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, November 13, 2025 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

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

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

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

Corvallis
SCHOOL DISTRICT

Thursday, November 13, 2025
6:30 PM

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

Meeting Details: Thursday, November 13, 2025, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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

I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*

II. BOARD MEMBER REPORTS

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

IV. SUPERINTENDENT'S REPORT

Corvallis
SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the November 13, 2025, meeting.

School Scorecards
At the November 20 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.

Action on School Consolidation
Included on the board book agenda for this meeting are two proposed motions. These motions relate to the first and second proposal on school consolidation.

The following language was added to the first proposal: The school board will review the feasibility of the current high school model during the 28-29 school year or when enrollment falls below 2,025 students. Prior to this review, the district will collaborate with students from all high schools to assess priorities for the high school experience in our district. This language has also been added to the revised proposal.

In addition, the following language has been added to the motion for the reviewed proposal.

- Wildcat Park continues to be accessed by the community for recreation.
- The district is committed to engaging in community conversations with Letitia Carson's direct descendants, the Letitia Carson Legacy Project, the Oregon Black Pioneers, and the Linn-Benton NAACP on how to best honor her name through CSD buildings and programming.

Corvallis
SCHOOL DISTRICT

V. PUBLIC COMMENT (6:50 PM)*

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

Virtual option: Please contact kimberly.nelson@corvallis.k12.or.us 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 SCHOOL BOARD

(Revised 02/06/25)

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

Public Comment at School Board Meetings

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

A. Email Board Secretary Kim Nelson at kimberly.nelson@corvallis.k12.or.us by noon on the day of the meeting.
B. Provide your name, home address, and the telephone number you will be calling in on.
C. You will be provided a telephone number and meeting access code.
D. At the time designated on the agenda, call the number provided and enter any required access codes.
E. You will be "in the waiting room" until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
F. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
G. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to comment after you.
H. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
I. If you read from a prepared statement, you may choose to email your written comments to Kim Nelson at kimberly.nelson@corvallis.k12.or.us to post online with the informational packet of the meeting and to file with the official minutes of the meeting. It is not required, however.
J. Speakers may offer objective criticism of District operations and programs, but the Board will not hear complaints concerning individual District personnel.
    - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at http://policy.osba.org/corvall/KL/index.asp.
    - Complaints regarding budget, programs, or other District issues should also be handled by first following the steps outlined in policy KL.
K. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
    - Defamatory or abusive remarks are always out of order.
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Telephone Calls

Luhui Whitebear	541-632-3568	Terese Jones	541-230-1673
Sami Al-AbdRabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
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Presented to the Board at the November 13, 2025, board meeting. KN

My name is Julie Alexander. I have a 5th grader at LC who rides his bike there every day, rain or shine.

Like others, I harbor serious concerns regarding the articulated cost-benefit of consolidation over both the short and long term. Over the short term: No realistic strategy has been presented for addressing the existing problems with district transportation, and significant gaps remain in our understanding of what bussing will entail following the closure of two schools- under the current model we have kids on busses for an hour each way, and on Monday night we heard that no one really knows how much additional busing will be required – so the costs cannot even be factored in.

I am also questioning the feasibility of achieving the projected cost-savings while implementing curriculum changes for multiple cohort bands and whether some investments are wise in the long term. What will happen to the program at mt view once the relatively larger cohort of upper elementary and middle schoolers moves through and enrollment again dips? Does the new programming get retained or decommissioned? Would it be more practical to implement this at a site more accessible than Mountain View—or even at one of the southernmost schools to serve students who are more geographically distant from current middle or K–8 programs?

Regardless of which schools are closed, rebalancing enrollment across the district is fundamentally an equity issue- and if it is not prioritized ahead of closures, the costs of consolidation will be disproportionately borne by students and staff at consolidated schools.

When capacities are uneven, resources are effectively subsidized by students at overcrowded schools(1). Consequently, maintaining schools used exclusively for singular programming going forward will perpetuate inequity in the form of higher relative fund expenditures per student accessing these programs because these schools will never be pushed to anywhere near capacity under the current proposal, while their peers are housed at or near capacity.

Rebalancing enrollment across the district is also a health and safety issue: Post-pandemic, we are even more aware of the importance of space, handwashing, etc., particularly at the elementary school age! I am concerned about the potential for increased spread of illness in schools that are bursting at the seams. Higher transmission rates will mean more absences for teachers and students -affecting school attendance-based funding and disproportionately impacting families who cannot afford to miss work.

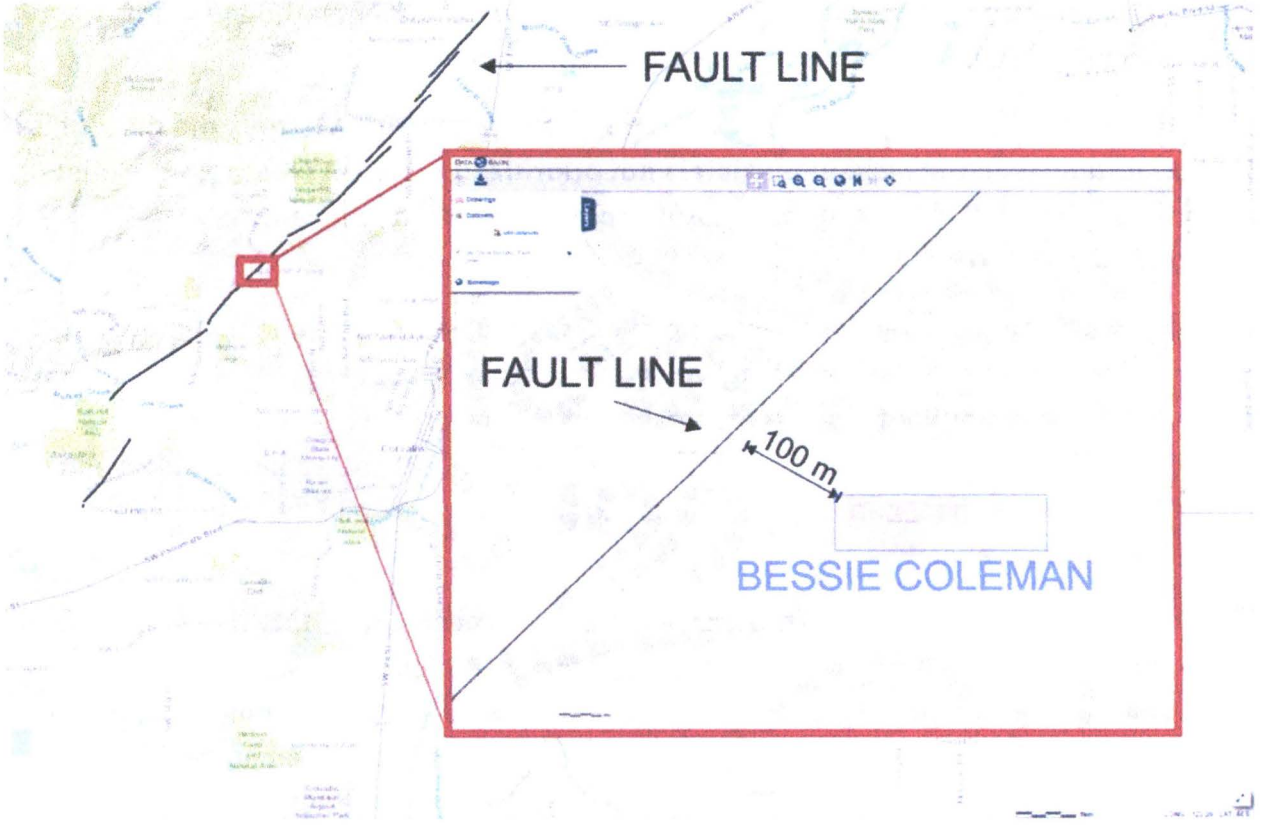
In addition, I am concerned that the two story **Bessie Coleman building is located within meters of the Corvallis fault line** (2) and will be operating at or even above capacity under

the proposed plan. Given that we are overdue for a major earthquake, this would not be my first choice of schools to have bursting at the seams during an emergency.

Please consider these concerns along with those others have raised when you cast your vote.

(1)resources are being disproportionately funded by the students at the schools that are full to the brim, maintaining specials FTEs and a number of other services across the district – examples, DLI, Bridges, Wings, college hill all serve few students and should be consolidated, could move preschools a bit too- the preschool at Adams could be moved into the old library building/western view). Moving the programming at college hill to CV would increase the accessibility for some of their amazing like construction and urban farm.

(2)Corvallis fault line runs within meters of Bessie Coleman elementary school, because we are overdue for a major earthquake this seems like a poor choice of school to fill first, DATA FROM: https://databasin.org/datasets/14255a538d4b43019da3dc01c1c7984c/



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

Good evening Board Members,

My name is Michael Eller and I am a parent, spouse, community member and taxpayer within the 509J School District.

Tonight, you will be making a vote that will decide the fate of Letitia Carson and Cheldelin schools.

You are fully aware that this proposal is inequitable, that data appears incomplete or biased, there are discrepancies in the costs, and this has an unrealistic timeline even if approved tonight. You are also aware that it lacks community engagement and support, and more importantly, meaningful input from teaching staff. You are also aware that this process has compromised the community's trust in the Board and the District. Given the timeline and criteria that the Board gave to the District in preparation of these proposals, this situation we are in shouldn't be a surprise.

This proposal has caused such chaos to address a deficit equal to 2% of the current overall District Budget, but a deficit is still present, and as Board members, I recognize you feel the pressure to act by voting yes on this proposal, because the deficit forecast doesn't look good.

News flash – voting yes on this proposal may do little to the deficit in the long run.

You see, what the proposal hasn't accounted for are costs related to (1) implementation of these closures and consolidations, (2) the anticipated loss of families leaving the district, and (3) the negative impact this process will have to the future 2027 levy.

- For closure costs, the FAQ says it's a one-time operational cost that won't diminish the savings that will come through closures. However, in a May 15 Board Meeting, our Director of Finance (Ms. Lauren Wolfe) shared that school closures will save costs…eventually, but it generally takes about 3 years to see any impact on the cost savings, and the first year can actually cost more than keeping it at status quo. I talked with Lauren about this today, and I recognize that there are nuances to it, but also truth. This cost can be significant when you account for infrastructure improvements, new curriculum, increased bussing, playgrounds, etc, which have not been included in this proposal.
- Also, this process has been handled so poorly that families are looking to leave the district. Our SCS survey found that 25% of 170 families surveyed are looking to leave the CSD if this is approved, removing additional funding.
- This compromised trust will also impact the ability of the District to pass and renew their local option levy in May 2027.

This current proposal will bring forth short-term and long-term cost impacts that may diminish any savings that come from consolidation.

Moving forward with this proposal, in the manner it has been performed, will make Corvallis the case history for other school districts to observe and avoid.

Board, we all want to see our students, staff and this District thrive. We are on the same team there.

We know that the forecast indicates some schools will need to close, but we need a better, comprehensive plan. Here is what is needed from you.

- Vote No on this proposal.
- Direct the District to engage with the Long-Range Facilities Planning Committee and the Budget Committee to develop a multi-year, multi-school plan that follows best practices.
- Engage with the public and District staff throughout the process.
- Set a realistic timeline.

Thank you.

If status quo is the same as year one of closure, we have a buffer for 2026/2027.

Why do we assume that CSD can do it faster than Bethel School District, especially when not following best practices.

May 15, 2025, Board Meeting (1:25), in which Sami prefaced that the Board acknowledges the District's decision that there is no plan to redraw boundaries or do school closures next year

Can you explain to me how selecting Letitia Carson over Franklin or Harrison are neither biased nor inequitable?

Data – capacity confirmation by observing how the rooms are currently being used, and what is needed for the incoming students. Simple target capacity formulas aren't a universal fit.

Set a realistic timeline – Final plan by Spring 2026, 1 year to prep, implement Fall 2027.

Presented to the Board at the November 13,, 2025, board meeting. KN

Cyrel Gable

ORAL COMMENTS TO THE BOARD re: School Consolidation – 11/13/25

My name is Cyrel Gable and I live in the Corvallis School District. I was a member of the school board from 1995 to 2005. I am here to speak in support of the members of the board as they face very difficult decisions. I know what it is like to be embroiled in controversy, when the barrage of comments from the community, no matter how carefully stated, can end up feeling like personal attacks. At the very least you may feel that your best intentions are misunderstood.

I am not here to support any particular outcome as you seek to address declining enrollment and the grave and immediately present budgetary insufficiency. I am just here to support you and acknowledge the courage it takes to make the hard choices that must be made. I want to also recognize the extensive work the Administration has done in support of making these decisions.

Today the board faces circumstances that are similar to those we faced between 20 and 30 years ago. Those years were very difficult as we faced steadily shrinking budgets due to Measures 5 and 50 and the centralization of school funding. Many services were curtailed as we addressed impossible choices. On the positive side, we were the first district to put on the ballot, and pass, a local option levy, which has helped to a limited extent.

During my tenure we too used a bond measure, and made the first round of renovations to earthquake harden our schools, and built two new schools – CHS and Linus Pauling – to address earthquake safety.

Nonetheless, we also closed several schools – Harding, Fairplay and soon thereafter Inavale, and consolidated 3 middle schools into two.

Like today, our decisions caused great consternation in the community, as is completely understandable. I remember feeling torn by the pain and fear parents expressed. I was a parent with kids in school then and they too were affected by our choices. I know you too feel this pain and are loath to cause disruption for students and families. But you were elected to bear this burden and make choices that address current needs and look ahead to the future. This I see you doing. Kudos to you for weathering the storm and staying clear-eyed about the choices that must be made.

Presented to the Board at the November 13, 2025, board meeting. KN

Board copy DK

From: **Donna Keim** donnakeim@icloud.com
Subject: Thoughts regarding School Closures for tonight's meeting
Date: November 13, 2025 at 2:01 PM
To: schoolboard@corvallis.k12.or.us
Cc: Ryan Noss ryan.noss@corvallis.k12.or.us

Hello Board!

Having been through this issue when we closed buildings when I was on the School Board, I thought I would come and share my thoughts, very similar to the first time I presented this statement. I plan to come tonight to personally read this for formal record. Thought I would give it to you ahead of time in case you had questions for me before I come tonight. Know you will be busy with all of your agenda items.

NOTES FOR SCHOOL BOARD MEETING REGARDING SCHOOL BUILDING CLOSURE: November 13, 2025

I have been a part of the School Board when we needed to start the process of closing schools and needed to come up with a time line. It is hard to believe that we are now at that timeline for the next round of discussions. I have updated thoughts I had when we first began the closer process.

With 3 of my children teachers in the District, I still keep up to date on how the District is doing in terms of all of the staff and the students. I volunteer when I can in my grandkid's classes and field trips, so I can stay connected with the schools. I volunteer in the ceramics studio with locker cleanups and I am always amazed at the talent of our students.

When I was on the Corvallis School Board, we had to deal with the enrollment numbers gradually going down. I vividly remembering the 15 year prediction of lower enrollment by the numbers in kindergarten. We are now in those years when the biggest impact of lower enrollment was to happen. That normally corresponds with needing to close a school. I have been through a few of those closures. When Harding School closed down we had a huge parent advocate group that looked at creative ways to keep the school open as a primary school. I even joined the School Board to be involved with the decision making of what schools would be closed. We had to lose 2 elementary and one middle school. Numbers do not lie. After the hours of listening to testaments and seeing the numbers and the future enrollment predictions, and the older buildings, it was obvious that we needed to close down the schools that we did, one being Harding. The parents that fought hard were devastated. THE CHILDREN WERE NOT. Two of my children went from Harding to Adams, and found a new set of friends that they are still in contact with. The kids were the ones to watch. They embraced the new school, the new friends, and still had some of their teachers from Harding at Adams.

Change is hard but keeping the children with all of the resources possible to help them succeed in school and getting to explore their future interests, are the most important issues to address. We must remember it is about the students and what is BEST FOR THEM, not what we as parents think what is best.

We have a dedicated and hard working school staff, a District Office that works hard to keep us always addressing the future and how to be prepared for that, and a School Board that needs to always look at facts and vote what is BEST FOR THE STUDENTS AND STAFF. It is never an easy task but I know from being a school board member after retiring from teaching, that the board has so much to read and calculate, listen to all sides of the issues and then do what is best for the entire district. I believe in them and their discussions, and then support whatever hard decisions have to be made. Thank you school board for taking this responsibility very seriously and always keeping the STUDENTS AND STAFF forever in your thoughts when making tough decisions.

Sincerely, Donna Keim

Presented to the Board at the November 13, 2025, board meeting. KN

Corvallis School District School Consolidations

November 13, 2025, School Board Meeting
submitted by Debbie Goodwin,
volunteer and grandparent of Connor and Xavier Robinson,
students at Letitia Carson Elementary School

School consolidation can be bad due to the potential for negative impacts on students, communities, and finances. Concerns include longer bus rides, loss of local control, impersonal school environments, increased costs and taxes, and the dissolution of small communities where the school is a central hub. The proposal to close Letitia Carson Elementary School should not be considered as part of a revised proposal for school consolidation and only be given a very short timeframe since late October 2025 for consideration. This proposal should be considered as a New Proposal and not be tagged on as an afterthought in a rushed revised proposal. Letitia Carson Elementary School Students, Staff, and Community deserve the appropriate, lawful 7-12 month timeframe for consideration and **you are violating the students civil rights by inequities in this process**.

(Added this portion at November 13, 2025 School Board Meeting in my public comment;

> Public Question: Why is the amount of time between the initial proposal and the final board decision so close? Why wasn't this proposal shared earlier? The process feels rushed and performative.
> *CSD reply: Based on feedback from other school districts, we decided to shorten the time between a proposal and a decision. This will minimize the negative impact on students and staff by allowing us to move from debate to planning as quickly as possible.)*

Impact on students

- Longer travel times: Students often face longer bus rides, which takes away time for study, rest, and play.

- Decreased educational results: Some studies suggest that consolidation, especially when combined with long travel times, can lead to lower educational outcomes.

- More impersonal atmosphere: Larger, consolidated schools can feel less personal, and students may receive less individual attention.

Impact on communities

- Loss of community identity: In small towns, the school is often the center of civic life and a source of community pride. Its closure can weaken the community's social fabric.

- Reduced local control: Consolidation can shift power from parents and local communities to more centralized political bodies.

- Impact on housing values: The closure or consolidation of schools can negatively affect local housing values.

Negative effects of changing schools

- Academic disruption from differing curricula and teaching styles

- Social difficulties such as isolation and trouble making new friends

- Emotional and mental health challenges like anxiety, stress, and a higher risk of depression.

- Transition can also negatively impact long-term outcomes linked to lower grades, higher absenteeism and a greater risk of dropping out.

American Revolution and School Consolidations

The start of the American Revolution was because the Americans wanted "the security of their liberties and properties, the safety of their persons and families, and their mutual and general welfare". The Americans wanted to save themselves "from the most abject slavery and destruction; at the same time encourages us to believe a spirited opposition will be the means of our salvation."

The School Board has timed their School Consolidation Proposal really at the perfect time since our school children will begin to study the American Revolution this month and will be able to compare how their civil rights are being ignored, oppressed, and taken away by the School Board in a very similar way that the British were doing to the Americans 250 years ago. This is not a way to celebrate the anniversary of our independence.

Equitable Processes and Outcomes

"Equitable processes and outcomes are important, while inequities in the process could violate students' civil rights" (Oregon PTA every child.onevoice, October 18, 2025). The equitable process should include an appropriate timeframe typically 7-12 months that focused on family and community engagement that includes the following important steps;

1. Analyze Existing Conditions (this is the only step I have seen the School Board do with Ryan's team and not as thorough as it should be particularly the district boundaries) and Setting Clear and Measurable Goals and Criteria with Objectives to carry out these goals in more equitable outcomes for students. All of this to be reviewed by the community.
2. Develop Alternatives by engaging the community based on the analysis, goals and objectives. At least one alternative should not include closing a school be developed. Then Develop an Implementation Plan.
3. School Board only makes their decision after Steps 1 and 2 have been completed satisfactorily and respectful, engaging, student and family centered public hearings are held to the satisfaction of everyone. These hearings should be scheduled based on the recommendations from the community committee or task force that has been appointed to address these steps and all concerns from the students, families, and staff. Not at the School Board or CSD's request.
4. Implementation with the support of families, integration of welcoming schools (have events the prior school year that brings students, families and staff together from both schools so they may get to know each other in a friendly way and makes the transition easier) and develop a plan for the closed site.

Only Analyze Existing Conditions has been attempted, none of the other important steps has been done by CSD or the School Board. Therefore this process is violating the Students' Civil Rights and creating great mistrust in CSD and the School Board on the justification of the school closures proposed and any hopes if school consolidation occurs for them to alleviate negative impacts, provide adequate transportation that does not include lengthy transportation routes, provide quality education to all students that supports all students' academic and social-emotional needs, needs of families and staff at both schools involved in consolidation, and resources to integrate the students.

<u>School Consolidation Management and Implementation Costs</u>

The other major issue is the cost of school consolidation, this does not come free. Consolidation involves significant upfront costs that may not be offset by long-term savings. Any school consolidation will require initial investments to manage and implement, we have not seen any of these costs, those already incurred for analysis and community engagement and upcoming costs. Do these costs outweigh the $3 million deficit that is being eliminated by the school consolidations, or are you adding more deficit with these implementation costs. We need to see the costs before making a decision.

Increased property taxes may result if one district has to subsidize another or if a new, common tax rate is set across the new district.

Higher per-pupil costs does not necessarily lead to lower costs and can, in fact, increase per-pupil costs due to factors like transportation and new administrative structures. Again, we need to see your projected costs for school consolidation before WE may a decision.

Political conflict can occur when merging districts which can involve difficult negotiations over funding, the allocation of resources, and the revision of collective bargaining agreements.

CSD and the School Board have left a lot of unanswered questions regarding School Consolidation and its cost. We need answers!!

Title 1 Federal Funding at Risk

Title 1 federal funding is at risk with the $4.7 billion cuts in the current federal budget proposal. Is CSD and the School Board prepared with current planning and response if this occurs, or are you going to be coming to us again with more closures or budget cuts. Again, mistrust because of your lack of planning and last minute addressing of issues make us deeply concerned about your ability. Rushed processes do not allow for adequate, comprehensive planning that considers all affected, minimizes impacts, and lack transparency.

Lawful Processes with the Community

In all regards discussed concerning School Consolidation and Title 1 proposed cuts, do lawful processes with adequate timeframes in a collaborative way looking for proactive and creative solutions that minimize harm and enhance outcomes for students, families, and staff. Have adequate community engagement, analysis and planning, future planning so we don't repeat this or fall $4 million short again. When handled poorly, school closures and other major cuts disrupt the school community, leading to mistrust and no faith in implementation of the outcomes. Voices of all families are heard in the process, and there is targeted outreach. Without proper preparation and guidance at community meetings and hearings, they tend to have power imbalance and effects community engagement negatively.

The law that addresses students civil rights violations regarding school closures is as follows;

Students' civil rights regarding school closures are primarily based on anti-discrimination laws like Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act (ADA), which protect against policies that have a discriminatory impact based on race, color, or disability. While courts have often been unsuccessful in challenging closures based on equal protection or procedural due process claims, civil rights organizations argue that closures can be discriminatory if they disproportionately affect minority students or students with disabilities. And selecting schools based on factors like the age of buildings

may layer new harms on top of historical patterns of funding inequities and residential segregation. These factors that districts consider—facility conditions, school utilization, school enrollment—those factors are symptoms of disinvestment that have to be critiqued. Civil rights groups have long flagged concerns about which schools are closed and who gets a say int that decision.

One example in Chicago, lawmakers have temporarily frozen the district's ability to close campuses because of these civil rights violations with school closures.

Another example is California makes equity a factor in closure decisions. An "equity impact analysis" requirement adopted by California lawmakers in 2023, which requires districts considering closures to weigh student demographics, environmental factors like traffic, shifting transportation needs of displaced students, and continued access to special programs. That state law came after civil rights activists protested planned school closures in the Oakland district, some even going on hunger strikes. In January, the state's department of justice agreed that the since-suspended closure plans "would have disproportionately impacted Black and low-income elementary school students and also high-needs students with disabilities in special day classes."

After analyzing federal data on enrollment and school closures between 2000 and 2018, researchers at Stanford University found that majority-Black schools were about three times as likely to close as schools with smaller enrollments of Black students, even when accounting for common reasons behind closures, like drops in enrollment and declining student test scores.Parents can file complaints with the Office for Civil Rights (OCR) within 180 days of the alleged discrimination.

On the surface, school district policies regarding school consolidation seem to have neutral goals—conserve resources and provide improved academic opportunities for students. But each has had a disparate impact on communities that serve low-income and minority students.

Another example the Department of Education's Office for Civil Rights (OCR) recently resolved a complaint regarding the discriminatory nature of school closing decisions in Newark, New Jersey. The Resolution Agreement specifically required the district to assess the academic impact on displaced students, the facilities and pupil capacities of receiving schools, and the provisions of special education services to students with disabilities. Then, considering the assessments listed above, the district must remediate any identified hardships, and remediation may include providing students with compensatory education services. There are at least two more discrimination complaints pending with OCR's Chicago Office regarding Chicago Public School closings.

How federal investigators interrogate school closures;

In past investigations of school closures, OCR has applied a three-part analysis to assess for discriminatory effects:

1. Does a policy that is "neutral on its face" have a disproportionate and harmful effect on students from a particular racial or ethnic group?
2. Is that policy justified by the need to meet an important, nondiscriminatory educational goal?
3. Did the district consider an alternative course of action that would have eased disparate effects?

Pushing courts. School districts enjoy significant discretion in the eyes of most courts. Moving forward, advocates should consider the challenges that other litigants have faced and push courts to better understand how students and school communities can be harmed during the school closing process.

If you believe a school closure process violates your child's civil rights, parents can file complaints with the Office for Civil Rights (OCR) in the U. S. Department of Education within 180 days of the alleged discrimination.

Presented to the Board at the November 13, 2025, board meeting. KN

Save Corvallis Schools

My name is Amanda Nahlik, and I'm speaking tonight as a parent and community member.

I want to begin with something fundamental: trust. Over the past two weeks, some board comments have dismissed community concerns as uninformed or overdue. **That's unfair.** We have had nothing substantive to respond to until the last two proposals were released—and even six months ago (May 15th), the Board acknowledged that no boundary or closure decisions were expected this year[1]. It is not the community's responsibility to anticipate unspoken plans. Our role—as citizens, parents, and taxpayers—is to hold public officials accountable and to ensure that our schools and policies reflect the needs and values of our city.

This proposal does not reflect those needs and values. It sidelines one entire section of Corvallis – both geographically and demographically – and disproportionately impacts one of the district's most vulnerable communities. Equity is not about pretending every school is the same – it is about recognizing where needs are greatest and ensuring that support follows those needs.

Your community has lost trust in this process. The district has tightly controlled the narrative—both in the boardroom and in community sessions—and consistently steered it toward a predetermined outcome. Even at Monday's deliberation, when board members asked critical, direct questions about data and process, other members intervened to soften or redirect those questions. That is not transparency. That is evasion. And it has undermined public confidence.

As Alex already said, your own Director of Finance, Lauren Wolfe, stated on May 15th, 2025 that meaningful savings from consolidation wouldn't appear for *three* years[2]. You **know**

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[1] See Board Member Sami Al-Abdrabbuh's comments at approximately 1h 24m into the Corvallis School Board Budget Meeting on May 15, 2025 (https://www.youtube.com/watch?v=7HGvH8zgI3A)

[2] See Director of Finance Lauren Wolfe's comments at approximately 1h 25m into the Corvallis School Board Budget Meeting on May 15, 2025 (https://www.youtube.com/watch?v=7HGvH8zgI3A)

this proposal does not solve the immediate budget shortfall – or the impending future deficit. *Please*. Do not capitulate to threats of FTE cuts without a comprehensive district-wide plan. Because those cuts will *still* come—and without real planning, they will be reactive, destabilizing, and harmful to students.

You have the community's full attention—use it. Your own financial forecasts make one thing undeniable: more closures are coming. Approving this proposal tonight will lock you into a narrow path and further erode the trust you will urgently need for the hard choices ahead. But right now, Corvallis is ready to work with you.

I urge you to reject both proposals. In the next three months, we can develop a phased, district-wide plan to implement in Fall 2027 by immediately convening the Long-Range Facilities Planning Committee, calling on the Budget Committee, and creating a process for genuine community input.

Save Corvallis Schools—and hundreds of families—stand ready to help. Thank you.

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

My name is Susannah Davis. I reside in the district and am a parent of kids at 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'm urging you tonight to vote **no** on the revised proposal to close Letitia Carson Elementary.

There are still significant gaps in both the **process** and the **analysis** behind this proposal. It does not reflect our district's core beliefs that our community expects and deserves.

Our district's core beliefs say:

- We must actively address inequities and foster equitable access.
- Everyone deserves to be treated equitably.
- Better decisions emerge when diverse perspectives are intentionally included.
- And trust is essential.

This proposal undermines all of those principles. It was developed on an extremely compressed timeline using only two narrow metrics—enrollment and capacity—to make a decision that will deeply affect children, families, and entire neighborhoods.

Let's do the **more sophisticated, values-driven** analysis this moment requires: analysis that considers **equity, impact on children experiencing poverty, student demographics, difficulty of traveling to reassigned schools, impact on busing, neighborhood impact,** and **geographic equity**, ensuring that neighborhood schools are distributed in a way that keeps schools accessible to families.

The capacity data shared on Monday highlight the imbalance: schools involved in this proposal would be at or over capacity, with Mt. View at 102%, and Bessie Coleman and KJH at 98%, while others remain significantly under capacity, like Garfield at 80% and Lincoln at 64%. That is not equitable or sustainable.

Transportation concerns make this worse. This plan increases busing costs, forces more students to rely on buses, and reduces the number who can safely walk or bike. That's not good for families, for the environment, or for our community.

I also ask you to consider the very real human cost for a specific cohort: this year's Letitia Carson 5th graders. Under this revised plan they face multiple transitions in rapid succession: leaving their stable K–5, spending one year in a newly expanded K–6, then moving to a consolidated junior high, and then to a high school that may also face changes or closure. That level of disruption is unacceptable.

Instead of pushing this through, let's take the time to do this right.

Let's clearly define our goals, ensure they align with our values, and conduct a **comprehensive** analysis that considers multiple options to right-size our system.

We all want what's best for Corvallis students. But doing what's best requires time, transparency, and the willingness to say "not yet" when both the process and the proposal have significant issues.

Please vote **no** on the revised proposal and commit to a process that truly reflects our district's values.

Thank you.

Corvallis
SCHOOL DISTRICT

VI. CONSOLIDATION UPDATE AND ACTION

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: November 13, 2025

ACTION REQUESTED

Action on School Consolidation

Background

At the August 13, 2025, Board retreat, following review of the Long-Range Facilities Report, the Corvallis School Board requested that the superintendent bring forward a school consolidation proposal. An initial proposal was brought forward at the September 11, 2025, School Board meeting. A revised consolidation proposal was brought forward at the October 30, 2025, school board meeting.

Based on community feedback and subsequent Board deliberation during the October 30, 2025, meeting, the Board requested additional information for review. The Board will review information and deliberate during the November 10, 2025, special meeting. Final action on the consolidation proposal is scheduled for the November 13, 2025, Board meeting.

ACTION REQUESTED

Take action on school consolidation.

Corvallis
SCHOOL DISTRICT

VII. OREGON SCHOOL BOARDS ASSOCIATION 2025 ELECTION

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Luhui Whitebear, Board Chair
Meeting Date: November 13, 2025

Oregon School Boards Association 2025 Elections

ACTION REQUESTED

Background

Corvallis School District is a member of the Oregon School Boards Association (OSBA) and is represented by position #10 on the OSBA Board of Directors and position #10 on the Legislative Policy Committee. Both positions are up for election, and the Corvallis school board must take action during a public meeting to decide how the board will vote for the candidates they want for each position.

OSBA Board of Directors Position #10 Candidates:

- Luhui Whitebear, Corvallis School District
- Clyde Rood, Lebanon Community School District

OSBA Legislative Policy Committee #10 Candidates:

- Jason Curtis, Central Linn School District

The board will vote on each position at the November 13, 2025, board meeting. All materials are in the board packet for review.

Action during a public meeting is necessary to decide how the board as a whole will vote. Board Secretary Kim Nelson will submit the official vote on behalf of the board.

ACTION REQUESTED:

Vote on each position at the November 13, 2025, board meeting. All materials are in the board packet for review.

MOTIONS REQUESTED:

1. "I move to vote for [NAME] for position #10 on the Oregon School Boards Association Board of Directors."
2. "I move to vote for [NAME] for position #10 on the OSBA Legislative Policy Committee."

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Corvallis
SCHOOL DISTRICT

VII.A. Board of Directors — Position #10

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: September 11, 2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the LINN/BENTON/LINCOLN Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Luhui Whitebear

District/ESD/Community College: CORVALLIS 509J SCHOOL DISTRICT

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on September 11, 2025.
(date)

_____
(Board Chair signature)

Board Chair name: Luhui Whitebear, Ph.D.

District: Corvallis 509J School District

Address: 1555 SW 35th Street

City, State, Zip: Corvallis, OR 97333

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Luhui Whitebear

Date: 09/26/2025

Address: PO Box 190

City/Zip: Corvallis, OR 97339

Business phone: _____

Residence phone: _____

Cell phone: 541-714-3305

E-mail: luhui.whitebear@corvallis.k12.or.us

District/ESD/CC: Corvallis 509J

Term expires: 2029 Years on board: 5.5

Region: Linn, Benton, Lincoln

Position #: 10



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Luhui Whitebear 09/26/2025

Name Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   OSBA serves as a resource for community college boards, ESD boards, and school boards in Oregon to assist in positive student outcomes. They offer trainings, opportunities for leadership growth, policy examples, and points of connection to help board members serve the communities they represent effectively. OSBA also helps with political advocacy related to legislation that impacts public education in Oregon, and offers ways for board members to also engage in advocacy efforts. Overall, OSBA strives to strengthen public education in Oregon so the students we all serve can strive in their educational journeys.

2. What do you want to accomplish by serving on the OSBA board of directors?

   In continuing to serve Region 10: Linn, Benton, Lincoln on the OSBA board of directors, I would like to accomplish the following:
   1. Continue to keep region 10 well informed about matters pertaining to OSBA.
   2. Continue to advocate for the needs of Region 10 both in decisions being made by the OSBA board and with political advocacy.
   3. Encourage greater involvement of Region 10 board members with OBSA.
   4. Work directly with Region 10 board chairs to ensure needs of the region are heard.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I bring strong strategic planning background, dialogue facilitation skills, advocacy experience, and ability to represent groups with various needs. For example, in advocating for the special education bills this past session, I used examples from our region to communicate the financial strain put on districts to meet the needs of students under the current model. From watching meetings in our region, I learned our districts range from 15-21%, which is much higher than the 11% currently funded. I pointed out districts still cover the costs which takes from other needs. When advocating, I said the 11% cap needed to be removed and it needed to be funded properly. I also advocated for rural districts in our region about the EV school buses since there is not adequate infrastructure to support this ask in some districts in our region. Even though the district I serve can support EV buses, I ensured I communicated the needs of other districts with different needs as a focus.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

1. Rapid changes that impact policy and training needs of boards. As federal and state changes happen, OSBA needs to respond with training and policy updates. For example, the policy webpage is being reconstructed to meet new federal guidelines related to PDFs which means a complete overhaul of our policy page taking a great deal of staff time and resources. 2. Uncertainty around federal support of public education. As certain funding programs are removed, and offices are closed with the U.S. Department of Education, OSBA will have to wait for state guidance and support as this responsibility is moved to states. This may lead to delays in support for boards we serve on.

5. What do you see as the two most challenging issues faced by your region?

1. State and federal decisions that impact local control. Our region has many needs due to the diversity of types of boards and geographic areas within it. Sometimes decisions are made without our needs taken into consideration, and that makes it difficult for boards in our region to meet the unique needs of our communities. 2. Funding and enrollment declines. Enrollment is directly tied to funding and when public education is already not well funded, there is greater strain put on districts. This impacts classroom sizes and supports available to students. With the governor's new accountability bill, even more pressure is being put on K12 districts with limited resources available.

6. What is your plan for communicating with boards in your region?

I plan to continue to send updates and opportunities pertaining to OSBA to members in the region using the email my region tool. I also started reviewing board contact pages for each board in region 10 twice per year and making updates to the spreadsheet of members that is tied to the email our region tool to ensure it is up to date. I plan to also meet quarterly with board chairs in the region if interest continues to bring the different boards together to discuss what is happening in our region. This will continue to strengthen my advocacy for boards in our region and also help board chairs connect more across our region. .

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Corvallis 509J School Board Chair 2023-present, Co-Vice Chair 2021-2023, CSD Innovation Team 2025
OSBA Board of Directors Region 10 representative: 2025-present
Oregon School Board Caucus of Color: District 4 rep 2022-2023, VP & LPC Rep 2004, President 2025-present

Other education board positions held/dates:

Oregon Department of Education American Indian/Alaska Native Advisory Committee, 2021-2025
Oregon Indian Education Association Board, 2017-2019
Gamma Alpha Omega National Executive Board: Vice President of Programming 2021-2022

Occupation (Include at least the past five years):

Employers:	Dates:
Oregon State University	2013-present
Confederated Tribes of Grand Ronde	2003-2013

Schools attended (Include official name of school, where and when):

High school: Taft High School, Lincoln City, OR, Class of 1997

College: Oregon State University, Corvallis, OR

Degrees earned: B.S. 2003, B.S. 2013, MA: 2016, PhD: 2020

Education honors and/or awards:

DPO Teaching Award, Oregon State University 2025; Servant Leader Award, Gamma Alpha Omega 2023; Student Affairs Service Award, Oregon State University 2019; President's Award, Western Association of Student Financial Aid Administrators 2010; Outstanding Indian Volunteer of the Year, Oregon Indian Education Association 2008

Other applicable training or education:

Dialogue facilitation trainings, research ethnics trainings, graduate education in public health policy

Activities, other state and local community services:

Downtown Vitality Strategy Task Force, City of Corvallis 2025
Women's Foundation of Oregon Board Member 2021-2023
Boy Scouts Troop 3 Christmas Tree Sales Volunteer, 4 years total; Girl Scouts Troop 10169 Cookie Sales Volunteer, 7 years so far

Hobbies/special interests:

Native American cultural activities, spending time out in the mountains and with the rivers/oceans, kayaking, spending time with my kids and dogs, gardening.

Business/professional/civic group memberships; offices held and dates:

National Women's Studies Association: Indigenous Peoples' Caucus Chair, 2020-2025.

Additional comments:

I am committed to representing our region on the OSBA board. I am not afraid to ask hard questions or advocate for our collective needs. Should I be reelected, I understand I represent more than myself and the board I directly serve on. I do not take this responsibility lightly.

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: 8-22-2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Linn Benton Lincoln Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Clyde Rood
District/ESD/Community College: Lebanon Community School District
Address: 227 S. 7th St.
City: Lebanon Oregon ZIP: 97355
E-mail: clyderood.lcsd4@gmail.com Phone: 541-905-1547

This nomination was approved by official action of our board of directors at a duly called meeting on 8/11/2025.
(date)

Jason E. Curtis
(Board Chair signature)

Board Chair name: Jason E. Curtis
District: Central Linn School District
Address: P.O. Box 200
City, State, Zip: Halsey OR 97348

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Clyde J.Rood II

Date: 09/29/2025

Address: 227 S 7th St.

City/Zip: Lebanon / 97355

Business phone: N/A

Residence phone: N/A

Cell phone: 541.905.1547

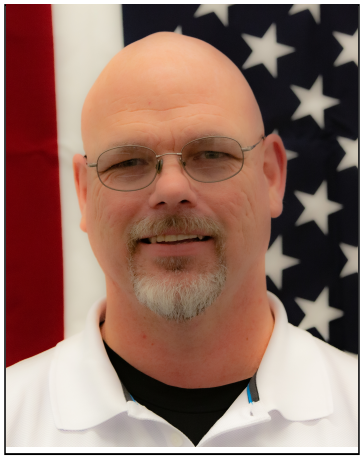
E-mail: ClydeRood.lcsd4@Gmail.com

District/ESD/CC: Lebanon Community School District

Term expires: June 30, 2027 Years on board: 1

Region: Linn/Benton/Lincoln

Position #: 10



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Clyde Rood Digitally signed by Clyde Rood Date: 2025.09.29 00:19:26 -07'00'

Name

09/29/2025

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   The mission and goals of the OSBA are an essential tie-in to our local school boards. By partnering and providing consultation to local boards on a wide variety of OSBA issues and positions we create a unity of effort which can better serve the wide diversity and aspirations for all of Oregon's students.

2. What do you want to accomplish by serving on the OSBA board of directors?

   Much of what I hope to accomplish by serving on the OSBA board of directors is to assist school board leaders across the state to improve student academic success through both educational equity and legislative direction aligned with existing OSBA board direction.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I served for 12 years in the United States Air Force. Military career development is an evolutionary continuum of mandated leadership and followership training and learning to work collaboratively within an organizational structure. These skills have transitioned very well as coach and OSAA official, to instill in the kids I work with a sense of purpose, comradery, belonging and accepting victory or defeat with dignity and humility.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

First, I notice most board members are busy working parents and professionals. Despite this, we must understand the implications of our decisions as board members and the time required for critical due diligence to make the best decisions for our constituents.

Second, is the challenge and pace of change of programmatic implementation and the

5. What do you see as the two most challenging issues faced by your region?

First, region 10 is a wide geographic area encompassing diverse ideological, political and economic populations. Communicating effectively across such demographics will be a challenge as I get to know each area the problems and needs better.

Second, I see a need to more effectively get stakeholders across the region involved and

6. What is your plan for communicating with boards in your region?

My initial plan for communication with Region 10 colleagues would be: First, make contact with every board member in the region through a general introduction aligned with OSBA mission and vision. Next, I will make it my goal to attend one or more school board meetings in every district within the region and use my 3-5 minutes or allotted time to introduce myself, what we do and how we assist the local boards.

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

N/A

Other education board positions held/dates:

OSBA Board of Director Member, Region 10 - 2024

Occupation (Include at least the past five years):

Employers:	Dates:
United States Airforce	27 Oct 92 - 27 Oct 04
Self Employed Business/Sports Official	28 Oct 04 - current

Schools attended (Include official name of school, where and when):

High school: Lebanon Union High School / David Douglas High School

College: Community College of the Air Force / ITT tech Portland campus

Degrees earned: AAS IT Software Development / AAS IT Networking Systems

Education honors and/or awards:

Multiple ribbons, awards and certifications throughout my Air Force service and coaching career.

Other applicable training or education:

American Legion Honor Guard

Oregon State Athletic Association official's training.

Activities, other state and local community services:

Coaching youth sports (baseball, basketball, football, wrestling)

Officiating youth sports (OSAA high school and below)

Hobbies/special interests:

Outdoor activities

Car racing

Community involvement through school and youth development programs

Business/professional/civic group memberships; offices held and dates:

American Legion post 51 Executive board - current
American Legion post 51 Trustee board 2017 - 2018
American Legion post 51 Honor Guard 2014 - current

Additional comments:

Thank you for providing this honor and opportunity, I look forward to serving on the OSBA Board

Corvallis
SCHOOL DISTRICT

VII.B. Legislative Policy Committee — Position #10

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date 08/25/2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025.

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Linn, Benton, Lincoln Region, Position # 10.

LPC CANDIDATE INFORMATION

Name: Jason Curtis
District/ESD/Community College: Central Linn School District
Address: 809 Washburn St
City: Brownsville Oregon ZIP: 97327
E-mail: jason.curtis@centrallinn.k12.or.us Phone: 541-619-5340

This nomination was approved by official action of our board of directors at a duly called meeting on 08/11/2025
(date)

Vice Chair
(Board Chair signature)
Board Chair name: Garrett Leabo
District: Central Linn School District
Address: P.O. Box 200
City, State, Zip: Halsey OR 97348

OSBA Legislative Policy Committee
CANDIDATE QUESTIONNAIRE

Name: Jason E. Curtis

Date: 9/25/25

Address: 809 Washburn St.

City/Zip: Brownsville/97327

Business phone:

Residence phone:

Cell phone: (541) 619-5340

E-mail: jason.curtis@centrallinn.k12.or.us

District/ESD/CC: Central Linn School District

Term expires: 6/27 Years on board: 3

Region: 10

Position #: 5

Insert your high-resolution digital photo (head shot):
1) Open this doc in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Jason E. Curtis

Name

9/25/25

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

   I am currently on the LPC and would like to continue forward with the experience I have gained in the last year. My initial goal was to gain insight into the process to see where I can best serve our region. Now that I have experienced the full range of the past Legislative Session, I want to engage our region in discussions of the positive outcomes and what areas can have a stronger voice in Salem.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

   I strive to bring all voices into the conversation and create an environment of collaboration. I don't shy away from difficult conversations if that is what it takes to achieve positive results. I hosted the last Round Table discussion for our Region at the OSBA summer convention and I believe the outcome to be very positive while addressing some challenging issues our region is facing.

3. What do you see as the two most challenging legislative issues faced by OSBA?

   The first is creating avenues whereby regions can have a voice in the legislative process prior to the legislative session. Many of the "bad bills" could be avoided if we can redirect the efforts of our legislators by giving first hand insight into the true needs of our region. The second is truly engaging our region in the overall process. The OSBA does a great job in Salem, but it's difficult to share all information.

4. What do you see as the two most challenging legislative issues faced by your region?

   Our region is primarily smaller rural districts and our larger districts still encompass a lot of rural area. Legislation isn't always a "one size fits all" scenario and that is one challenge when larger, more metropolitan regions, seem to have a louder voice in Salem. The second is truly engaging our region in the process. OSBA needs to regain the trust of many smaller districts in our region.

5. What is your plan for communicating with boards in your region about legislative issues?

   This past year was difficult to determine what was already being communicated by OSBA in the regular email vs. what I should be sending in addtion to that. I plan to use the OSBA portal more and visit districts more often. I have visited several and plan to do more.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Current LPC committee member

Other education board positions held/dates:

Current Central Linn School District Board Chair Zone Five-7/22-Present

Occupation (Include at least the past five years):

Employers:	Dates:
Sand Ridge Charter School-Teacher	8/01-7/03
Curtis Excavation-Business Owner	7/03-Present

Schools attended (Include official name of school, where and when):

High school: Lebanon Union High School, Lebanon OR, 1994-97

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS Elementary Education

Education honors and/or awards:

National Honor Society Member

Other applicable training or education:

N/A

Activities, other state and local community services:

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

Hobbies/special interests:

Attending my children's sporting events, Motocross Racing, Reading Non-Fiction (My daughters say that isn't reading, but I greatly enjoy learning new things), Community Events

Business/professional/civic group memberships; offices held and dates:

Sharing Hands; Board Member 2014-2018
Brownsville Fire Association; Secretary, VP, President 2013-Present
Brownsville Chamber of Commerce; Member 2015-Present

Additional comments:

Thank you for your consideration. It's been an honor serving you this past year and I look forward to taking what I've learned and making big strides for our region this next season if I am re-elected.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Corvallis
SCHOOL DISTRICT

VIII. CONSOLIDATED ACTION (8:35 p.m.)*

VIII.A. Minutes

VIII.A.1. October 16, 2025

Corvallis SCHOOL DISTRICT

Thursday, October 16, 2025

MINUTES

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

I. CALL TO ORDER

The meeting was called to order at 6:33 p.m. in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Luhui Whitebear, Ph.D., Chair	Ryan Noss, Ed.D., Superintendent
Terese Jones, Ph.D., Co-Vice Chair	Melissa Harder, Assistant Superintendent
Shauna Tominey, Ph.D., Co-Vice Chair	Kim Patten, Operations Director
Sami Al-Abdrabbuh, Ph.D.	Jennifer Duvall, Human Resources Director
Chris Hawkins	Byron Bethards, Ed.D., SG&E Director
Bernie Wang	
Judah Largent	STUDENT REPRESENTATIVES PRESENT
	Laura Chen, CVHS
	Leo Schwartz, CVHS

II. ACKNOWLEDGMENT OF INDIGENOUS PEOPLES' DAY

Board members and student representatives read aloud Resolution No. 20-1002, Acknowledgement of Indigenous Peoples' Day, celebrated annually on the second Monday of October. Chair Whitebear acknowledged the 10-year anniversary of Indigenous Peoples' Day in the state of Oregon, which started in Corvallis alongside Portland, Oregon, in 2015. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

III. BOARD MEMBER REPORTS

Board members provided updates on their recent district activities, highlighting widespread engagement and appreciation for staff efforts:

Co-Vice Chair Tominey reported participating in multiple consolidation listening sessions to gather direct community, staff, and student input. She also attended Innovation Team meetings

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focused on defining meaningful education and the Profile of a Graduate, and brought that work to the Equity Committee (DEDI/DELTA) meeting.

Director Hawkins thanked staff for the execution of the listening sessions. She attended the Osborne Pool update meeting and recognized Kim Patten for clearly explaining the project and city partnership. She also acknowledged staff efforts for successful school Open Houses and attended the DEDI/DELTA meeting.

Director Al-Abdrabbuh attended all listening sessions, noting the intentionality of staff and the diverse range of community participation. He also commended the district team and Kim Patten for their work on the Osborne partnership and thanked the Music Program for performance invitations.

Chair Whitebear attended the Osborne meeting and nearly all listening sessions, valuing the direct conversations with the community. She also confirmed attending the Innovation Team meetings and the Student Representative Orientation.

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

Oregon School Boards Association (OSBA): Chair Whitebear reported that the OSBA Board held a retreat to approve state-level policy updates and distributed guidance on federal budget cuts. Board members were encouraged to attend the upcoming Fall Regional Meeting and the Annual Convention in November.

National School Boards Association (NSBA): Director Al-Abdrabbuh provided a national update, thanking Chair Whitebear for her leadership and encouraging colleagues to advocate for her re-election to the regional OSBA seat. He highlighted key national learnings, including a Utah "Best Practice Handbook for Student Achievement" and an in-depth training on an AI Framework in Education (covering privacy and purchasing consortia). He also announced his participation in the NSBA Legislative Committee to advocate for full funding of IDEA and Title programs.

V. SUPERINTENDENT'S REPORT

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

VI. PUBLIC COMMENT

Erica Wood, CSD Community Member, expressed opposition to the current plan to convert Mountain View to a K-8 and close Cheldelin, instead favoring the closure of two elementary schools. She argued that the narrative about extending K-5 is problematic for all students,

specifically citing neurodivergent students who thrive in the traditional middle school model**.** She shared personal and friend anecdotes highlighting how 6th-grade structure, including consistent schedules, exploratory electives, and increased independence, provided the necessary foundation and empowerment for success that was missing in the elementary environment.

Shun Yamamoto, CSD Parent, stated his deep concern that the consolidation process is predetermined**,** treating community input and alternatives as mere checks on a due diligence list. He criticized the district's plan for being underdeveloped, lacking clear "silver linings," and postponing critical decisions (such as the future of Crescent Valley High School). He urged leadership to deliver fleshed-out, serious, long-term plans rather than relying on future innovation teams or dismissing community proposals as incompatible.

Kira Mudd, CSD Staff/Parent, **i**nvited board members to visit her classroom to gain firsthand experience of the student joy and the amazing work teachers are doing, stating that brief "pop-ins" are insufficient to understand the current classroom environment. She expressed concern that the threat of FTE cuts and involuntary transfers due to the current consolidation plan is negatively impacting staff morale, making it difficult for teachers to stay focused on their students. She emphasized that staff are the experts who know their students' strengths and needs, and they deserve support.

Chris Cavagnaro, CSD Staff**,** voiced concern regarding the lack of district empathy and in-person connection with staff who work in the program's most intense situations. He detailed the high physical and emotional risks SEG staff face, including sustaining serious injuries and receiving threats while de-escalating students. He advocated greater commitment to student and staff safety, calling for the immediate hiring of more highly trained mental health professionals (skills trainers and therapists) and a review of student-to-staff ratios in alternative education programs.

Steven Hoke, CSD Parent, addressed the Board regarding the risk that consolidation could erode students' human and cultural capital. He defined this capital as the confidence, identity, and resilience students gain through participation in diverse opportunities (sports, clubs, arts) that help them find where they belong. He argued that reducing access to these programs disrupts the process that builds self-efficacy. He urged the Board to pause and ensure that consolidation does not unintentionally spend down the community's most valuable capital by prioritizing and protecting relationships, participation, and belonging across all Corvallis community schools.

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

VII. CONSOLIDATION WORK TIME & DISCUSSION

Superintendent Noss, Assistant Superintendent Harder, Student Growth and Experience Director Byron Bethards, and Operations Director Kim Patten presented an update on the consolidation planning process following the initial proposal on September 11, 2025. Key documents provided to the Board included a comprehensive weekly-updated FAQ compiled from all community input (listening sessions, QR codes, and emails), a third-party report summarizing community feedback into themes and quotes, and data on school capacity.

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Staff proposed a discussion structured around five guiding questions covering long-term goals, equity, community values, defining success, and required next steps. The Board used this framework for its ongoing discussion.

Board discussion highlights included:

- Enrollment Trends: Confirmed continued enrollment decline; smaller incoming classes (300-320) will soon replace larger high school cohorts (500+).
- Capacity Metric: Clarified that the 94% middle school utilization figure means 94% of the internal 85% utilization target, not 94% of total physical building capacity.
- Savings vs. Culture: More aggressive consolidation (closing two sites) provides greater financial capacity to restore programs but risks sacrificing community culture.
- Program Restoration: Greater savings from any closure option provide more fiscal capacity to invest in programming, including 6th-grade offerings.
- Long-Term Decisions: High school consolidation may be addressed in the next 3–4 years. If pursued, both high school campuses may still be needed to house necessary spaces (e.g., science labs, CTE).
- High School Data: Enrollment figures for high schools currently include students from College Hill programs.

The discussion provided a consensus and mandate for the Superintendent's team to develop an updated proposal that demonstrates maximized staff retention and the possibility of program restoration as a benefit of further closures.

VIII. CONSOLIDATED ACTION

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

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

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

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

A. **Approve 2025-26 Board Norms**
B. **Approve 2025-26 Board & Superintendent working Agreements**
C. **Minutes – September 11, 2025; September 25, 2025**
D. **Licensed Personnel Action**
E. **Policy JFCEB - Personal Electronic Devices**

IX. CONSOLIDATED INFORMATION

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

A. **Q1 Financial Report (Unaudited)**

X. BOARD MEMBER COMMENTS

Chair Whitebear requested that the Board initiate a proclamation review to ensure that they are current and align with any recent state or national changes. The Board leadership was tasked with determining the best process for this review. Additionally, she requested a review of Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools to allow the Board to discuss and potentially reaffirm the existing language.

XI. ADJOURNMENT

With no further business the meeting was adjourned at 9:29 PM.

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

Prepared By: Kim Nelson

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Corvallis
SCHOOL DISTRICT

VIII.A.2. October 30, 2025

Corvallis SCHOOL DISTRICT

Thursday, October 30, 2025

MINUTES

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

I. CALL TO ORDER

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

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Luhui Whitebear, Ph.D., Chair	Ryan Noss, Ed.D., Superintendent
Terese Jones, Ph.D., Co-Vice Chair	Melissa Harder, Assistant Superintendent
Shauna Tominey, Ph.D., Co-Vice Chair	Kim Patten, Operations Director
Sami Al-Abdrabbuh, Ph.D.	Jennifer Duvall, Human Resources Director
Chris Hawkins	Byron Bethards, Ed.D., SG&E Director
Bernie Wang	
Judah Largent	STUDENT REPRESENTATIVES PRESENT
	Laura Chen, CVHS
	Thomas Berry, CHS

II. ACKNOWLEDGMENT OF NATIVE AMERICAN HERITAGE MONTH

Board members and student representatives read aloud Resolution No. 21-1003, Acknowledgement of Native American Heritage Month, celebrated annually each November. (The document is posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

III. STUDENT REPRESENTATIVE REPORTS

Thomas Sherry, Corvallis High School (CHS) Representative, reported strong community engagement, highlighting a successful blood drive (45 units donated) and strong participation in Homecoming activities. They are currently preparing for the annual student-led Winter Smiles Program, which provides support and essential supplies to families in need within the school community.

Laura Chen, Crescent Valley High School (CVHS) Representative, provided an athletic update (noting Girls Volleyball finished 2nd in the 5A championship and Boys Soccer defeated CHS). Ms. Chen read a Resolution from the CVHS Core Council. The resolution urges the Board to amend the consolidation proposal by directing the Corvallis School District to immediately

redraw the high school boundary line to equitably rebalance student enrollment between CVHS and CHS, prioritizing balanced resources and opportunities district-wide.

IV. REVISED CONSOLIDATION PROPOSAL PRESENTATION

Superintendent Noss, Assistant Superintendent Harder, Student Growth and Experience Director Byron Bethards, and Finance Director Lauren Wolfe had provided a Revised Consolidation Proposal for the Board's review before the meeting. They presented the Revised Consolidation Proposal to the Board via a slide deck. (The document and slide presentations are posted online with the information packet of this meeting and will be filed with the official 2025-26 board records.)

Following the presentation the Board opened up discussion regarding the revised consolidation proposal.

Director Largent read from a written statement sharing the following: "Letitia Carson refused to lay down her humanity in the face of incredible oppression. Her bravery opened her up to violence and ridicule. And yet, she didn't back down. If I calibrate my moral compass with that example of as north, the path forward is clear. I will not support the closure of Letitia Carson Elementary School under the circumstances and facts presented to me. I do not want to close any schools, but this is a time for difficult decisions if we want to keep or bring back many of the services we've been forced to cut and to stop chopping further. However, maintaining a school of choice while closing a thriving Title I elementary school in an area also facing the possible closure of a beloved middle school represents a bald-faced inequity to me. I understand there are downsides with some ability to add back what are known as specials to the highest degree, with my proposal in the scope of give and take, and which sacrifices to pick. I take a knowing stand. I will not ask one specific portion of my community to bear the majority of the consolidation burden, but I will bear responsibility for whatever decision the board makes. I request a new proposal be brought forward. Thank you."

The discussion provided the following information:

High School Boundary Review (CVHS Resolution)

- Request: The Crescent Valley High School Core Council formally requested the Board redraw high school boundaries to rebalance student enrollment between Crescent Valley High School and Corvallis High School equitably.
- Feasibility: Staff suggested addressing the high school boundary review as part of a future, larger planning effort (such as the Innovation Team's work) after the current middle school transitions are complete, noting there is no capacity to address it immediately.
- Corvallis High School Inclusion: It was affirmed that Corvallis High School must be included in any future high school boundary conversation.

Revised Proposal: Elementary Closure Details

- Letitia Carson Closure: The proposal considered the geographic impact of closing Letitia Carson (LC) but chose it due to its boundary touching three adjacent school boundaries, which helps distribute density across remaining schools.
- Enrollment: Approximately two-thirds of Letitia Carson students live within its boundary; the other 37% are outside, often due to the sister-school arrangement with Garfield.
- Franklin Closure: Closing Franklin was not viable in the initial model because it would have placed Corvallis Junior High above capacity for 7th and 8th graders.
- Letitia Carson Name and Legacy: It is feasible to formally move the name and legacy of Letitia Carson to another school via a future Board action.

Staffing, Budget, and Timeline Concerns

- Timeline Urgency: Both staff association (union) presidents have explicitly requested the Board adhere to the current timeline to provide immediate certainty and stability for staff livelihoods and collective bargaining processes.
- Operational Tradeoffs of Delay: Failing to adopt *any* consolidation model would necessitate balancing the budget by cutting twice as many staff as in the current proposal, leading to significant class size increases and potentially more blended classrooms district-wide.
- Specialists (FTE): The revised proposal is modeled to increase FTE for PE, Music, and Art specialists compared to the current system, though increasing instructional minutes remains a separate challenge.
- Financial Context: Staff noted a critical fourth factor driving the need for consolidation is the high risk of State and Federal funding cuts (potential 2.5% to 5%) not yet factored into the model.
- External Review: The feasibility of obtaining an external review of the consolidation plan was raised, but requires further research by staff and concerns regarding the cost.
- Data Request: A Board member requested a revised capacity summary table to better visualize utilization and projected enrollment for the current proposal.

The board took a break and then resumed the meeting.

V. PUBLIC COMMENT

Susannah Davis, LC Parent, questioned the rushed process and the lack of financial and equity analyses for closing Title I school Letitia Carson, arguing the minimal savings don't justify the disproportionate harm to marginalized families. She urged the district to pause, release transparent financial data for all schools, and conduct an external, unbiased evaluation of all consolidation and administrative reduction options.

Shun Yamamoto, CSD Parent, noted that his neighborhood outreach found widespread surprise and disapproval over the rushed three-week timeline for LC's closure, noting the

community felt excluded from the process. He also publicly questioned the Board and district leadership for traveling to present on their budget process at a national conference right before the final decision, calling it a "pretty bad look."

Melissa Bird, CVHS Parent, expressed deep concern over federal SNAP benefit cuts and the resulting food insecurity in the high-poverty district, bringing a bag of food as a donation. She challenged the community to redirect the energy spent debating consolidation toward helping feed vulnerable children, urging the Board to address the governor's declared state of food emergency.

Krystal Overvig, CSD Parent, requested that the Board to pause the process, noting the 8-week timeline for Cheldelin and 3 weeks for Letitia Carson violates the Oregon PTA's 7–12 month advisory guidance, which is crucial for building trust. She called the closure of the Title I school, Letitia Carson, the opposite of equity because it unfairly targets and displaces the most vulnerable families in the north end of Corvallis.

Alan Overvig, Cheldelin Student, spoke about the emotional loss of Cheldelin, emphasizing that the school is about people and memories and that its closure breaks up a community. He asked the adults to slow down and be fair, as the quick decision-making does not align with the values they are taught in school.

Keith Rivera, LC Parent, opposes closing Letitia Carson due to logistical problems with the dual immersion program, arguing the district should instead cut "excess" by closing the non-boundary, lottery-based Franklin School and eliminating the Dual Immersion programs. He suggested eliminating special programs would ensure all students receive an equal education and simplify transportation and boundaries.

Kaylin Jenkins-Rathbun, LC Parent, shared her personal experience of Fair Play Elementary closing, noting the devastating long-term impact on the neighborhood's appeal, and stated the current rushed proposal for Letitia Carson and Cheldelin will repeat that harm. She criticized the closure of a Title I school with high enrollment over keeping the lottery-based Franklin School as evidence of biased reasoning that disregards less affluent communities.

Ediyana Kreft, LC Parent and Staff member, echoed concerns that closing the Title I school, Letitia Carson, violates the district's core belief in fostering inclusive and equitable access. She requested an extended timeline, suggesting potential months are needed for staff and families to fully process the information and provide informed feedback, balancing this need against staff job security.

Rebecca Goslow, CSD Resident, challenged the rushed decision to close the thriving Title I school, suggesting the alternative of closing the lottery-based Franklin School and using the $50 million contingency fund to revamp the facility for other uses instead.

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Will Rottenkolber , LC Parent, called the process a "big hot mess" that affects the local economy and society's fabric, demanding the Board use reserves to pause all action for a year to enact a full, comprehensive restructuring of the entire district.

Erica Wood, CSD Community member, argued that closing these schools disproportionately harms Northeast Corvallis by eliminating walkable schools and forcing students into a potentially unwanted K-8 model at Mountain View. She called the move a disgrace, treating her community as a "sacrificial lamb," and urged the Board to survey families about new models.

Amanda Nahlik, LC Parent, stated the closure is a knee-jerk reaction that won't solve the long-term deficit, noting that it contradicts the Long Range Facilities Committee's recommendation for a district-wide boundary review. She urged the Board to reject the proposal and use reserves to create a long-term, data-driven plan because Northeast Corvallis is a growing area.

Evan Bredeweg, LC Parent, noted the current proposal is a band-aid fix that flies in the face of the district's core mission for equality and fails to address systemic issues. He called for a complete audit of the district and thoughtful redistricting, insisting that if funds are available, they must be used to extend the discussion time.

Heather Louderback, LC Parent and PTA President, argued that closing the Title I school with the highest low-income population is an inequitable and short-sighted choice that contradicts the district's values. She urged the Board to pause, reflect using the new Oregon PTA advisory guidance, and develop a transparent plan that includes a side-by-side cost comparison of all buildings.

Jessie Beesley, LC Parent, stated that the process ignored the Long Range Facilities Planning Committee's key suggestion to review intradistrict boundaries and asked the Board to provide a variety of options and involve the highly educated community. She suggested that a proposed boundary change would elicit greater involvement and support from all parts of the city.

Kaitlin Eaton, LC Parent, challenged the decision-making framework, presenting data that Letitia Carson is not a school in decline, noting it showed a 22% year-over-year increase in students meeting science expectations in 2024 and has the most stable enrollment over the last decade. She questioned why projected enrollment numbers were not clearly published in the proposal for a comprehensive review.

Tony Cadena, CSD Community member and City Counselor, criticized the decision-making for being constrained and rushed, arguing it ignores key factors like new development and transportation. He urged the Board to pause and focus on a sustainable, long-term district operations restructuring plan using the reserve funds.

Odin Spears, LC Student, stated that closing the school named after Black pioneer Letitia Carson would feel like erasing her story again, which is unfair, and asked the board not to close the school because he loves his teachers and just made new friends.

Amidee Eller, LC Student, stated that the district's decision to take away the school is ironic and unjust, comparing it directly to Greenberry Smith unjustly taking Letitia Carson's land.

Juniper Spalding, LC Student, emphasized the community cost of closure, specifically noting the risk of staff layoffs leading to financial hardship and the emotional impact of separating children from their friends, which makes it harder for Title I students to access school.

Addison Greiner, LC Student, stressed that moving would cause students to feel sad, uncomfortable, and vulnerable to bullying as the "new kid," and promised that the community would fight to keep their school open just as Letitia Carson fought for her land.

VI. DIVISION 22 STANDARDS

Assistant Superintendent Harder referred to a report the Board received before the meeting, and was available to answer questions from the board. (The report is available online in the meeting information packet and will be archived in the 2025-26 board records.)

MOTION:
It was moved by Director Al-Abdrabbuh and seconded by Director Hawkins 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:	Yea
Shauna Tominey:	Yea
Bernie Wang:	Yea
Luhui Whitebear:	Yea

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

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The Chair initiated a discussion regarding the need for an additional Board meeting to continue the consolidation review prior to November 13, 2025. Following deliberation, the Board agreed to explore the feasibility of scheduling an extra meeting.

The Board engaged in further discussion, focusing on the financial model, operational data, and process timeline:

- The Board requested a detailed breakdown of savings. Staff confirmed that projected savings ($1M–$2M per school, depending on the level) are all-inclusive, covering both facility operating costs and necessary FTE reductions (e.g., one less principal, one less office manager).
- Staff reported that approximately 80–100 students Letitia Carson (roughly one-third of the school) ride the bus daily, with 240 students assigned a registered stop.
- The Board confirmed that inaction this year would maintain the $4 million shortfall for 2026–27 and allow the projected $11 million deficit for 2027–28 to materialize unmitigated. Current consolidation decisions are necessary to reduce the severity of the future gap.
- The Board addressed the use of reserves, confirming the emergency fund is approximately $5 million (covering about one month of payroll). Directors cautioned that using these reserves for a structural deficit (due to declining enrollment) is fiscally unsound and could jeopardize the District's bond rating.
- Directors clarified that the recommended 12–18 month consolidation timeline began with the initial discussion of facility underutilization, not the decision or public notification date. Directors acknowledged the community's valid feeling of being surprised despite the Board's long-term budget discussions.
- Staff clarified that the primary benefit of closing both an elementary and a middle school (versus only the middle school) is the maximization of financial savings. These greater savings are necessary to create fiscal flexibility to support or maintain specialized programs (such as electives, music, and extracurriculars).
- Staff confirmed that the proposed K-6 innovation model is directly contingent on the execution of a consolidation plan. Detailed staff, student, and community engagement for this model cannot proceed until the Board establishes the final parameters of the consolidation decision.
- Staff outlined that under the proposed model, the new 5th and 6th-grade configuration would offer potential academic benefits, including more rigorous coursework, increased choice, electives, and career pathways compared to the current self-contained classroom structure.
- The Board discussed their dual role as delegates (representing the community) and trustees (responsible for making necessary, fiscally sound decisions). Directors acknowledged that the Superintendent requires clear direction regarding next steps, including whether to draft any alternative consolidation proposals.
- The Board voiced support for exploring the feasibility and cost of retaining an external consultant to provide a third-party review of the consolidation data and proposal timelines, addressing community requests for further due diligence.

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- A board member requested a comparison of the projected cost savings between the initial consolidation proposal (using older enrollment data) and the revised proposal (using current enrollment data).
- Staff explained that compiling a direct, school-by-school cost comparison is difficult and potentially misleading. Savings are tracked based on reductions in core building FTE (like principals and office managers), while funds associated with students (e.g., Title I, Special Education) are portable and follow the student to the receiving school.
- The Board and Staff discussed the upcoming November 19th state economic revenue forecast. Staff confirmed that if the forecast is negative or "worrisome," the Board must be prepared to have an immediate conversation regarding any resulting changes to the consolidation proposals, despite the pressure of implementation deadlines.
- Board members reminded the community that they are available to meet with members individually or in small groups (up to three people) to answer questions and engage in conversation.

VII. ADJOURNMENT

With no further business the meeting was adjourned at 11:13 PM.

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

Prepared By: Kim Nelson

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Corvallis
SCHOOL DISTRICT

VIII.B. Licensed Personnel Action

Corvallis
SCHOOL DISTRICT

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

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Anderson, Arin	Manager/Theatre and Event Services	.75	District Office	11/3/2025	Probationary Non-Rep
Bender, Heather	Second/Third Grade Teacher	1.0	Adams Elementary	10/29/2025	Temporary Teacher
Jernigan, Autumn	School Counselor	.5	Franklin School	10/6/2025	Temporary Teacher

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

Corvallis
SCHOOL DISTRICT

IX. BOARD MEMBER COMMENTS (8:45 p.m.)*

X. ADJOURNMENT (8:55 p.m.)*

*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