Corvallis
SCHOOL DISTRICT

NOTICE

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

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

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

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

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

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

Corvallis
SCHOOL DISTRICT

Thursday, October 30, 2025
6:30 PM

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

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

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

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

II. ACKNOWLEDGMENT OF NATIVE AMERICAN HERITAGE MONTH

Corvallis School District 509J

ACKNOWLEDGEMENT OF NATIVE AMERICAN HERITAGE MONTH
Resolution Number 21-1003

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Native American people which includes American Indians, Alaska Natives, and Native Hawaiians as well as Indigenous people from Canada, Mexico, Central America, South America, and the broader Pacific Islands; and

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

WHEREAS, Native American Heritage Month grew out of efforts began by Dr. Arthur C. Parker of the Seneca nation's work with the Boy Scouts of America in adopting American Indian Day in 1912; and

WHEREAS, Rev. Sherman Coolidge of the Arapaho nation, and then president of the Congress of the American Indian Association, first proclaimed American Indian Day on Sept. 28, 1915, then calling on the nation to observe this day; and

WHEREAS, Red Fox James of the Blackfoot nation traveled across the country on horseback to gain endorsement of 24 state governments to hold a day to honor Native Americans nationally before presenting it to the White House on December 14, 1915; and

WHEREAS, American Indian Day was first declared May 1916 in the State of New York; and

WHEREAS, Native American Awareness Week was first proclaimed nationally in 1976; and

WHEREAS, what was then called National American Indian Heritage Month was first proclaimed nationally in 1990; and

WHEREAS, the Kalapuya people have called the Corvallis area and Willamette Valley home since time immemorial; and

WHEREAS, the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians continue to maintain their ancestral and cultural connections to the Corvallis area and broader Willamette Valley; and

WHEREAS, there are countless cultural heritages represented by Native American peoples; and

WHEREAS, The State of Oregon has a documented history of anti-Indigenous actions based on colonization which includes genocide, forced removals, deprivation, broken treaties, and the outlaw of Native American cultural practices; and

WHEREAS, education has been misused as a tool of colonization in Oregon serving to sever Native American children from their families, languages, and cultural heritages through boarding/residential schools beginning with the Indian Training School at Forest Grove which later moved and became Chemawa Indian School in Salem; and

WHEREAS, Native American Heritage Month provides an opportunity to continue the District's growth in learning about the many contributions of Native American people to the nation, world, and local community; and

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

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

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

WHEREAS, the Corvallis School District believes each and every student must be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

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

does hereby proclaim **November 2021,** as well as each November annually, as **Native American Heritage Month** in the District and strongly encourages students, families, staff, and community members to join in existing local celebrations; and

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

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 21st day of October, 2021.

Signed:

Sami Al-Abdrabbuh
Board Chair

Attested:

Ryan Noss
Superintendent

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Corvallis
SCHOOL DISTRICT

III. STUDENT REPRESENTATIVE REPORTS

IV. REVISED CONSOLIDATION PROPOSAL PRESENTATION

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: October 30, 2025

NO ACTION REQUESTED

Revised Consolidation Proposal Information

Background

On August 13, 2025, the Corvallis School Board requested that the superintendent bring forward a school consolidation proposal aligned with the timeline proposed during the school board retreat. An initial proposal was brought forward at the September 11, 2025, school board meeting. Since this proposal, the district has gathered community feedback through four community listening sessions, a community survey with 234 responses, public testimony at three board meetings, and direct communications sent to the school board.

Based on this feedback and subsequent discussion during the October 16, 2025, board meeting, the School Board requested that Superintendent Noss include the additional recommendation to close an elementary school in a revised proposal. The Revised Consolidation Proposal is attached for review.

The Board will review revised proposal information at the October 30, 2025, board meeting, with action scheduled for the November 13, 2025, meeting.

ACTION REQUESTED:

There is no action at this time.

S:\DO\Super\Kim\BOARD\ACTION\2025\10-30-25\Revised Consolidation Proposal - Cover.docx

2025

Consolidation Recommendation

Revised

Prepared For:

Corvallis School District Board
October 22, 2025

Prepared By:

Superintendent
Ryan Noss, Ed.D.

Current Challenge

The height of enrollment for the Corvallis School District was approximately 1970. Since then, we have experienced several periods of enrollment growth, but overall, our enrollment has been declining. Importantly, this demonstrates that recent enrollment declines are part of a much longer trend (See Historical Enrollment Graph).

Over the past several years, we have made staffing reductions that have impacted the programming we can provide to our students. As enrollment continues to decrease and our schools have fewer students, our resources are spread further, impacting the depth of service at each school. This is most easily seen when our elementary school specialists cover multiple schools because there are not enough classrooms at a single school for them to work there full-time.

In addition, school districts are funded based on the number of students who attend school. Fewer students means less funding, which we have also seen over the past several years.

Long Range Facilities Planning Committee

During the spring of 2025, a Long Range Facilities Planning Committee convened to review:

- The condition of our buildings
- Enrollment
- Classroom programming
- Capacity

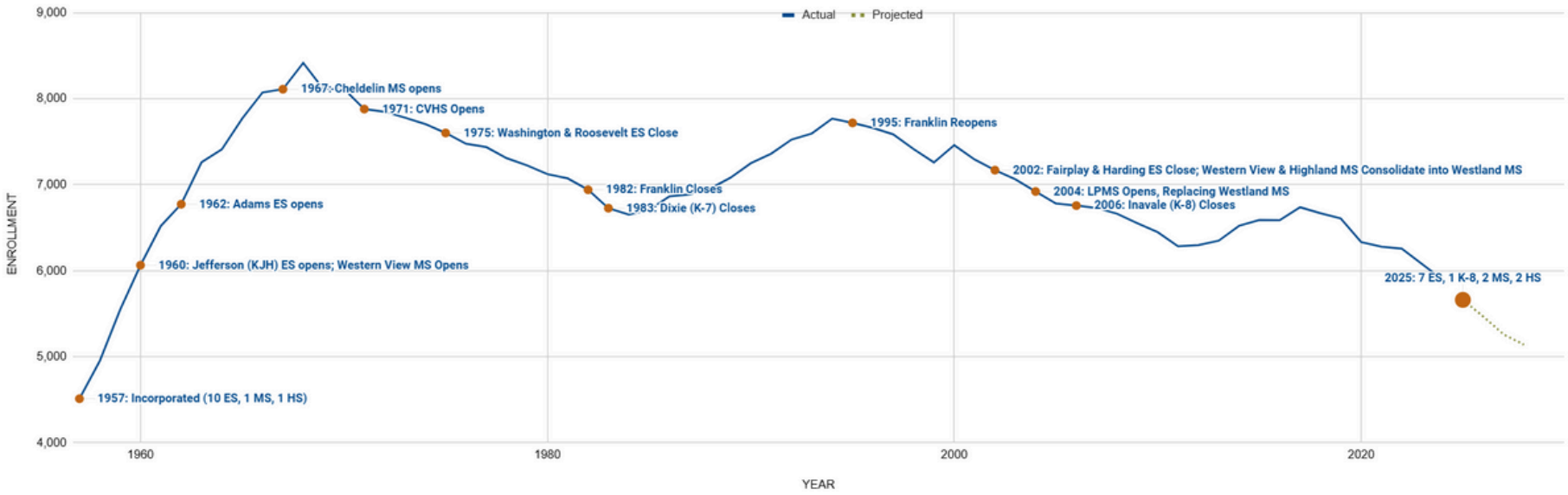
The committee concluded:

1. The enrollment decline over the next ten years will result in underutilization of our facilities. According to projections, in the school year 28/29, our buildings will be at 59% utilization at elementary level, 86% utilization at middle school level, and 61% utilization at high school level; with utilization district-wide of 65% of enrollment capacity.
2. The district's facilities are in good condition, as represented by the Facilities Conditions Index summary; all buildings were considered good or fair. The district should continue to maintain all buildings to ensure safe learning environments for all.
3. Corvallis School District buildings and properties are important assets for the district and should be retained to ensure flexibility for future enrollment fluctuations and maintain the district's investments in the land and the 2018 Facilities Improvement Bond.
4. The district should continue to engage with the community to shape next steps for facilities and education in the Corvallis School District, building trust and transparency.
5. The district should continue to work with the City of Corvallis to collaborate on housing and community growth.
6. The district should review intra-district boundaries to support enrollment trends, specialized programs, and to ensure that resources are distributed equitably between district schools.

We have reached a point where we must consolidate the number of schools we operate to continue addressing a declining district budget while fighting to maintain programming for students. To be clear, school consolidation will not solve all of our financial concerns. Yet, it is an important next step as we work to do our best for the students we serve.

HISTORICAL ENROLLMENT: 1957 - 2024

with major events



Purpose of Proposal

On August 13, 2025, the Corvallis School Board requested that the superintendent bring forward a school consolidation proposal aligned with the timeline proposed during the school board retreat. There was a great deal of deliberation regarding the number of proposals that should be brought forward. The decision was to bring one proposal forward, contrasted by several other proposals that were considered but not moved forward. The Corvallis School Board concluded that bringing multiple proposals forward would cause unnecessary concerns for school communities that would not be impacted by the board's final decision.

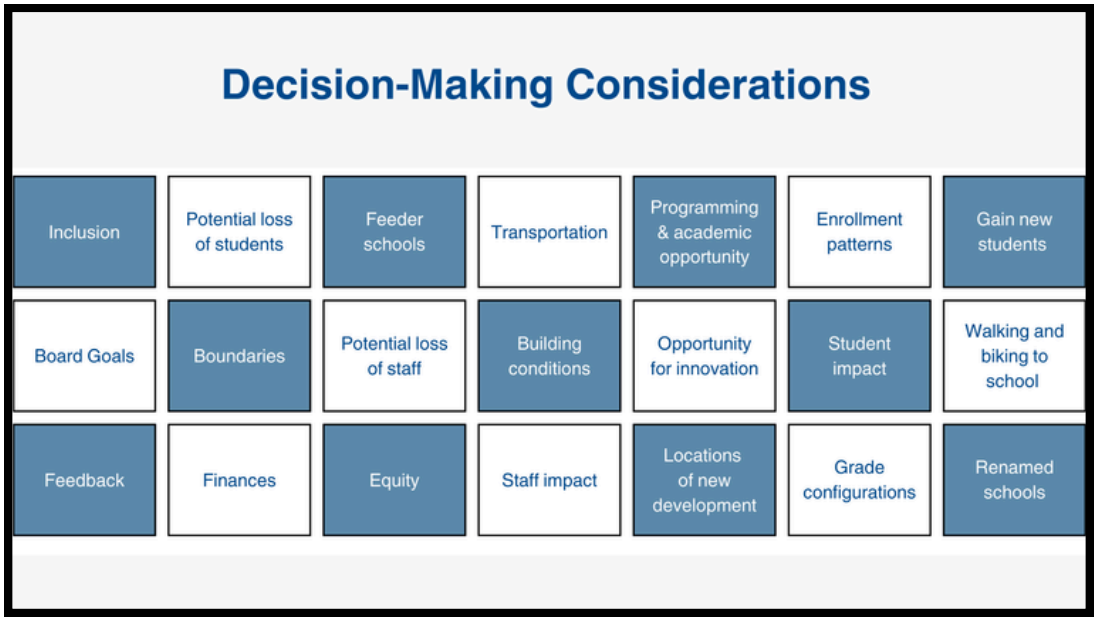
An initial proposal was brought forward at the September 11, 2025, school board meeting. Since this proposal, the district has gathered community feedback through four community listening sessions, a community survey with 234 responses, public testimony at three school board meetings, and direct communications sent to the school board. The feedback was summarized in the following documents:

- **CSD School Consolidation Community Engagement Report**
- **Stoplight Report**
- **Frequently Asked Questions (FAQ)**

Based on this feedback and discussion during the October 16, 2025, board meeting, the School Board requested that Superintendent Noss include the additional recommendation of closing an elementary school in the initial proposal. This document has been updated to include the revised proposal.

Decision-Making Considerations

Many critical factors were considered in determining a proposal to bring forward. These factors included, but are not limited to, those listed in the graphic below.



Recommended Option For Board and Community Review

The superintendent proposes that the Corvallis School Board and the Corvallis community review the following **REVISED** option.

1. Lincoln, Adams, Kathryn Jones Harrison, Garfield, and Bessie Colman Elementary Schools become schools serving kindergarten through 6th grade.
2. Mountain View Elementary becomes a kindergarten through 8th-grade school.
3. Linus Pauling Middle School becomes a 7th through 8th-grade school and is renamed Corvallis Junior High, allowing students to develop a new mascot and school culture.
4. **Cheldelin Middle** and **Letitia Carson Elementary** Schools close.
5. Students currently enrolled at Letitia Carson Elementary will be distributed as follows:
    a. Students living in the Mountain View boundary who are attending Letitia Carson on a transfer, and those students living east of Highway 99W, will attend Mountain View K-8.
    b. Students living in the Garfield boundary who are attending Letitia Carson on a transfer, or because they are unable to participate in the dual language immersion program, will attend Kathryn Jones Harrison.
    c. Students living west of Highway 99W will attend Bessie Coleman.
6. Kathryn Jones Harrison will become Garfield's “sister school.” This means that students who move into the Garfield boundary after 2nd grade and are unable to participate in the dual language immersion program will be placed at Kathryn Jones Harrison.
7. Cheldelin gyms continue to be accessed by teams and the community.
8. The school board reviews the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.

Positives of the Revised Proposal

- This revised proposal addresses the majority of the proposed budget reductions for the 2026-2027 school year, with an estimated savings of $3 million.
- This revised proposal would increase enrollment numbers at Mountain View, Kathryn Jones Harrison, and Bessie Coleman, which will allow specialists additional time in the larger schools, limiting their coverage of multiple buildings.
- Additional savings will position the district to maintain or potentially add opportunities for our schools. **There are a number of factors that impact district funding throughout the school year. These additional factors may potentially improve or impact the district's financial resources.*
- It will require a boundary adjustment for one elementary school, but not a district-wide boundary review.
- Closure of an elementary school may become necessary in the near future (3-4 years) due to smaller class sizes and further underutilization of buildings. The 2025-26 3rd to 5th grade cohorts average 403 students, while the kindergarten to 3rd grade cohorts average 351 students. Closure of the elementary now addresses this future issue.
- Increased enrollment at elementary schools reduces the likelihood of blended classrooms.
- Increased enrollment at elementary schools distributes more teachers per school building, teaching the same grade, which, in turn, facilitates more cross-collaboration and professional development among educators.

Positives brought forward from the initial proposal

- Some benefits of a kindergarten-6th-grade school for 6th-grade students are the enhanced nurturing environment, strong teacher-student relationships, and continuity of learning.
- The kindergarten-8th-grade model has been received positively by our community.
- Adding a 7-8 grade school can emphasize high school preparation with intentional CTE preparation programming.
- Adjusting our current grade-level configuration requires change, which can lead to innovation and the opportunity for greater inclusion.
- Increased opportunities for district-wide transportation through route efficiencies. This will include transportation between Corvallis Junior High and Mountain View K-8. Additionally, we have evaluated the transportation scenario for the proposed model with our transportation services contractor, STA, and believe that we will have minimal changes to our bus routes.
- Naming the 7-8 grade school Corvallis Junior High allows students to come together and develop a new mascot and school culture.
- Opportunity for teachers at both kindergarten-8th-grade schools to collaborate with colleagues.
- Cheldelin received fewer updates during the construction bond.
- An additional kindergarten-8th-grade school near the edge of our community has the potential to attract transfers for families seeking the K-8 model.
- A kindergarten through 8th-grade school in Mountain View accounts for additional growth in Adair Village.
- Keeping elementary schools open continues to provide hubs to our neighborhoods.

Negatives of the Revised Proposal

- It would require the closure of a neighborhood elementary school.
- The closure of a building that recently had improvements.
- The closure of Letitia Carson would result in some 5th-grade students experiencing a new building for 6th grade, followed by a new building for junior high. This double transition would not impact the students who moved to Mountain View K-8.
- Closure of two schools and the impact on two school communities.

Negatives brought forward from the initial proposal

- May require additional licensure for teachers.
- The majority of students will come together for 7th and 8th grade, then transition to Corvallis High School and Crescent Valley High School.

Additional Considerations from Revised Proposal

Renaming of Letitia Carson Elementary

The District recognizes the unique and additional challenges associated with proposing the closure of an elementary school that recently underwent a renaming process centered on equity and the honoring of a local pioneer, Letitia Carson. The renaming represented a significant community effort to recognize an important figure in our region's history, and the District is committed to preserving that legacy.

In the interest of maintaining the Letitia Carson name and continuing to share her story and impact, the District has engaged in discussions with the Linn Benton Lincoln Educational Service District (LBL-ESD). These initial discussions explore the potential of developing a dedicated early childhood center at this site. The district will also work to maintain learning opportunities that have been developed for our students to share Letitia Carson's story. This will aim to preserve the Letitia Carson name, ensuring her legacy and story continue to be shared with future generations.

K-12 Programming

The district is proposing a K-12 model that is designed to provide a cohesive, developmentally aligned learning experience that evolves with students as they grow. In this proposal, grades are divided into four grade bands: grades K-4, grades 5-6, grades 7-8, and grades 9-12. This allows for greater alignment across all K-6 and K-8 schools, as well as a junior high school.

In the K-4 self-contained model, students build strong foundational skills. The 5-6 content-specific model bridges elementary and middle school by introducing subject specialists and greater independence while maintaining a supportive environment. The 7-8 content-specific model deepens academic rigor and exploration, helping students strengthen their skills. Finally, the 9-12 content-specific model offers specialized coursework, pathways, and electives that prepare students for college, career, and active citizenship. Our goal is for students across all grade bands to experience a balance of core academics, arts, electives, and real-world learning opportunities that cultivate curiosity, confidence, and purpose.

- **Grades: K-4:** A self-contained classroom model where one primary teacher provides instruction across core subjects. Emphasis is on nurturing the whole child socially, emotionally, and academically in a stable, caring learning environment.
- **Grades 5-6:** A transitional model that blends elementary care with middle-level specialization. Students have opportunities for electives.
    - We recognize that our elementary schools are most impacted by the consolidation, including the transition to the new K-6 model. While the District continues to face an overall budget shortfall, our first commitment is to reinvest in these K-6 grade programs once those operational efficiencies are better understood during the budget process, with a focus on specials/electives. The closure of Letitia Carson provides greater financial feasibility to enhance specials/electives.
- **Grades 7-8:** A junior high model where students engage with specialized teachers in each subject, supported by systems that foster belonging and well-being.
- **Grades 9-12:** Continue a comprehensive high school model offering subject specialization, academic rigor, and pathways toward college, career, and civic readiness.

The district Innovation Team has been given these parameters and is starting to work on designing the guiding philosophy for each grade band as well as the approach to core content and electives.

Why Letitia Carson?

District staff analyzed the impact of closure for each of our elementary schools before choosing Letitia Carson for consideration. A summary of the analysis is below.

Adams and Lincoln
Adams serves as the "sister school" for Lincoln Elementary. This means that students who move into the Lincoln boundary after 2nd grade and are unable to participate in the dual language immersion program are placed at Adams. As a result, the closure of either school would significantly impact the classroom capacity in South Corvallis, an area of our district that is experiencing growth due to new housing construction. Lincoln is also a new school building.

Bessie Coleman
Bessie Coleman is a new school building and has significant capacity. In closing Letitia Carson, it makes sense concerning boundaries, for those students to move into this larger school.

Franklin K-8
Franklin has one class per grade in grades K-5. Sending one classroom of students back to their neighborhood schools does little to impact the capacity of schools across the community. The closure of a larger elementary school, which distributes students to three schools, will increase the size of those schools and thus create an opportunity to maintain or enhance programming. The K-8 model is sought out in our community, which is why we have proposed adding a second K-8 (Mountain View) to our district.

Garfield
Garfield currently has the largest enrollment of all of our elementary schools. Garfield is a dual language immersion school serving a large population of native Spanish speakers.

Kathryn Jones Harrison
This school serves our students who access the Life Skills program. The facility includes spaces specifically designed to inclusively serve students with varying needs. Closing the school would have a significant impact on this group of students and their families.

Mountain View
Mountain View has been chosen as the location of a new K-8 school, which helps address the interest in the community for the K-8 model. In addition, Mountain View serves a wide geographic portion of our district boundary.

Proposal Summary			
	Status Quo (No Closures)	*Difference*	Revised Proposal
Total Projected Enrollment	5,591	-	5,591
Total Full-Time Positions	415.23[1]	*-18.23*	397.00[1]
		-4.39%	
Per-Pupil Amount	$9,895	*-$404*	$9,491
		-4.08%	
Total Dollars[2]	$55,323,674	***-$3,040,549***	$52,283,125
		-5.50%	

[1]*Represents positions funded by the General Fund only.*
[2]*Status Quo Total Dollars has changed from proposal dated 9/11/2025 due to increase in Total Projected Enrollment and thus increase in Total Full-Time Positions required for this larger projected enrollment.*

Impact of Letitia Carson Closure on Capacity at Bessie Coleman, Mountain View, and Kathryn Jones Harrison

The boundary adjustments recommended as part of the Leitia Carson closure result in an increased enrollment at Bessie Coleman, Mountain View, and Kathryn Jones Harrison.

Bessie Coleman

The model projects that 44% of the students currently attending Letitia Carson would move to Bessie Coleman. This will result in Bessie Coleman's projected enrollment reaching approximately 500 students, spanning kindergarten through sixth grade, in 2026-27. Bessie Coleman is one of our newest facilities, and is designed to accommodate this volume of students. The school's modern design and educational environment make it uniquely suited to serve as our largest elementary school, and the facility has confirmed classroom capacity to accommodate this increased student population.

Additionally, the largest enrollment will be limited to the next three years because class cohorts in kindergarten through 3rd grades are smaller than those in 4th through 6th grades. Operational details such as specials scheduling, lunches, and support staff will be reviewed if this proposal is adopted. The model projects that no grades would be blended due to the increased number of students attending Bessie Coleman.

Mountain View

The model projects that approximately 32% of students currently attending Letitia Carson would move to Mountain View. This will result in Mountain View's projected enrollment reaching approximately 420 students, spanning kindergarten through eighth grade, in 2026-27. The facility has confirmed classroom capacity to accommodate this volume of students. Additionally, the district has the ability to relocate district programming from Mountain View to another school, allowing for additional capacity in the future. The model projects that no grades would be blended due to the increased number of students attending Mountain View.

Kathryn Jones Harrison

The model projects that approximately 21% of students currently attending Letitia Carson would move to Kathryn Jones Harrison as the new "sister school" for Garfield. This will result in Kathryn Jones Harrison's projected enrollment reaching approximately 330 students, spanning kindergarten through sixth grade, in 2026-27. The facility has confirmed classroom capacity to accommodate this volume of students. The model projects that no grades would be blended due to the increased number of students attending Kathryn Jones Harrison.

Next Steps



The timeline above includes opportunities for community feedback and considerations.

Community Feedback Session

- October 27: Letitia Carson Elementary School, 6:30-8:00 pm

School Board Meetings with Public Testimony

- October 30, District Office, 6:30 pm
- November 13, District Office, 6:30 pm

Emails may be sent to: schoolboard@corvallis.k12.or.us, and will reach all Board members as a group.

Letters may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333.

Research Articles Related to Grade Configuration

These three studies examine how school grade configurations, particularly K-6 and K-8 versus traditional middle school models, impact student outcomes and school environments.

Byrnes, V., & Ruby, A. (2007). *Comparing achievement between K–8 and middle schools: A large-scale empirical study. American Journal of Education, 114*(1), 101–135.

Malone, M., Cornell, D. G., & Shukla, K. (2017). *Association of grade configuration with school climate for seventh and eighth-grade students. School Psychology, 32*(2), 196–208.

Rockoff, J. E., & Lockwood, B. B. (2010). *Stuck in the middle: Impacts of grade configuration in public schools. Journal of Public Economics, 94*(11–12), 1051–1061.



Corvallis School District

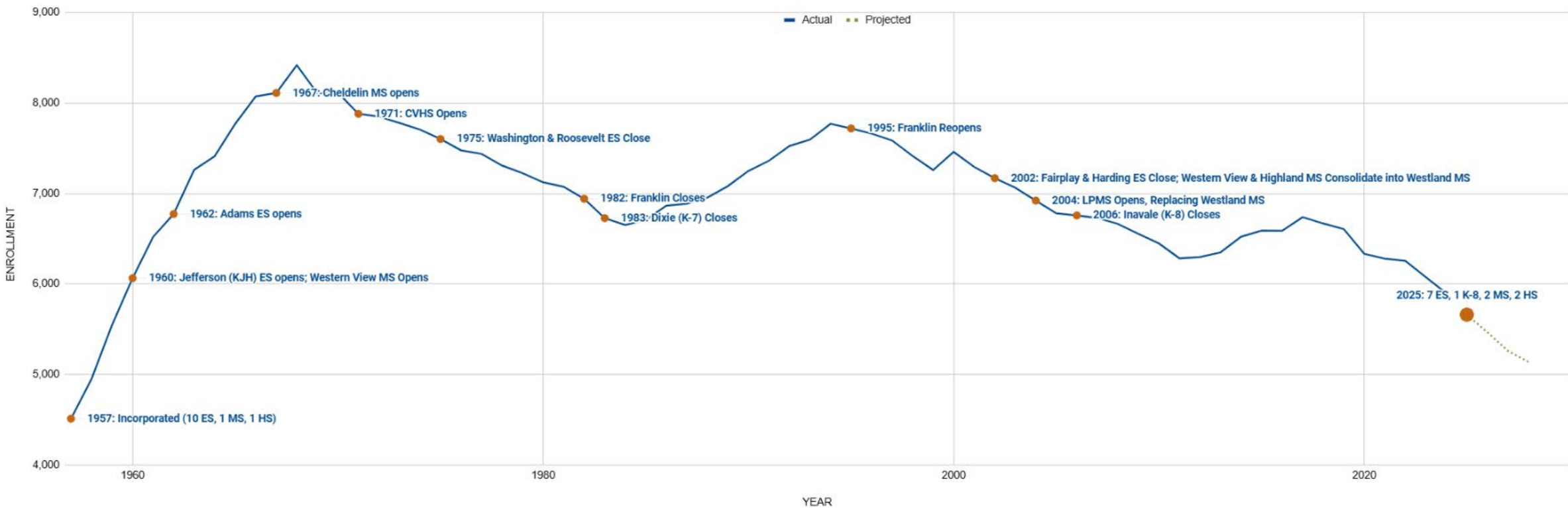
Corvallis School Board

School Consolidation Revised Proposal

October 30, 2025

HISTORICAL ENROLLMENT: 1957 - 2024

with major events



District-Wide Capacity Summary

Long Range Facilities Planning 2025

	Total Facility Condition Index (FCI) of all campus buildings	Building Capacity	Spaces dedicated to District-level programming	Enrollment Capacity	Enrollment 24-25	Projected Enrollment 25-26
Adams Elementary	1.4%	510	7 classrooms multiplied by 27 students		360	
Letitia Carson Elementary	1.2%	437			334	
Kathryn Jones Harrison Elementary	1.1%	388			227	
Franklin School (K-5 only)	1.3%	145			150	
Garfield Elementary	0.8%	534			381	
Mountain View Elementary	2.0%	413			216	
Bessie Coleman Elementary	0.0%	461			355	
Lincoln Elementary	0.0%	534			313	
Total K-5		**3422**	**189**	**3233**	**2336**	**2221**
Percentage of Enrollment Capacity Used					*72%*	*69%*
Cheldelin Middle School	0.8%	657	4 classrooms multiplied by 29 students		498	
Linus Pauling Middle School	1.1%	714			717	
Franklin School (6-8 only)	1.3%	170			161	
Total 6-8		**1541**	**116**	**1425**	**1376**	**1288**
Percentage of Enrollment Capacity Used					*97%*	*90%*
Corvallis High School	0.4%	1901	7 classrooms multiplied by 31 students		1294	
Crescent Valley High School	8.8%	1613			887	
Total 9-12		**3514**	**217**	**3297**	**2181**	**2153**
Percentage of Enrollment Capacity Used					*66%*	*65%*
Total K-12		**8477**	**522**	**7955**	**5893**	**5662**
Percentage of Enrollment Capacity Used					*74%*	*71%*
College Hill High School / Harding Center	5.4%					

Enrollment numbers are based upon Corvallis SD's internal projections.
Building Capacity assumes Elementary at 90% Utilization; Middle Schools at 75% Utilization; High Schools at 85% Utilization.
Facility Condition Index (FCI) is a metric measuring building condition. 0-5% Good; 6-10% Fair; 11-30% Poor; 31-50% Critical.

Long Range Facilities Planning Committee Conclusions

The enrollment decline over the next ten years will result in underutilization of our facilities.

According to projections, in the school year 28/29 our buildings will be at 59% utilization at elementary level, 86% utilization at middle school level, and 61% utilization at high school level; with utilization district wide of 65% of enrollment capacity.

The district's facilities are in good condition, as represented by the Facilities Conditions Index summary. All buildings were considered good or fair.

The district should continue to maintain all buildings to ensure safe learning environments for all.

Corvallis School District buildings and properties are important assets for the district and should be retained to ensure flexibility for future enrollment fluctuations and maintain the district's investments in the land and the 2018 Facilities Improvement Bond.

The district should continue to engage with the community to shape next steps for facilities and education in the Corvallis School District, building trust and transparency.

The district should continue to work with the City of Corvallis to collaborate on housing and community growth.

The district should review intra-district boundaries to support enrollment trends, specialized programs, and to ensure that resources are distributed equitably between district schools.

Financial Planning & Modeling

2024-25 Budget Cycle (Spring 2024) - Long range financials showed the upcoming impact of the ESSER funding cliff & declining enrollment. District reduced spending by $8M.

2025-26 Budget Cycle (Spring 2025) - Enrollment (birth rate) trends continue. Year three of the long range financial plan looks unmanageable without significant structural changes. District reduced spending by $3M.

Spring 2025 - Third party enrollment & demographics study commissioned to support the work of the Long Range Facilities Planning Committee.

The largest source of funding for school districts is based on enrollment. **Enrollment is the basis of all financial projections.**

Models were created using basic staffing allocated to all schools. Staffing is based on either a flat amount (ex: 1 principal per school) or a formula (ex: 1 general educational assistant per 75 students).

Average cost for each staffing position is the basis for the financials.

Additional expenses are required to operate a school than are included in these projections. Actual savings will vary.

Once a proposal is adopted and the budget process begins, actual amounts will be available.

Initial Recommendation

Lincoln, Adams, Kathryn Jones Harrison, Garfield, Letitia Carson, and Bessie Coleman Elementary Schools become schools serving kindergarten through 6th grade.

Mt. View Elementary becomes a kindergarten through 8th-grade school.

Linus Pauling Middle School becomes a 7th through 8th-grade school and is renamed Corvallis Junior High, allowing students to develop a new mascot and school culture.

Cheldelin Middle School closes.

Cheldelin gyms continue to be accessed by teams and the community.

The school board reviews the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.



Board Proposal Financials

Reduces Staffing Required

-11.28 full-time positions **or 2.8%**

Reduces the Amount Spent per Student

-$341 per student or **3.4%**

Reduces Overall Spending

-$1.87M or **3.4%**





Financial Outlook

Current projections estimate a reduction of **$3.87M** in school year 2026-27.

The proposal before the Board reflects a savings of approximately **$1.87M**.

Consolidation is a part of a larger plan to balance our budget.

Board Request for Revised Proposal

Collected community feedback from listening sessions, a survey, public testimony at school board meetings, and direct communications to the board.

The board discussed feedback that the current proposal:

- Delays an inevitable decision to close an elementary school.
- Does not do enough to address the anticipated $4 million budget shortfall.
- Does not address the area of reduced elementary enrollment.

Based on this feedback, the board requested a revised proposal to include the closure of an elementary school, in addition to the closure of Cheldelin.

A revised proposal with greater cuts also allows the board to address:

- The impact of budget cuts over the last several years on programming.
- The ongoing budget deficit with a facilities decision.

Revised Recommendation

Lincoln, Adams, Kathryn Jones Harrison, Garfield, and Bessie Colman Elementary Schools become schools serving kindergarten through 6th grade.

Mountain View Elementary becomes a kindergarten through 8th-grade school.

Linus Pauling Middle School becomes a 7th through 8th-grade school and is renamed Corvallis Junior High, allowing students to develop a new mascot and school culture.

Cheldelin Middle and Letitia Carson Elementary Schools close.

Students currently enrolled at Letitia Carson Elementary will be distributed as follows:

- Students living in the Mountain View boundary who are attending Letitia Carson on a transfer, and those students living east of Highway 99W, will attend Mountain View K-8.
- Students living in the Garfield boundary who are attending Letitia Carson on a transfer, or because they are unable to participate in the dual language immersion program, will attend Kathryn Jones Harrison.
- Students living west of Highway 99W will attend Bessie Coleman.

Kathryn Jones Harrison will become Garfield's "sister school." This means that students who move into the Garfield boundary after 2nd grade and are unable to participate in the dual language immersion program will be placed at Kathryn Jones Harrison.

Cheldelin gyms continue to be accessed by teams and the community.

The school board reviews the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.



Revised Board Proposal Financials

Reduces Staffing Required

-18.23 full-time positions **or -4.4%**

Reduces the Amount Spent per Student

-$404 per student or **-4.0%**

Reduces Overall Spending

-$3.0M or **-5.5%**





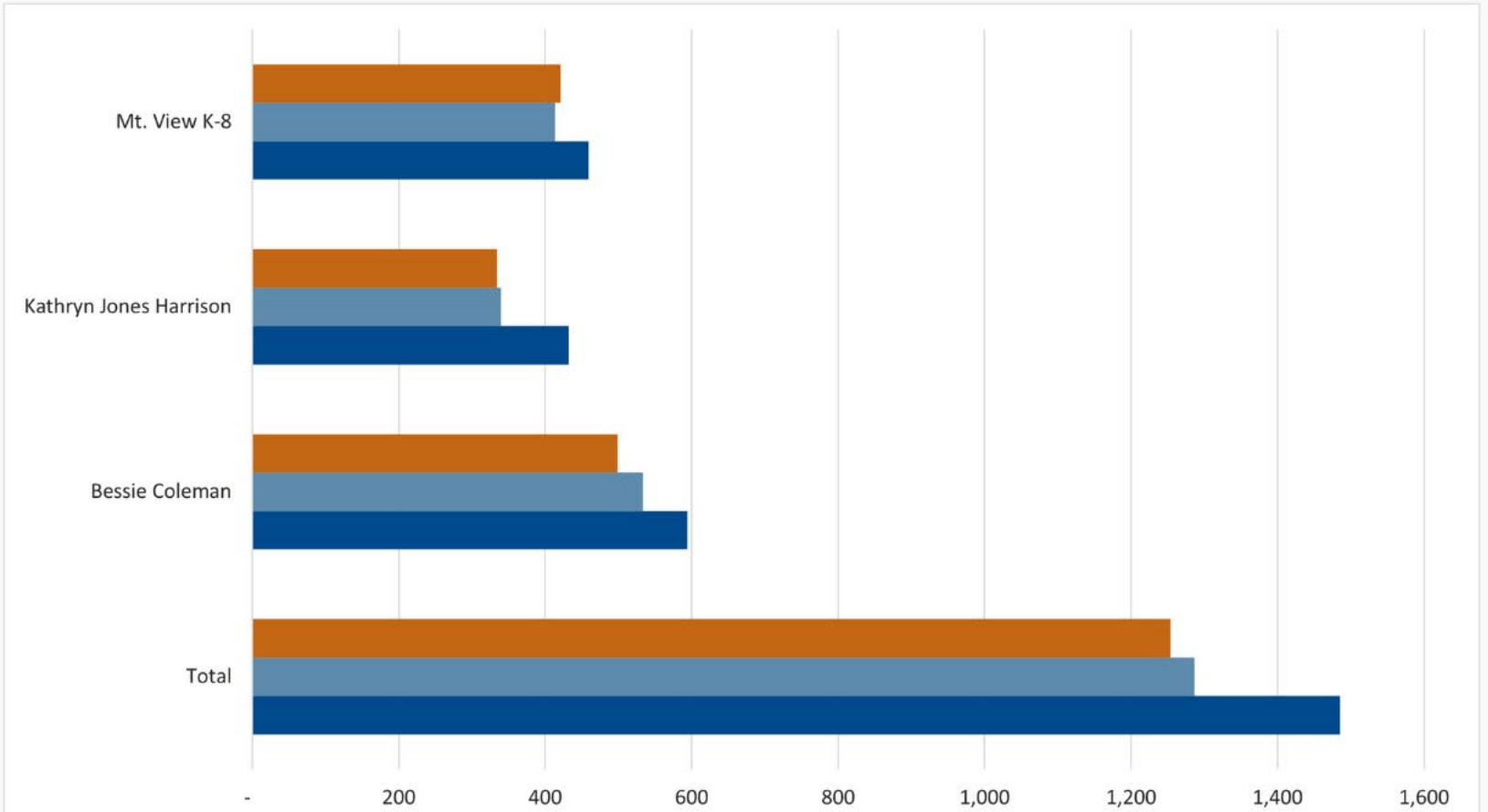
Revised Financial Outlook

Current projections estimate a reduction of **$3.87M** needed in school year 2026-27.

The proposal before the Board reflects a savings of approximately **$3.0M**.

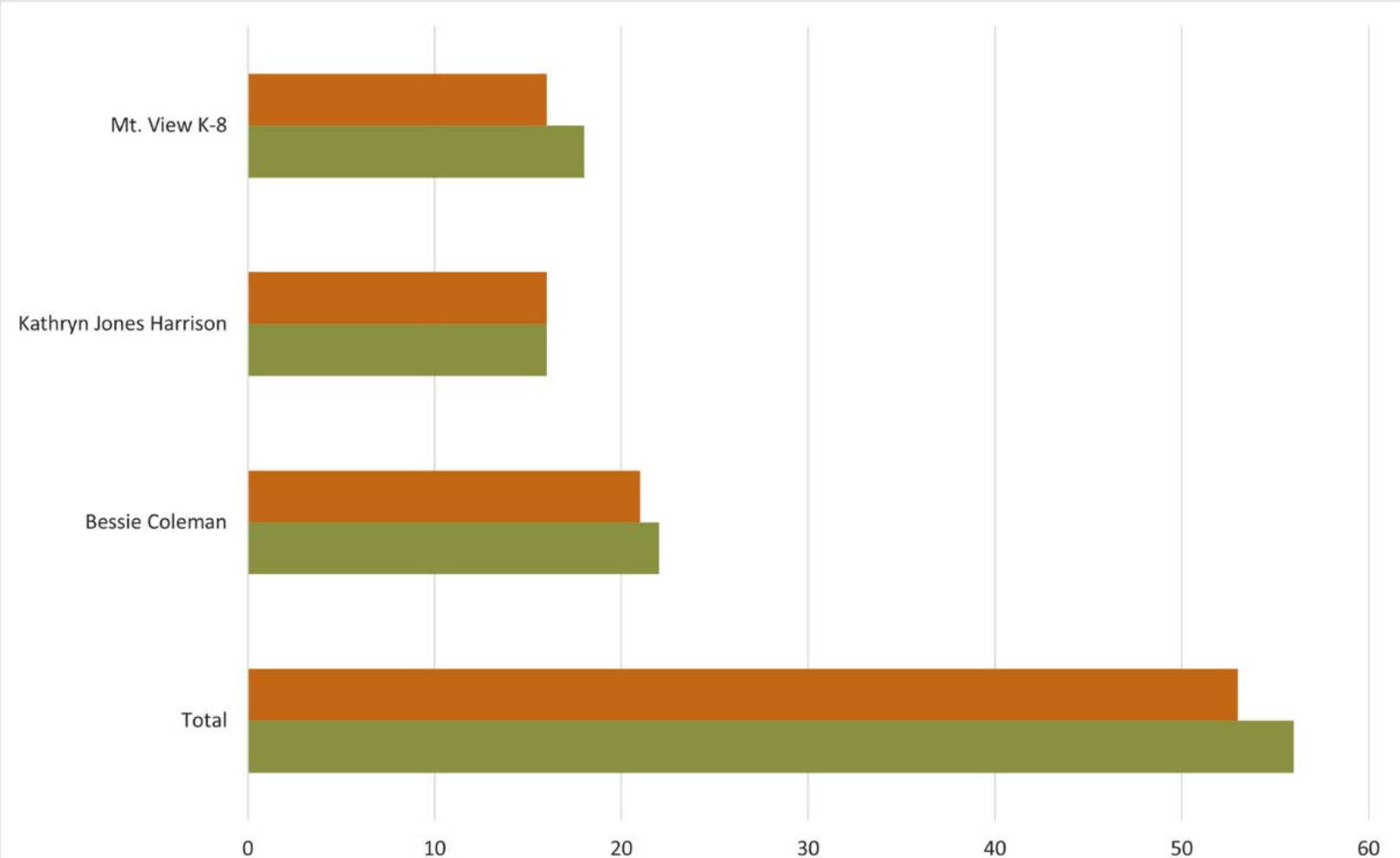
Consolidation is a part of a larger plan to balance our budget.

Closure of Letitia Carson | Building Capacity



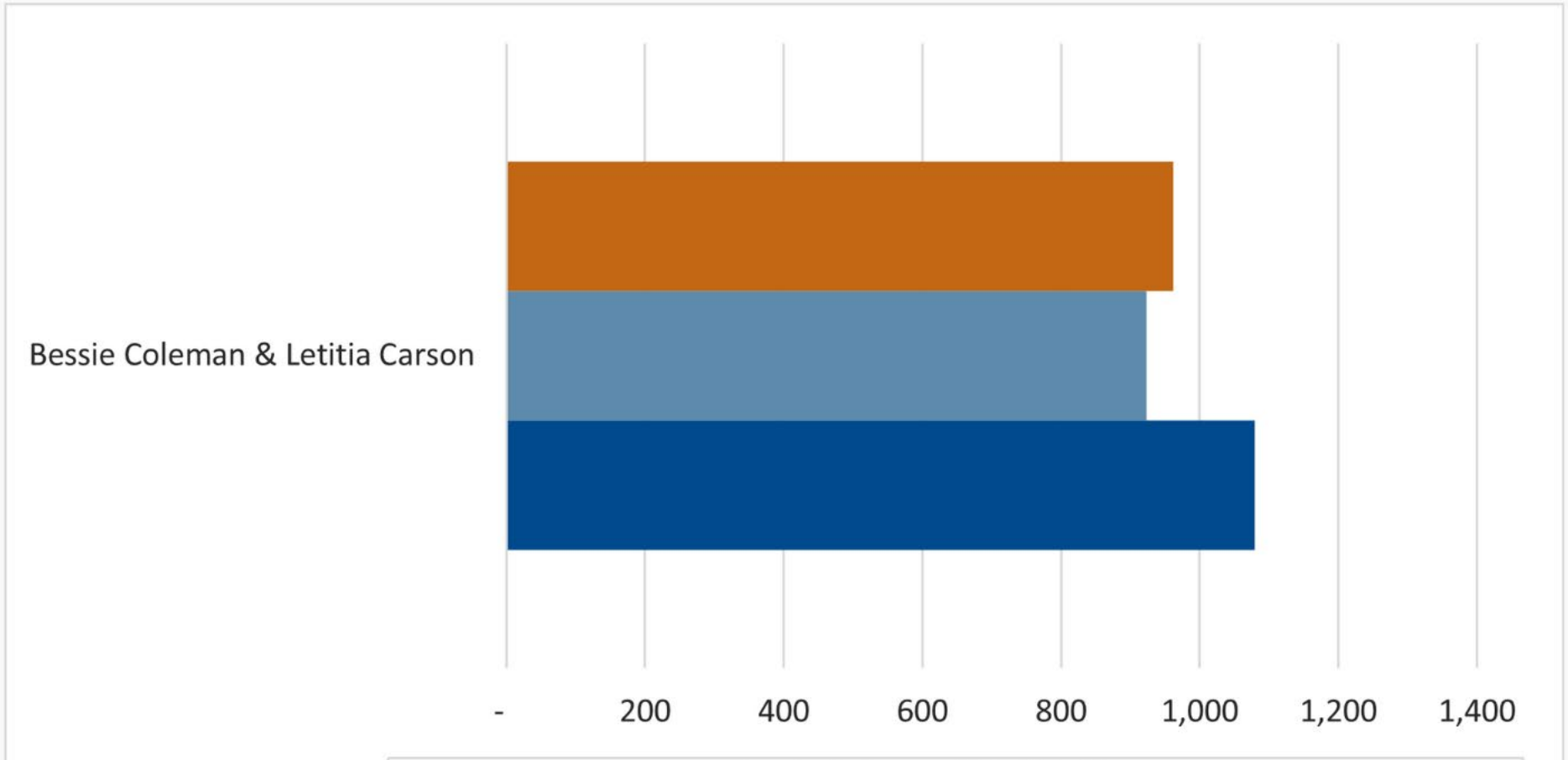
	Total	Bessie Coleman	Kathryn Jones Harrison	Mt. View K-8
Projected Enrollment	1,254	499	334	421
Adjusted Capacity	1,287	534	340	413
Building Capacity	1,485	594	432	459

Closure of Letitia Carson | Classroom Capacity



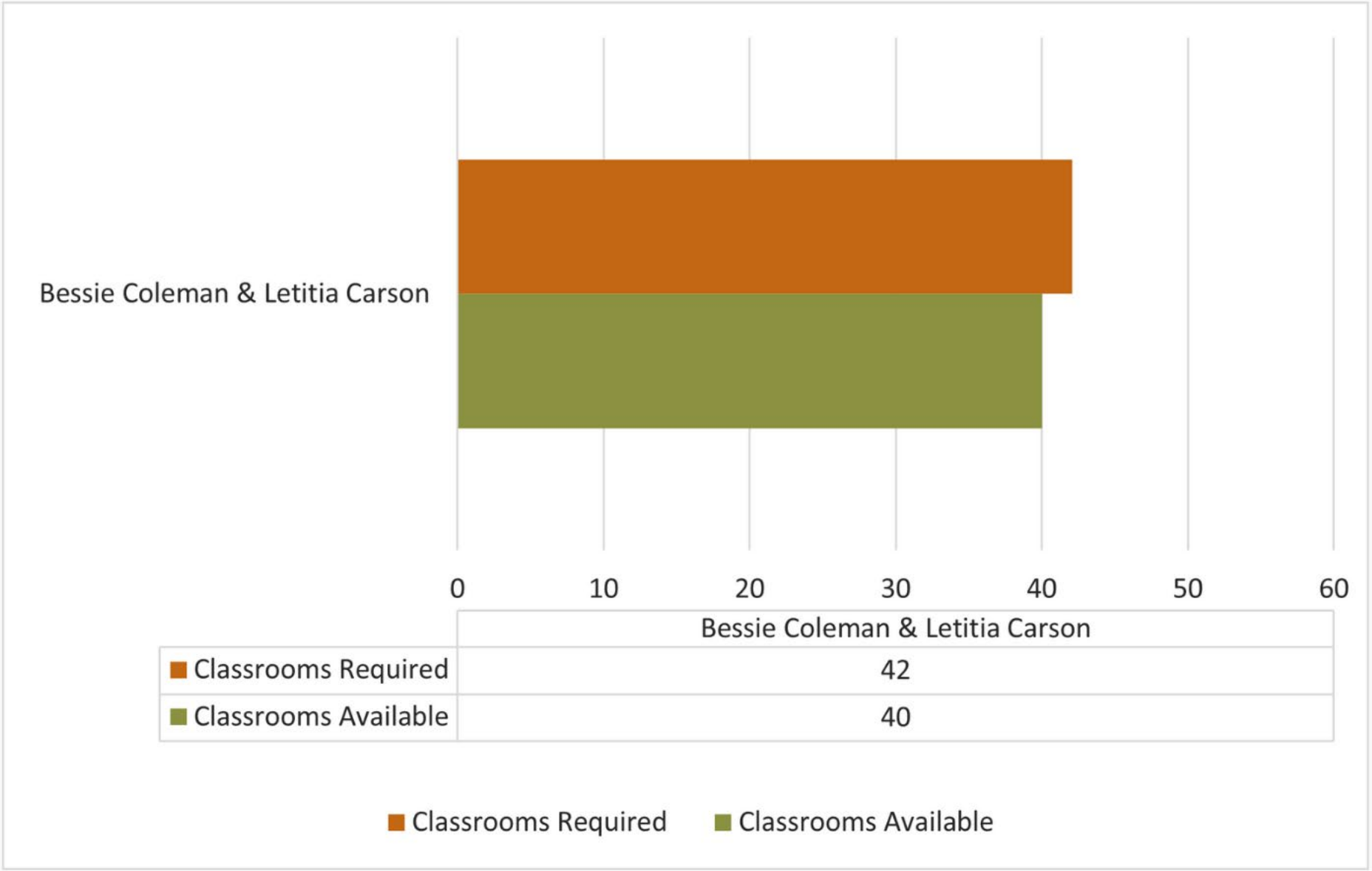
	Total	Bessie Coleman	Kathryn Jones Harrison	Mt. View K-8
Classrooms Required	53	21	16	16
Classrooms Available	56	22	16	18

Closure of Kathryn Jones Harrison | Building Capacity

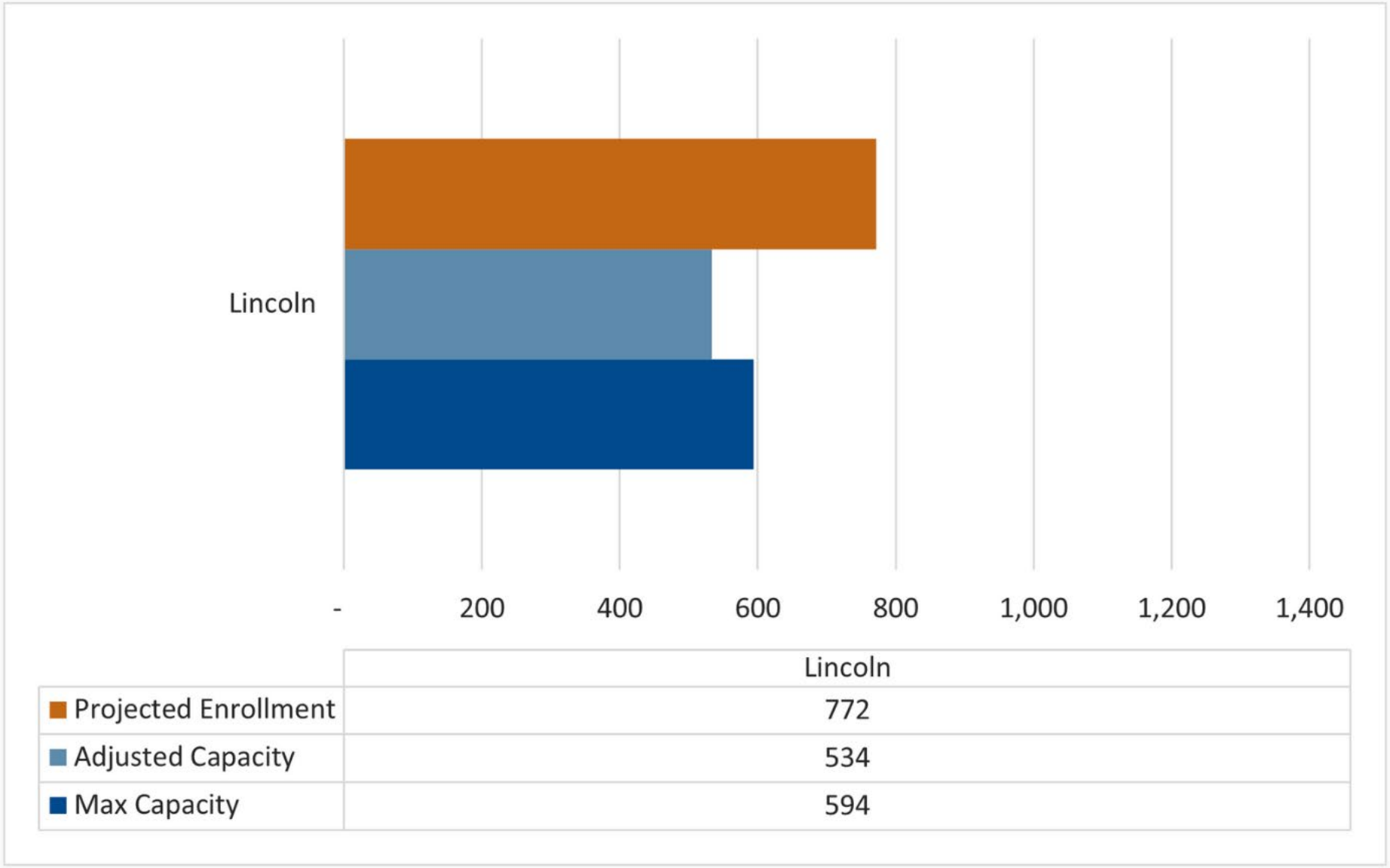


	Bessie Coleman & Letitia Carson
Projected Enrollment	962
Adjusted Capacity	923
Building Capacity	1,079

Closure of Kathryn Jones Harrison | Classroom Capacity

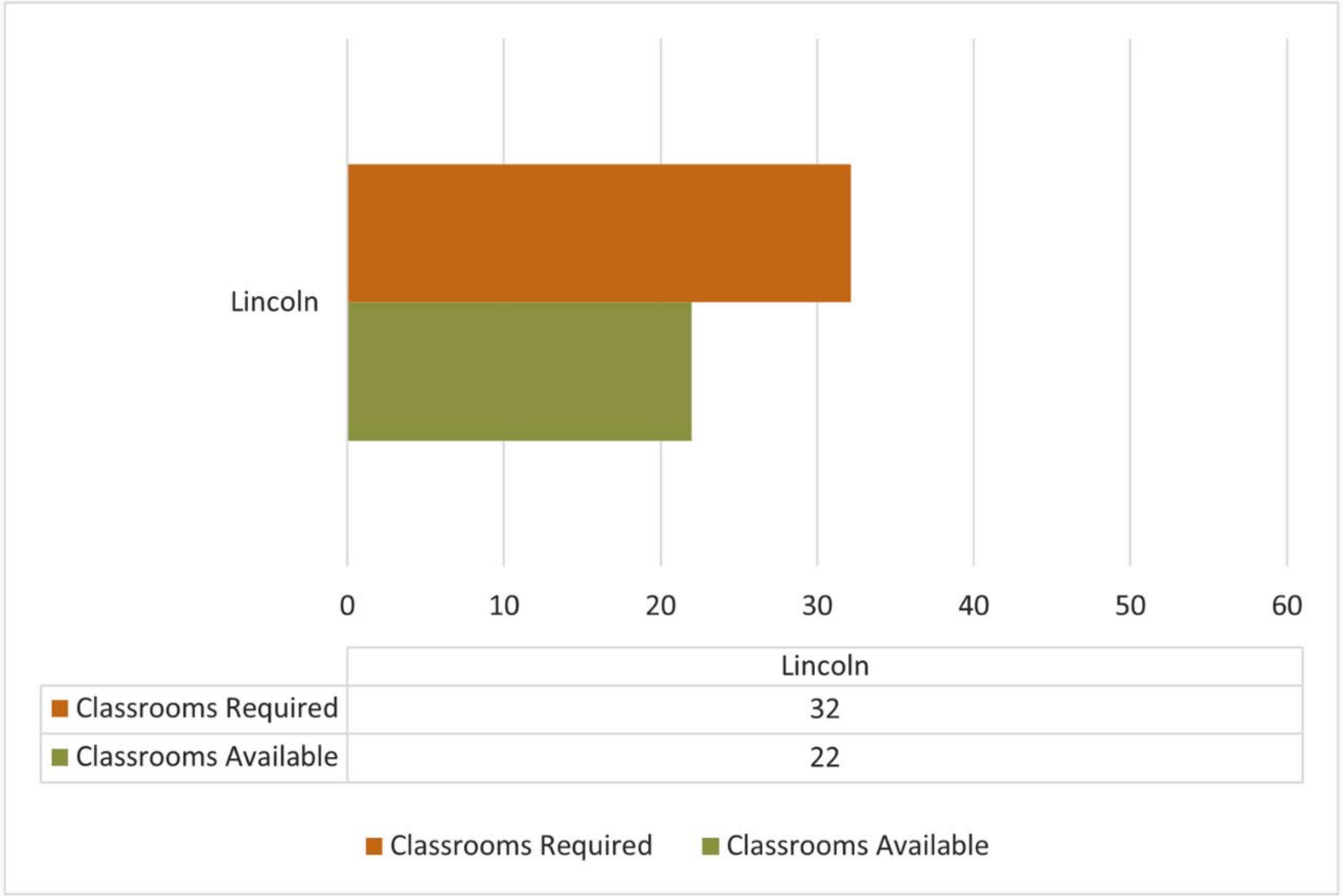


Closure of Adams | Building Capacity



	Lincoln
Projected Enrollment	772
Adjusted Capacity	534
Max Capacity	594

Closure of Adams | Classroom Capacity

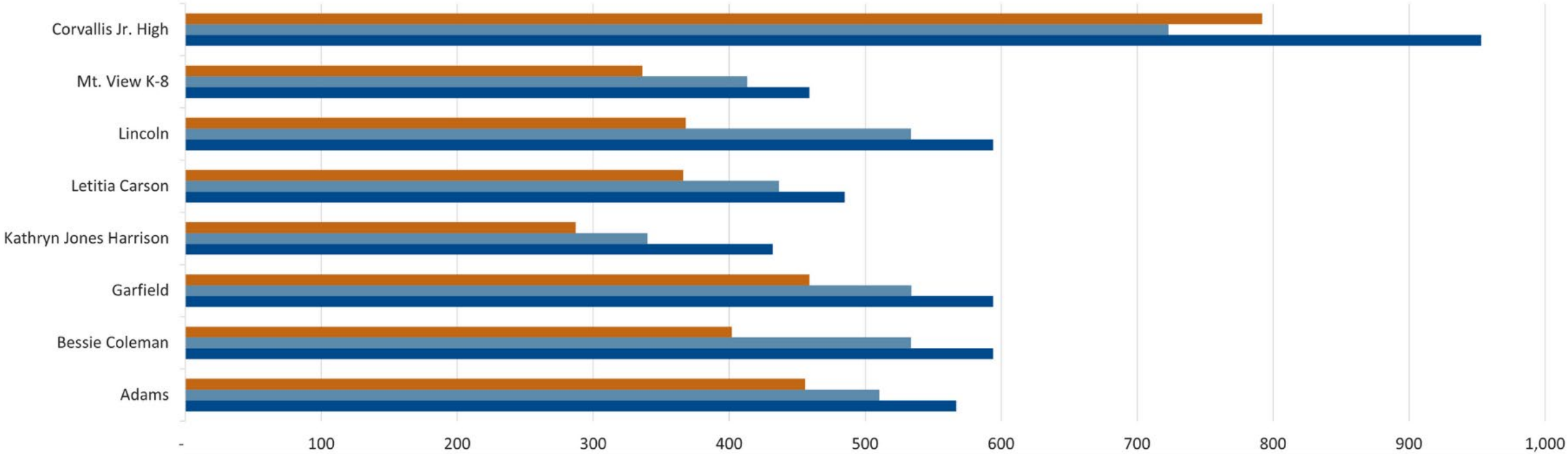


Closure of Franklin | Current Franklin Enrollment

School	K	1st	2nd	3rd	4th	5th	Total
Adams	4	2	2	5	3	4	20
BCE	2	1	5	3	2	5	18
Garfield	1	4	2	7	6	3	23
KJH	3	5	7	6	4	4	29
LCE	6	5	2	2	6	4	25
Lincoln	3	4	3	1	3	4	18
Mt. View	2	3	2	0	2	2	11
Total	21	24	23	24	26	26	144

6	55
7	56
8	52

Closure of Franklin | Building Capacity



	Adams	Bessie Coleman	Garfield	Kathryn Jones Harrison	Letitia Carson	Lincoln	Mt. View K-8	Corvallis Jr. High
Projected Enrollment	456	402	459	287	366	368	336	792
Adjusted Capacity	510	534	534	340	437	534	413	723
Building Capacity	567	594	594	432	485	594	459	953

Positives of Revised Proposal

- Addresses the majority of the proposed budget reductions for the 2026-2027 school year, with an estimated savings of $3 million.

- Increase enrollment numbers at Mountain View, Kathryn Jones Harrison, and Bessie Coleman, which will allow specialists additional time in the larger schools, limiting their coverage of multiple buildings.

- Additional savings will position the district to maintain or potentially add opportunities for our schools.
  - **There are a number of factors that impact district funding throughout the school year. These additional factors may potentially improve or impact the district's financial resources.*

- Require a boundary adjustment for one elementary school, but not a district-wide boundary review.

- Closure of an elementary school may become necessary in the near future (3-4 years) due to smaller class sizes and further underutilization of buildings. The 2025-26 3rd to 5th grade cohorts average 403 students, while the kindergarten to 3rd grade cohorts average 351 students. Closure of the elementary now addresses this future issue.

- Increased enrollment at elementary schools reduces the likelihood of blended classrooms.

- Increased enrollment at elementary schools distributes more teachers per school building, teaching the same grade, which, in turn, facilitates more cross-collaboration and professional development among educators.

K-12 Programming

Grades: K-4: A self-contained classroom model where one primary teacher provides instruction across core subjects. Emphasis is on nurturing the whole child socially, emotionally, and academically in a stable, caring learning environment.

Grades 5-6: A transitional model that blends elementary care with middle-level specialization. Students have opportunities for electives.

Grades 7-8: A junior high model where students engage with specialized teachers in each subject, supported by systems that foster belonging and well-being.

Grades 9-12: Continue a comprehensive high school model offering subject specialization, academic rigor, and pathways toward college, career, and civic readiness.

The district Innovation Team has been given these parameters and is starting to work on designing the guiding philosophy for each grade band as well as the approach to core content and electives.

Negatives of Revised Proposal

- It would require the closure of a neighborhood elementary school.
- The closure of a building that recently had improvements.
- The closure of Letitia Carson would result in some 5th-grade students experiencing a new building for 6th grade, followed by a new building for junior high. This double transition would not impact the students who moved to Mountain View K-8.
- Closure of two schools and the impact on two school communities.

Additional Consideration: The Letitia Carson Name

The district renamed Letitia Carson Elementary in 2021.

Acknowledge the difficulty in proposing the closure of an elementary school that was renamed after local black female pioneer, Letitia Carson.

The district is working with the Linn-Benton-Lincoln ESD to discuss placing an early childhood center at the building that would maintain the Letitia Carson name.

The district is also currently working to maintain learning opportunities that have been developed for our students to share Letitia Carson's story.

Key Themes: Community Concerns

Equity and Socioeconomic Impact

Many community members view the closure of Letitia Carson Elementary as an inequitable action that disproportionately impacts the district's more diverse and lower-income population

Academic and Programmatic Disruptions

Loss of access to specialized middle school and advanced curricular offerings.

Grade Configuration, Logistics, and Safety

Concerns around the K-6, K-8, and 7-8 grade models and logistical issues include fears of increased traffic, overcrowded classrooms, and longer, less safe bus routes.

Trust, Communication, and Pace of Decision-Making

Diminished trust and faith in the School Board, believing the process is moving too quickly and lacks adequate forethought.

Loss of Community and Identity & Local Access

Concern over the loss of their established, stable neighborhood school, which prevents walkability and reduces family involvement.

Staffing and Personnel

Concerns about job losses and the negative impact on faculty morale, which is viewed as ultimately harming the student experience.

Key Themes: Transition Support Needs

Orientation and Social-Emotional Integration

Proactive measures to help students adjust socially and emotionally to the new environment.

Early, Consistent, and Detailed Communication

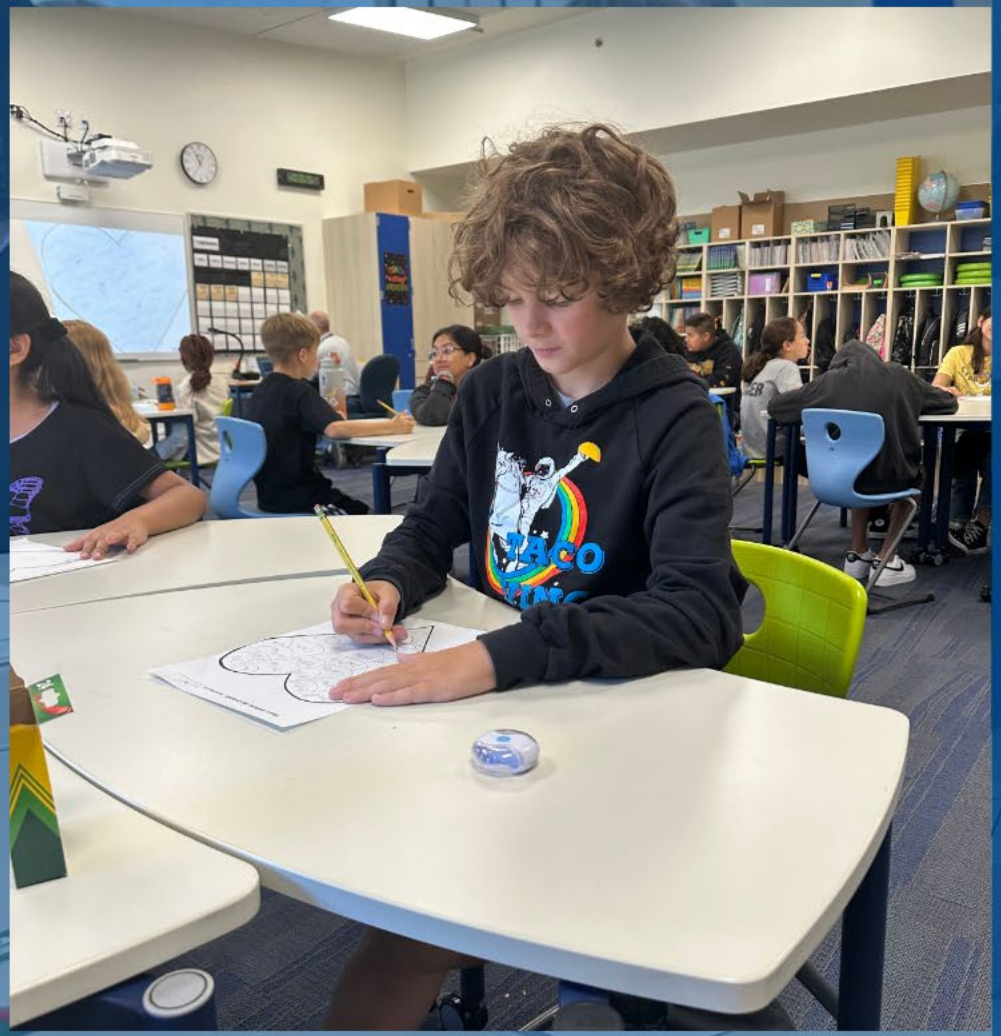
Transparent, proactive, and frequent communication from the district on all key decisions, especially staffing, curriculum, and administrative changes.

Logistical Clarity and Enhancement

Clear, detailed, and enhanced logistical support for the new transportation routes and the student experience within the K-6 and 7-8 structures.

Programmatic Assurance and Staff Support

Requests for assurance that valued programs will not only be maintained but will be robust in the consolidated schools.



Questions

Corvallis
SCHOOL DISTRICT

V. PUBLIC COMMENT (7:50 PM)*

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

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

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

Presented to the Board at the October 30, 2025, board meeting. kn

Save Corvallis Schools

The strength of Corvallis begins with the strength of its schools. We are not here to resist change — we are here to insist on equity, transparency, and a future that serves **every** *child in Corvallis. Tonight, we urge you to pause this rushed consolidation process and commit instead to a long-term, district-wide plan that reflects the values of this community.*

My name is Amanda Nahlik, and I am a parent to two children at Letitia Carson. When I read CSD's revised proposal—released just eight days ago—I was blindsided to see our neighborhood school named for closure. Letitia Carson is more than a school for Northeast Corvallis—it's the heart of our neighborhood. It's where families from every background come together and where equity isn't just a word in a mission statement—it's something our kids live every day. Closing Letitia Carson would dismantle one of the most inclusive, community-centered schools in our city.

As a research scientist, I rely on the data[1]—and it's clear that this proposal is not grounded in evidence. It's a knee-jerk reaction – not a solution – to the challenges of declining enrollment, rising costs, and tightening budgets. While difficult decisions may lie ahead, this plan doesn't fix next year's budget shortfall – or the $11 million dollar deficit projected by 2027. Instead, it creates disruption without solving the underlying problem.

Just two months ago, the district's own Long-Range Facilities Planning Committee recommended a district-wide review of school boundaries to balance enrollment and to ensure equitable access to resources[2]. They made no recommendation to close schools, yet CSD is moving forward without a boundary review or detailed

[1] https://docs.google.com/document/d/1-7oNr5OUxWEHJMoakuC0L-5aLlQkGpOS5QvB5QVJsCs/edit?usp=sharing
[2] https://meetings.boardbook.org/Public/Agenda/1216?meeting=702911

Presented to the Board at the October 30, 2025, board meeting. kn

justifications. This contradicts both the committee's guidance and the Oregon PTA's[3] recommendations for process, transparency, and fairness.

This is not how trust is built — this is how it's broken. Many of us have lost confidence in Superintendent Noss, and we're losing trust in this Board's commitment to transparency, equity, and meaningful community partnership.

And the facts don't support this proposal. Northeast Corvallis is growing — not shrinking. The city has approved new housing in the Letitia Carson boundary and is planning more. Closing the only neighborhood school serving this area isn't strategic — it's short-sighted. Meanwhile, hosting over 500 students at Bessie Coleman when its capacity is only 461 simply doesn't add up. And with the district already spending $6.4 million dollars a year on transportation[4], adding longer routes and more riders will only increase costs and strain a system that is already unreliable.

This decision will shape Corvallis for decades. So I'm asking you, as elected representatives of this community: vote no on this proposal. Use reserves to give the district time to work with families, educators, and city planners on a long-term, district-wide plan.

Our children deserve schools built on transparency and inclusion.
Please do the right thing.
Pause this process. Rebuild public trust. And put our kids first.

Thank you.

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[3] https://www.oregonpta.org/assets/pages/files/Oregon_PTA_School_Consolidation_Advisory_Guidance.pdf

[4] see pgs. 75 for category definition and 89 for General Fund requirements (i.e., cost) in https://www.csd509j.net/departments/business-services/budget-updates/

Presented to the Board at the October 30, 2025, board meeting. KN

My name is Susannah Davis, and I am a parent and community member whose kids go to Cheldelin and Letitia Carson. I am also a research scientist with a PhD in education whose work focuses on educational leadership, policy, and change. I am deeply concerned about the revised proposal to close Letitia Carson Elementary and the rushed process surrounding it and the proposed closure of Cheldelin. Families and community members have not been given enough time, information, or transparency to understand or respond thoughtfully.

The proposal lacks the necessary financial and equity analyses to justify closing a neighborhood Title I school that serves many low-income and historically marginalized families.

The projected savings of roughly $1 million for closing Letitia Carson will not meaningfully address the short-term $4 million shortfall or the ongoing $11 million annual shortfall starting in FY27, but it will cause disproportionate harm to low-income students and families.

The district should pause this rushed process, share transparent data, and engage the community in developing fair, sustainable solutions that align with the evidence-based Oregon PTA's *School Closure Advisory Guidance* and Corvallis School District's stated values.

Specifically, such a process would include conducting an external, unbiased evaluation of multiple different school consolidation options as well as unexplored options related to reducing district administrative expenditures. This would include publishing side-by-side operating cost comparisons for all schools. It would provide a clear, quantifiable explanation for how each criterion, including cost, enrollment, equity, facility condition, and location was measured and weighted for every single school.

The current proposal would inflict lasting harm on a low-income community for minimal financial benefit. It is imperative that the district approach this in an equitable, evidence-based, and sustainable way. Yes, Corvallis is experiencing a very real budget crisis. School consolidation is likely necessary, but we need to slow down and evaluate all the options and not make hasty decisions that increase inequities in our city and that we will regret.

Corvallis
SCHOOL DISTRICT

VI. DIVISION 22 STANDARDS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: October 30, 2025

Division 22 Standards for 2024 - 2025 School Year **ACTION REQUESTED**

Background

School district superintendents are required to provide a Division 22 Report to their local school board regarding the district's standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in Oregon Administrative Rules 581-022-2305.

By November 1, 2025, school district superintendents are to report to their local School Board on the district's compliance with all Division 22 Standards in effect for the 2024-2025 school year and to post the Division 22 Community Report for the 2024-2025 school year on their district website. ODE also recommends that superintendents inform School Boards if there have been any recent changes in policy or practice that may take the district out of compliance with any of the Division 22 Standards during the current school year (2025-2026).

The standards that districts must meet contain requirements relating to the five Priorities for Student Success as identified in Oregon's Reimagined Accountability Framework:

- High-Quality Learning Experiences for All Students
- Aligned and Focused Educational Systems
- Engaged Partners and Communities
- Safe and Inclusive Schools
- Committed and Supported Staff

The Division 22 Compliance Report is formatted into categories described in the infographic here.

After completing the local reporting process, districts submit their report to ODE by November 15, 2025.



Compliance Overview

The Corvallis School District is implementing approved corrective action in the following areas.

Physical Education for Grades K-5

Division 22 requires students in grades K-5 to participate in 150 minutes of physical education each week. That instruction must be aligned to Oregon state PE standards and taught by either a licensed PE teacher and/or a licensed Elementary classroom teacher to their own class.

To achieve 150 minutes per week the following plan is in place for the 2025-26 school year:

1. K-5 students receive 90 minutes of PE instruction from a licensed PE teacher each week.
2. K-5 students receive instruction on PE Standards for at least 12 minutes per day for a total of 60 minutes per week.
    a. Students will engage in GoNoodle[1] video activities chosen by the classroom teacher.
    b. Teachers have a curated list of GoNoodle videos that correspond to PE standards that they can choose from to reinforce those standards during the school day.

Physical Education for Grades 6-8

Division 22 requires students in grades 6-8 to participate in 150 minutes of physical education per week, on average over the school year. That instruction must be aligned to the Oregon state PE standards and taught by a licensed PE teacher.

To achieve 150 minutes per week, all middle school students are required to take two trimesters of PE taught by a licensed PE teacher beginning this school year.

ACTION REQUESTED

Approve the Division 22 report for submission to ODE and to be published on the District website. 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 the calculation of instructional hours.

MOTION REQUESTED

"I move 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."

[1] "GoNoodle is a physical activity resource that offers a variety of different physical activity videos for students to follow along with in the classroom. Following along with the videos meets PE Standards 4 and 5 and can supplement physical education programs."(ODE PE Toolkit)

Corvallis School District 509J
Report on Compliance with Public School Standards
2024-25 School Year

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Choose an item.Corvallis School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2024-25 school year. For each rule reported as out of compliance, Corvallis District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Certificate of Attendance	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2050 Human Sexuality Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	**Implementing approved corrective action**	The district is implementing a corrective action approved by ODE in March, 2025.	PE instruction at the K-5 level was shifted to 80 minutes per week for the 24-25 school year. For the 25-26 school year, PE instruction at the K-5 level is 90 minutes per week and students receive an additional 60 minutes per week engaged in “Go Noodle” activities chosen by the teacher from a curated list of videos that correspond to PE standards.
581-022-2263 Physical Education Requirements *Middle Grades	**Implementing approved corrective action**	The district is implementing a corrective action approved by ODE in March, 2025.	To achieve the required 150 minutes per week averaged over three trimesters, beginning September 2025, middle school students are required to take two trimesters of PE taught by a licensed Physical Education teacher.
581-022-2340 Media Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	**Waived through the end of**	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
	2027-28 school year		
581-022-2250 District Improvement Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2308 Agreements Entered Into with Voluntary Organizations	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Corvallis
SCHOOL DISTRICT

VII. ADJOURNMENT (8:45 PM)*

*All times are approximate.

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

Corvallis
SCHOOL DISTRICT

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

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

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

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

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

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

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

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