622)
EXPENDITURES				
Instruction	64,027,774	65,527,774	63,846,591	(1,681,183)
Support Services	71,140,309	69,640,309	69,149,636	(490,673)
Enterprise and Community	4,986,428	4,986,428	4,733,594	(252,834)
Facilities Acquisition & Construction	1,696,000	2,196,000	1,304,280	(891,720)
Debt Service	19,942,257	19,942,257	19,791,334	(150,923)
Contingency	13,305,146	13,305,146	0	(13,305,146)
Total Expenditures	175,097,914	175,597,914	158,825,434	(1,250,651)
Excess (deficiency) of revenues over expenditures	(20,660,965)	(21,160,965)	(4,714,107)	16,446,858
OTHER FINANCING SOURCES (USES)				
Transfers in	2,588,540	3,088,540	1,786,069	(1,302,471)
Transfers out	(2,588,540)	(3,088,540)	(1,786,069)	1,302,471
SBITA	0	0	215,334	215,334
Sale of general capital assets	5,000	5,000	18,452	13,452
Total other financing sources (uses)	5,000	5,000	233,786	(1,722,913)
Net change in fund balance	(20,655,965)	(21,155,965)	(4,480,322)	16,675,643
Fund balance - beginning of year	25,568,696	26,068,696	29,184,206	3,115,510
Fund balance - end of year	$ 4,912,731	$ 4,912,731	$ 24,703,884	$ 19,791,153

Summary of interim audit procedures and upcoming activities

August 4, 2026

This memo provides a summary of procedures completed during our interim audit work, highlights any open items going forward, outlines upcoming timelines, and provides a brief overview of upcoming GASB standards relevant to the current and future audit periods

During our interim phase of the audit, our team performed the following audit procedures

- Evaluated changes in processes and controls
- Completed walkthroughs and testing of key internal controls
- Conducted inquiries with management and members of governance
- Conducted testing on compliance with Oregon Minimum Standards
- Performed our preliminary risk assessment and required communication during planning was sent to the governing body

Potential findings and internal control deficiencies related to interim work:

Sensiba identified the following findings and internal control deficiencies as a result of interim procedures performed to date.

1. Deficiency in internal controls for student body activity- During our testing of internal controls, we noted the absence of monitoring controls over student activity revenue. This condition increases the risk of undetected errors or irregularities, including potential fraud. Given the potential impact such matters could have on the community, we believe this finding warrants communication to the Board and will be reported by Sensiba as a significant deficiency in internal control.
2. The District currently maintains store accounts, such as [...] and relies on store employees to ensure only authorized individuals are allowed to charge purchases to the District. While it is possible a material fraud would be detected in a timely manner, the District should reconsider maintaining charge accounts where they do not control authorization prior to purchase. Sensiba intends to issue a written management comment letter as the matter is not considered to be a significant deficiency or material weakness.

Upcoming timelines and remaining open items

- Open items from interim
  - Beginning balance review of compensated absences.
  - Beginning balance review of deferred outflow on PERS.
  - Budget work currently in progress
- Upcoming deadlines and activities
  - Single audit planning to be completed in August (due date is July 31st on interim request list)

- Fall fieldwork request list due October 12th
- Single audit fieldwork request list due October 19th
- Fall fieldwork scheduled for week of October 26th
- Expected draft financials to client week of November 30th
- Issuance goal date week of December 6th.

GASB Standard Updates

The following GASB standards are effective for the current year and will be subject to additional audit procedures and document requests.

- GASB 103 *Financial reporting model improvements* – updates the governmental financial reporting model to improve clarity and usefulness by refining management's discussion and analysis (MD&A), enhancing the presentation of operating vs. nonoperating results, and improving consistency across fund and government-wide statements. It is intended to make governments' financial statements easier to understand and more comparable for users.

- GASB 104 *Disclosure of Certain Capital Assets*- requires governments to provide more detailed note disclosures for certain capital assets, including lease-related and other intangible right-to-use assets, and to separately disclose capital assets held for sale. The goal is to improve transparency and comparability by helping users better understand what governments own, use, and intend to sell.

The following GASB standards will require consideration and implementation in future years:

- GASB 105 *Subsequent events*- effective for years after June 15, 2026 - establishes updated guidance on accounting and financial reporting for subsequent events by defining the evaluation period, clarifying which events require financial statement recognition versus disclosure, and specifying related note disclosure requirements. The standard aims to improve consistency and transparency by clearly identifying the date through which subsequent events are evaluated and requiring that date to be disclosed.

Please reach out to your audit team if you would like to discuss any of the information contained in this memo.

VIII.C. Board Policies -- **FOR INFORMATION**

VIII.C.1. Policy CBA — Qualifications and Duties of the Superintendent — FIRST READ

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: November 5, 2026

NO ACTION REQUIRED

Board Policy CBA—Qualifications and Duties of the Superintendent—Revision—First Read

Background

Revision of Policy CBA is highly recommended.

There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. This policy is updated to include language that matches the new laws.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.

Corvallis SCHOOL DISTRICT

Code: CBA
Adopted: 7/90
Revised/Readopted: 11/4/96, 1/11/99, 10/11/04, 2/6/17

Qualifications and Duties of the Superintendent

~~POSITION: Superintendent of Schools~~

~~QUALIFICATIONS: 1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement, or a transitional superintendent license.~~

~~2. Successful experience as an educational leader and administrator.~~

~~3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161.~~

~~4. Other qualifications as determined by the Board.~~

~~REPORTS TO: Board of Directors~~

~~SUPERVISES: Central office administrators and school principals; and through them, all district personnel.~~

~~JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.~~

~~**Performance Responsibilities (Job Description)**~~

~~The superintendent:~~

~~1. Serves as chief executive officer of the district except as otherwise provided by law, makes rules not in conflict with law or with Board policies, and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools.~~

~~2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable.~~

3. Attends all meetings of the Board except those concerned with his/her own contract status, unless invited by the Board, and takes part in the deliberations, but does not vote.

4. Assists the Board in reaching sound judgments, establishing policies, and approving those matters which the law requires the Board to approve; places before the Board necessary and helpful facts, comparisons, investigations, information, and reports; and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it.

5. Implements and interprets Board policies.

6. Recommends the appointment, renewal, contract extension, contract nonrenewal, contract nonextension, or discharge of licensed employees of the Board as provided by law, Board policies, and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval.

7. Assigns or transfers licensed employees as provided by state law, Board policies, and collective bargaining agreements, as applicable.

8. Appoints, assigns, transfers, promotes, demotes, or discharges classified and nonrepresented employees as provided by state law, Board policies, and collective bargaining agreements, as applicable.

9. Directs the professional supervisory staff in visits to the schools under his/her charge; through this staff, directs, assigns, and assists teachers and all other educational employees in the performance of their duties; classifies, assigns, and controls the promotion of students; and performs other duties as the Board determines.

10. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board.

11. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval.

12. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period, and submits this estimate to the Board in accordance with law.

13. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget.

14. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects.

15. Represents the district in dealings with other school systems, social institutions, business firms, government agencies, and the general public.

16. Keeps the public informed about current educational practices, educational trends, and issues confronting the district.

17. Delegates to subordinates any of the powers and duties which the Board has entrusted to the superintendent, but continues to be responsible to the Board for the execution of the powers and duties delegated.

Performs such other duties as are ordinarily assigned to the chief executive and administrative officer of the schools.

END OF POLICY

Legal Reference(s):

ORS 327.133
ORS 332.075
ORS 332.515
ORS 342.125
ORS 342.140
ORS 342.143
ORS 342.173
ORS 342.175
ORS 342.200
OAR 581-022-0102 to -1940
OAR 581-023-0006 to -0050
OAR 584-020-0000 to -0045
OAR 584-036-0035(1)
OAR 584-046-0003 to -0024
OAR 584-048-0085 to -0095
OAR 584-080-0151
OAR 584-080-0152
OAR 584-080-0161

The Board requires the superintendent to be a strong educational leader who has the following professional experience and training:

1. A current license that qualifies the individual to serve as superintendent of the district;
2. A master's degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.
2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff, and community;
3. Act as the district's chief administrative officer;
4. Serve as district school clerk, performing such duties as required by law or by the Board;

5. Support the Board with scheduling meeting places, providing for required notices, and ensuring any required recordings or minutes are created for all Board meetings and for all committee meetings authorized by the Board, as appropriate;

6. Attend all regular and special meetings of the Board, except when excused;

7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;

8. Administer adopted Board policies;

9. Regularly review adopted Board policies and make recommendations for needed changes;

10. Advise, inform, and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;

11. Provide an ongoing program of communication to and from the community, staff and Board concerning district programs and activities;

12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;

13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;

14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;

15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;

16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff;

17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;

18. Resolve problems of operations and settle disputes referred through administrative channels;

19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;

20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for

extension or college courses and develop professional library facilities as required, subject to Board approval;

21. Recommend to the Board the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;

23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;

25. Provide for performance evaluations of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

26. Assign and control the promotion of students;

27. Maintain a continuous inventory of all district property, furniture, material and supplies;

28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;

29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;

30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;

31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;

32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;

33. Direct the district in its relationships with federal, state and local government agencies;

34. Cooperate with universities and colleges in their student-teacher training programs;

35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;

36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;

37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;

38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;

39. Have other powers and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.075
ORS 342.143
ORS 342.173
ORS 342.850
OAR 584-020-0000 - 0035
OAR 584-046-0003 - 0024
OAR 584-080-0151
OAR 584-080-0152
OAR 584-080-0161

VIII.C.2. Policy GCBDA/GDBDA-AR (1) — Federal Family and Medical Leave/Oregon Family Medical Leave — FIRST READ

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: November 5, 2026

NO ACTION REQUIRED

Board Policy GCBDA/GDBDA-AR—Family and Medical Leave—Revision—First Read

Background
Revision of GCBDA/GDBDA-AR is highly recommended.

There have been several changes to leave laws since this administrative regulation was last reviewed. This revised AR reflects those changes.

Involvement
Staff members: Melissa Harder & Kristin Mahoney

Cost Impact
None.

Function
Review of revisions.

Corvallis SCHOOL DISTRICT

Code: GCBDA/GDBDA-AR
Adopted: 4/10/25
Revised/Readopted:

Family and Medical Leave*

Employee Eligibility

FMLA benefits are available to employees who have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and work at a worksite that employs 50 district employees within 75 miles of the worksite.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. ~~In such instances, the employee may not need to requalify as an eligible employee.~~

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days[+] immediately prior to the first day of the start of the requested leave[2] ~~and have a request for leave that qualifies under FMLA.~~In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.

In determining average workweek, under FMLA and OFLA, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines. An employee is eligible to take leave for any purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who has worked for the district for fewer than 30 days immediately before the date on which the family leave would commence; or

2. An employee who has worked for the district for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of the district who has separated and is reemployed within 180 days, or experiences a temporary cessation of schedule hours, may be eligible for OFLA in accordance with ORS 659A.156.

~~An employee of the district is eligible to take leave for purposes of OFLA if the employee:~~

[+] ~~Thirty days during a declared public health emergency.~~

[2] The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options, employee leave at least as generous as the leave required by OFLA.

~~1. Separates from employment with the district, irrespective of any reason:~~

~~a. Is eligible to take OFLA leave at the time the employee separates; and~~
~~b. Is reemployed by the district within 180 days of separation from employment; or~~

~~2. Is eligible to take OFLA leave:~~

~~a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and~~
~~b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.~~

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for the district prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the district within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

When an employee requests OFLA leave, or when the district acquires knowledge that an employee's leave may be for a purpose that constitutes OFLA leave, the district will notify the employee of the employee's eligibility to take OFLA leave within five business days, absent extenuating circumstances. Whether an employee is an "eligible employee" as defined in OAR 839-009-0210 is determined, a notice must be provided at the commencement of the first instance of each purpose for leave listed in OAR 839-009-0240 during the OFLA leave year. If an employee is an "eligible employee" as defined in OAR 839-009-0210 for the purpose listed in OAR 839-009-0240, the employee's eligibility for that purpose does not change during the applicable 12-month period.

In addition:

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA leave within the same leave year;

~~2. An employee who has taken 2 weeks of OFLA child placement leave need not requalify for up to an additional 12 weeks of leave within the same leave year when used for the purposes of OFLA sick child leave;~~

3. An employee unable to work because of a disabling compensable injury[3] need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury.

~~In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.~~

[3] As defined in ORS 656.005.

Leave under the Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

~~In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.~~

Qualifying Reason

Eligible employees may access FMLA leave entitlements for the following reasons:

1. Serious health condition of the employee or the employee's covered family member. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care[4] or continuing treatment by a health care provider[5].

2. Parental leave[6] (separate from eligible leave as a result of a child's serious health condition):
    a. Bonding with and caring for the employee's newborn child (within 12 months following birth);
    b. Bonding with and caring for a newly adopted child or newly placed child in foster care under the age of 18 (within 12 months of placement);
    c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);
    d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.

3. Military caregiver leave: leave for the care of a covered servicemember if the eligible employee is the spouse, child, or next-of-kin ~~who is a covered~~ of the servicemember with a serious injury or illness;

4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee's spouse, child or parent who is a military member on active duty or call to covered active duty status.

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child, or for prenatal care, including fertility or infertility treatment.

---

[4] "Inpatient care" means an overnight stay in a hospital, hospice, or residential medical facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care. See 29 CFR § 825.114.

[5] "Continuing treatment" includes incapacity and treatment, pregnancy or prenatal care, chronic conditions, permanent or long-term conditions, conditions requiring multiple treatments, and absences attributable to incapacity. See 29 CFR § 815.115.

[6] Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

2. Sick child leave: leave taken to care for an employee's child who is suffering from an illness, injury, or condition that requires home care~~.~~; or ~~Under OFLA, sick child leave includes~~ leave taken to care for an employee's child whose school or child care provider has been closed[7] in conjunction with a statewide public health emergency declared by a public health official[8].

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member[9]. When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.

Eligible employees may also access OMFLA ~~under OFLA~~ for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

Definitions

1. Family member:
    a. For the purposes of FMLA, "family member" means:

        (1) Spouse[10];
        (2) Parent[11];
        (3) Child[12]~~.; or~~
        ~~(4) Persons who are "in loco parentis."~~

    b. For the purposes of OFLA, "family member" means an eligible employee's:

        (1) Spouse or domestic partner;

---

[7] "Closure" (OAR 839-009-0210(5)) for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider as defined in OAR 839-009-0210(4).

[8] The district may request verification of the need for sick child leave under OFLA due to a closure during a statewide public health emergency. Verification may include:
1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

[9] Bereavement leave under OFLA must be completed within 60 days of the date the employee received notice of the death. The notice of the death of a family member may be by any means and from any source.

[10] "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage.

[11] "Parent" means a biological, adoptive, step or foster parent, or any other individual who stood "in loco parentis" to the employee when the employee was a child as defined herein. This does not include parents "in law."

[12] "Child" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.

(2) Child or the child's spouse or domestic partner;
(3) Parent or the parent's spouse or domestic partner;
(4) Sibling or stepsibling, or the sibling's or stepsibling's spouse or domestic partner;
(5) Grandparent or the grandparent's spouse or domestic partner;
(6) Grandchild or the grandchild's spouse or domestic partner; or
(7) Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship[13].

2. Child:
    a. For the purposes of FMLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental disability.
    b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's child on covered active duty regardless of that child's age.
    c. For the purposes of OFLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, the child of the employee's spouse or domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis."
    d. For the purposes of ~~child placement leave and~~ sick child leave ~~only~~ under OFLA, the child must be under the age of 18 or ~~an adult dependent child~~ substantially limited by a physical or mental impairment as described in ORS 659A.104.

3. In loco parentis:
    a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for or financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
    b. For the purposes of OFLA, "in loco parentis" means a person in the place of ~~the~~ a parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

[13] "Affinity" means a relationship for which there is a significant personal bond that, when examined under the totality of the circumstances, is like a family relationship. This bond may be demonstrated by, but is not limited to the following factors, with no single factor being determinative:
1. Shared personal financial responsibility, including shared leases, common ownership of real or personal property, joint liability for bills or beneficiary designations;
2. Emergency contact designation of the employee by the other individual in the relationship or the emergency contact designation of the other individual in the relationship by the employee;
3. The expectation to provide care because of the relationship or the prior provision of care;
4. Cohabitation and its duration and purpose;
5. Geographic proximity; and
6. Any other factor that demonstrates the existence of a family-like relationship.

For the purposes of FMLA, "next of kin" means the nearest blood relative other than the covered servicemember's spouse, parent or child in the following order of priority (unless otherwise designated in writing by the servicemember):

a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions;
b. Siblings;
c. Grandparents;
d. Siblings of parents and their spouses; and
e. First cousins.

5. Covered servicemembers:

~~For the purposes of FMLA, "covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.~~

For the purposes of FMLA, "covered servicemember" means:

a. A current member of the Armed Forces, including a member of the National Guard or Reserves, who:

(1) Is undergoing medical treatment, recuperation or therapy;
(2) Is otherwise in outpatient status; or
(3) Is otherwise on the temporary disability retired list for a serious injury or illness; or

b. A covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

6. Covered veteran:

For the purposes of FMLA, "covered veteran" means an individual who was:

a. A member of the Armed Forces (including a member of the National Guard or Reserves);
b. Discharged or released under conditions other than dishonorable; and
c. Discharged within the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

7. Public health emergency:

For OFLA a "public health emergency" means;

a. A public health emergency declared under ORS 433.441.
b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee's leave period for FMLA, the district will use the 12-month period measured forward from the date the employee's leave begins.

For the purposes of calculating an employee's leave period for OFLA, the district will use a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences.

~~The methods for calculating the leave period for FMLA or OFLA leave entitlement shall be used for all employees.~~

The leave period for the purposes of Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period (12-month period)[14]. Spouses who work for the district and are eligible for FMLA leave may be limited to a combined total of 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for:

1. Birth of a child or to care for a child after birth;
2. Placement of an adopted child or child in foster care, the care for an adopted child or child in foster care after placement; or
3. Care of the employee's parent with a serious medical condition.

Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of up to 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

[14] An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

Under OFLA, the employee may use all or part of the 12 weeks of sick child or bereavement leave and all or part of the 12 weeks of pregnancy disability leave in any order.

Unlike FMLA, OFLA does not combine the leave entitlement when two or more family members work for the district. Under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave[15].

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the designated leave period.

Qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the designated leave period if for the same qualifying reason. Qualified leave under FMLA will run concurrently with other qualified leave covered under Paid Family and Medical Leave Insurance (PFMLI) and/or available sick leave under ORS 653.601 - 653.661 for eligible employees. Qualified leave under OFLA may also run concurrently with leave taken under the sick ~~leave~~ time law in ORS 653.601 - 653.661 if for the same qualifying reason, but not concurrent with PFMLI.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12[16]. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek[17]. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Holidays that occur within the week taken as FMLA may be counted against FMLA entitlement[18]. However, for leave taken in increments of less than one week, holidays in which employees generally are not expected to report do not count against the employee's FMLA leave entitlement.

Under OFLA, days in which the district is not in operation are not counted toward intermittent or reduced work schedule OFLA leave.

Intermittent Leave

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[15] Exceptions to the ability to require family members to take OFLA qualified leave at different times are when one employee needs to care for a child for a purpose described in ORS 659A.159 (1)(a) while another employee is taking pregnancy disability leave or, one or more of the employees is taking bereavement leave.

[16] For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

[17] For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

[18] See 29 CFR § 825.200(h).

With the exception of parental leave under FMLA, which must be taken in one continuous block of time, an eligible employee is permitted under FMLA or OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in separate periods of time (i.e., hours, days, weeks, etc.), rather than in one continuous period of time, and/or requiring an altered or reduced work schedule. For OFLA this includes but is not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an exempt employee is eligible for both OFLA and FMLA leave, and the employee takes intermittent leave in blocks of less than one day, if done in accordance with 29 CFR § 825.206, the district may reduce the employee's salary for the part-day absence without the loss of the employee's exempt status in accordance with OAR 839-020-0004(32).

When an exempt employee is eligible for OFLA leave but not FMLA leave, and the employee takes intermittent leave in blocks of less than one day, the district will jeopardize the employee's exempt status if the district reduces the employee's salary for the part-day absence.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Alternate Work Assignment

Under FMLA, the district may transfer an employee taking intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment to an alternate position for which the employee is qualified and which better accommodates an employee's recovery from a serious health condition, a serious health condition of a spouse, parent, ~~son, or daughter~~ or child, or a serious injury of illness of a covered servicemember. However, the district may not transfer the employee to an alternative position in order to discourage the employee from taking leave or otherwise work a hardship on the employee.

Under FMLA, when an employee who is taking leave intermittently or on a reduced leave schedule and has been transferred to an alternative position no longer needs to continue on leave and is able to return to full-time work, the employee will be placed in the same or equivalent job as the job they left when the leave commenced. An employee may not be required to take more leave than necessary to address the circumstance that precipitated the need for leave.

Under OFLA, the district may transfer an employee on intermittent OFLA leave or reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:

1. The employee accepts the position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary to accommodate the leave and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreement, as well as with state and federal law;

4. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

5. The transfer is not used to discourage the employee from taking leave or to create a hardship for the employee.

Under OFLA, an employee transferred to an alternate position for the purpose of a reduced work schedule must be returned to the employee's former position when the employee notifies the employer that the employee is ready to return to the former position at the end of the alternate duty leave.

The district may transfer an eligible employee to an alternate position that accommodates OFLA pregnancy disability leave provided:

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;

4. The transfer is not used to discourage the employee from taking OFLA leave or to create a hardship for the employee.

Under OFLA, if an eligible employee is transferred to an alternative position and as a result the employee works fewer hours than the employee worked in the original position, the employee's OFLA leave time is determined by calculating the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternative position.

An employee is not on OFLA leave if the employee has been transferred – as provided for in OAR 839-009-0245 (5) – to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's pregnancy disability, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's original position at any time during the employee's OFLA leave. This does not impair the right of an employee to a reasonable accommodation or the application of any other state or federal law.

Special Rules for School Employees

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as ~~interpreters~~[19] signers for the hearing impaired, are included in this

[19] ~~29 CFR 825.600(c) uses "signers."~~

definition. This definition does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, or auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, or bus drivers.

FMLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. In any such situation, the eligible instructional employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

   When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible instructional employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a covered servicemember or for the employee's own serious medical condition, the district may require the eligible instructional employee to choose either to:

   a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
   b. Temporarily transfer to an available alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's regular position.

   If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the district may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the district may require the employee to delay the taking of leave until the notice provision is met.

2. Limitation on Leave Near the End of the Term[20]

   When an eligible instructional employee requests leave near the end of the term, the district may require the following:

   a. When the qualified leave begins more than five weeks before the end of the term, the district may require the employee to continue taking leave until the end of the term if:

      (1) The leave will last at least three weeks; and
      (2) The employee would return to work during the three-week period before the end of the term.

[20] "Academic term" means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. 29 CFR § 825.602(b)

b. When the qualified leave begins during a five-week period before the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required by the district to remain on leave until the end of the term if:

   (1) The leave will last more than two weeks; and
   (2) The employee would return to work during the two-week period before the end of the term.

c. When the qualified leave begins within three weeks of the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required to remain on leave until the end of the term if the length of the leave will last more than five working days.

If the district requires an eligible instructional employee to remain on leave until the end of the term as described above, additional leave required by the district until the end of the school term shall not count against the eligible instructional employee's leave entitlement.

For the purposes of OFLA leave, if an employee[21] begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

Paid/Unpaid Leave

- FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave.
- Paid Family and Medical Leave Insurance (PFMLI) leave taken via Paid Leave Oregon or an equivalent plan will run concurrently with FMLA and leave available under ORS 653.601 - 653.661 when taken for the same purpose.
- As described in collective bargaining agreements, an employee qualifying for both FMLA and PFMLI must deplete all paid leave before starting unpaid leave.
- An employee qualifying for PFMLI only is not required to deplete their paid leave before starting unpaid leave.

An employee may elect to use any available accrued paid leave, including personal, sick, or vacation leave, during the leave period. The total combined amount received by using accrued leave and PFMLI may exceed the employee's full wage replacement during the period of leave. The district will notify the eligible employee when the requested leave has been designated as FMLA or OFLA leave and ask the employee about the use of available accrued paid leave.

Eligible employees taking OMFLA leave are entitled to use available accrued paid time off during the OMFLA leave period.

[21] Applies only to an employee who is employed principally in an instructional capacity by the district.

Benefits and Insurance

When an eligible employee returns to work following an FMLA-, OFLA- or OMFLA-qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.

During an OFLA qualified leave, an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise[22]. The eligible employee is also subject to layoff to the same extent as similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement, or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA-qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Verification

For purposes of FMLA, prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. If the district is going to require a Fitness-for-Duty Certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA leave and that failure to provide the certification may result in a delay or denial of reinstatement. Any costs associated with obtaining the certification shall be borne by the employee.

Application

For purposes of FMLA, an eligible employee requesting FMLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration, and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district. ~~An eligible employee able to give advance notice of the need to~~

[22] See also ORS 342.934(4)(d) in reduction force situations.

~~take FMLA leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.~~

For purposes of OFLA, an eligible employee shall provide at least 30 days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; the closure of the school or child care provider of the employee's child due to a public health emergency unless the declaration of the emergency was issued by the Governor at least 30 days before commencement of the leave; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice[23] to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information[24] to determine if the requested leave qualifies as FMLA or OFLA leave as provided by law. The district may designate the employee as provisionally on FMLA or OFLA leave until sufficient information is received to properly make a determination.

An eligible employee able to give advance notice of the need to take leave must follow the district's known, reasonable, and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. In most situations, as soon as practicable will be within one business day of an employee becoming aware of the need. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given[25].

For the purposes of OFLA, if an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice[26] within 24 hours before or after commencement of the leave. In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

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[23] Oral notice may be given by any other person on behalf of the employee taking the leave.

[24] ~~Except in cases to verify OFLA bereavement leave unless the district requires the use of an attestation form for purposes of determining affinity.~~ See OAR 839-009-0260 for OFLA and 29 CFR § 825.305 et. al. for FMLA.

[25] See 29 CFR § 825.304.

[26] Notice may be given by any other person on behalf of the employee taking the leave.

For purposes of OMFLA, an employee must provide the district with notice of the intention to take leave within five business days of receiving official notice of an impending call or order to active duty or of a leave from deployment.

For the purposes of PFMLI taken via Paid Leave Oregon or an equivalent plan, an employee able to give advance notice of the need to take PFMLI leave must follow the district's known, reasonable, and customary procedures for requesting any kind of leave.

Verification

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate[27], to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate[28], to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

For the purposes of OFLA-qualified leave, costs associated with obtaining the medical verification that are not covered by insurance shall be borne by the district or be paid as otherwise allowed by law. The district will not delay the use of qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion.

Under OFLA, the district may request verification for the need for leave to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. A request for verification may include a request for:

1. The name of the child requiring home care;
2. The name of the school or child care provider that is subject to the closure;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and

[27] Medical verification is not allowed in every situation. Review current laws and guidance for more information.

[28] Medical verification is not allowed in every situation. Review current laws and guidance for more information. (OAR 839-009-0260)

4. A statement that special circumstances exist that require the employee to provide home care for the child during the day if the child is older than 14 years of age.

Posted Notice

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees[29]. The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints[30].

Record Keeping

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

Federal vs. State Law

Both federal and state law contain provisions for family and medical leave. Federal regulations state an employer must comply with all leave laws; that the federal law does not supersede any provision of state law that provides greater family or medical leave rights than those established pursuant to federal law; and if leave qualifies for FMLA and OFLA leave, the leave used counts against the employee's entitlement under both laws. State law requires that FMLA and ~~OFLA or~~ other state leave entitlements run concurrently when for the same purpose.

[29] https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf; electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

[30] https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.

VIII.C.3. Policy ING — Animals in District Facilities — FIRST READ

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: November 5, 2026

NO ACTION REQUIRED

Board Policy ING—Animals in District Facilities—Revision—First Read

Background

The District Safety Management Team recommends revision of Policy ING and its accompanying administrative regulations.

Policy ING describes what types of animals are permitted in district facilities. This includes service animals (definition provided) and animals approved as part of district curriculum or cocurricular activity. Updates to Policy ING change the final approval of animals in district facilities to the Assistant Superintendent or their designee.

Involvement

Staff members: Melissa Harder, Byron Bethards, Kim Patten, Lauren Wolfe, Jennifer Bentz, and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.

Corvallis SCHOOL DISTRICT

Code: ING
Adopted: 5/10/99
Revised/Readopted: 9/12/11, 1/14/13, 1/13/14, 4/12/18, 3/14/19

Animals in District Facilities

Only service animals[1] serving persons with a disability and animals approved by the ~~human resources director~~ Assistant Superintendent, or their designee that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

Approved animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals. Any unanticipated costs associated with the animal's presence on school property will be the responsibility of the animal's owner (i.e., flea treatments, false alarms, medical bills).

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Animals, except those service animals serving persons with a disability, may not be transported on a school bus or in any district vehicles.

Parents of students will be notified in advance of animals being brought into the classroom for approved curriculum or cocurricular activities. Due to allergies or other concerns, parents may request a student be excused from handling or touching any animal.

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[1]The American with Disabilities Act definition of "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting an individual during a seizure; alerting individuals to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

The law and its regulations also make an allowance for miniature horses.

~~The district follows guidelines developed by the National Science Teachers Association (NSTA) and the National Association of Biology Teachers (NABT) with regards to the inclusion of animals in the K-12 classroom. NSTA supports the decision of science teachers and their school or school district to integrate live animals and dissection in the K-12 classroom.~~

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 659A.400

OAR 581-053-0010
OAR 581-053-0230(9)(j)
OAR 581-053-0330(1)(q)
OAR 581-053-0430(16)
OAR 581-053-0531(15)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2006~~ 2012); 28 CFR §§ 35.104, 35.136 (~~2006~~ 2017).
~~Americans with Disabilities Act Amendments Act of 2008.~~

VIII.C.4. Policy ING-AR (1) — Animals in District Facilities — FIRST READ

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: November 5, 2026

NO ACTION REQUIRED

Board Policy ING-AR(1)—Animals in District Facilities—Revision—First Read

Background

The District Safety Management Team recommends revision of Policy ING and its accompanying administrative regulations.

ING-AR(1) has been revised to present more specific details about animals in district facilities. Three categories of animals have been established: Service Animals, Classroom/Office Pets, and Animal Visitors. Procedures for service animals used by the public and by staff or students are more clearly defined and a process is introduced to approve a classroom/office pet.

Involvement

Staff members: Melissa Harder, Byron Bethards, Kim Patten, Lauren Wolfe, Jennifer Bentz, and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.

Corvallis SCHOOL DISTRICT

Code: ING-AR(1)
Adopted: 5/10/99
Revised/Readopted: 12/9/13

~~Handling of Animals~~ Animals in District Facilities

~~The Board expects that all students will participate in the basic instructional program offered by the district.~~

~~This program may offer the inclusion of animals as a tool for teaching or as a visual aid. Due to allergies or other concerns, parents may request a student be excused from handling or touching any animal brought to school.~~

~~Such a request may be made directly to the teacher or principal of the school. The teacher or principal will be responsible for acting upon the request in a timely fashion.~~

~~_____~~

~~I request that my child, _____, not handle or touch any animal in the classroom unless my specific prior approval has been obtained.~~

~~Parent _____ Date~~

Service Animals in Schools

Service Animal Defined

1. A "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animals include service animals in training. The law and its regulations also make an allowance for miniature horses.

2. Service animals do not include "emotional support animals," "companion and comfort animals," or "professional therapy animals," which are animals that provide a sense of safety, companionship, and comfort, as these animals are not trained to perform a specific task for their handlers.

Procedures for Service Animal Access

A service animal must be under the control of a handler at all times and be harnessed, leashed, or tethered, unless the devices interfere with the service animal's work or the individual's disability prevents him or her from using these devices. Individuals who cannot use such devices must maintain control of the animal through voice, signal, or other effective controls.

1. Access by the Public

    a. Individuals with disabilities are permitted to be accompanied by their service animal in all areas of district property where members of the public, students, and employees are allowed to go.

    b. When an individual with a disability brings a service animal on district property, the district shall not ask about the nature or extent of a person's disability, but may ask whether the animal is required because of a disability and what work or task the animal has been trained to perform, to determine if it qualifies as a service animal.

    c. The district may not make such inquiries of an individual when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability.

    d. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

2. Access by Employees or Students

    a. An employee who may require the assistance of a service animal should contact Human Resources to make arrangements for such assistance.

    b. Students who may require the assistance of a service animal should contact their building principal to make arrangements for such assistance.

    c. Employees and students using service animals should proactively collaborate with school staff members to make arrangements for the service animal at school.

Parents or Animal Handlers

Third-party service animal handlers who will be regularly present in school for the purpose of assisting a student with their service animal will be subject to the same requirements and standards of conduct that apply to other school volunteers. (See board policy IICC - Volunteers and GCDA/GDDA – Criminal Records and Fingerprinting and their accompanying administrative regulations.)

Handling Conflicting Needs

If the district is or becomes aware of another individual who is adversely affected by the service animal (e.g., an allergy or anxiety disorder), the district will collect necessary information from the parties and determine how best to address the needs of both individuals. The district will provide notice to all parties of the

resolution to the situation.

Removal or Exclusion of a Service Animal from School or School Property

The district may ask an individual to remove a service animal from district property if any one of the following circumstances occurs:

1. The animal is out of control, and the animal's handler does not take effective action to control it.
2. The animal is not housebroken.
3. The animal's presence would fundamentally alter the nature of the service, program, or activity.
4. The animal is found not to be performing a task or a service directly related to a disability.

If the district excludes an animal, it will provide the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

A person whose service animal has been excluded or removed may appeal the decision using the discrimination complaint process found in Board Policy AC.

Responsibility/Liability

Neither the district nor its employees are responsible for the cost, care, or supervision of the service animal. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises, or at school activities.

All Other Animals on District Property

Classroom/Office Pets

The district recognizes that, under appropriate conditions, animals can enhance social-emotional learning and provide a valuable experience to students.

Staff who would like to bring a small domesticated animal (rodent, bird, amphibian, reptile, or aquatic animal) must apply through the Animals In District Buildings form available from the Assistant Superintendent's office. Once submitted, this form gathers approvals from Student Growth and Experience, Facilities and Operations, and is ultimately approved by the Assistant Superintendent's office.

Classroom teachers must assume primary responsibility for the proper care and security of animals in their classroom. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.

District facilities will not be modified to accommodate an animal without Facilities and Operations Department approval.

Parents must be notified of plans to have an animal in the classroom so that accommodations may be made for their student (See ING-AR (2)).

Animal Visitors

All requests to have animal visitors (e.g., student or staff "Show and Tell") in the classroom or on school property during school hours must be submitted to the principal or designee in advance of the activity.

The request should include a description of the activity, type of animal, educational purpose/benefit, and a plan for the care of the animal while at school. Parents must be notified of plans to have an animal in the classroom so that accommodations may be made for their student (See ING-AR (2)).

The principal or designee has the discretion to permit or deny the presence of any animal visitor in the school.

VIII.C.5. Policy ING-AR (2) — Notice of Animals in District Facilities — FIRST READ

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: November 5, 2026

NO ACTION REQUIRED

Board Policy ING-AR(2)—Notice of Animals in District Facilities—Revision—First Read

Background

The District Safety Management Team recommends revision of Policy ING and its accompanying administrative regulations.

ING-AR(2) has been revised to create an updated notice form for parents and guardians about the presence of an animal in their student's classroom. This notice was previously in ING-AR(1), but that AR has been revised to provide more details about animals in district facilities.

Involvement

Staff members: Melissa Harder, Byron Bethards, Kim Patten, Lauren Wolfe, Jennifer Bentz, and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.

Corvallis SCHOOL DISTRICT

Code: ING-AR(2)
Adopted: 12/9/13
Revised/Readopted: 8/18/14, 3/1/18

~~Assistance~~ Notice of Animals in District Facilities

~~If the animal is a service animal,[1] please answer the following questions:~~

~~1. Parent/staff and emergency contact information.~~

~~Staff name~~
~~Emergency contact information~~

~~Parent name~~
~~Student name~~
~~Emergency contact information~~

~~Date requested~~

~~2. Is the service animal required due to a disability? ❒ Yes ❒ No~~

~~3. What work or task has the service animal been trained to perform[2]?~~

~~[1]The American with Disabilities Act definition of "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting an individual during a seizure; alerting individuals to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.~~

~~[2]The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.~~

This notice is to inform you that an animal will be present in your student's classroom.

☐ This is a one-time animal visit

Animal Type:

Purpose of Visit:

☐ This is a long-term classroom pet

Animal Type:

Educational goals for maintaining this classroom pet:

Due to allergies and/or other concerns, parents/guardians may request a student be excused from handling or touching any animal brought to school.

Please return this form with your signature if you do not want your student handling animals in the classroom.

Student Name:_____

Parent/Guardian Signature:_____

Date: _____

IX. BOARD MEMBER COMMENTS (8:35 p.m.)*
X. ADJOURNMENT (8:45 p.m.)*