NDPS BOARD WORK SESSION · NOVEMBER 9, 2026

How the Board Ranked the Five Models

Seven ranking sheets, compiled by area. Nine areas, five models, one rank each.

Seven of seven sheets received

Updated November 9 from each member's own sheet

BEFORE THE SLIDES

How to read what follows

5 to 1

One rank per area, per model

5 is the best of the five models in that area, 1 is the weakest. Two models seen as equal may share a rank.

of 7

Every figure is a count of members

How many of the seven ranked a model best, in the top two, or weakest. Nothing is added across areas. A tie counts for each tied model.

9

One slide per area, then summaries

Nine areas in ranking-sheet order. Then: where the Board converged and split, each member's picks, pattern counts.

AREA 1 OF 9

Budget

Member	C	D	G	H	J	Ranked best
Andy	2	3	4	**5**	1	Model H
Sol	3	4	2	**5**	1	Model H
Aubrey	2	3	4	**5**	1	Model H
Celeste	2	3	4	**5**	1	Model H
James	2	3	**5**	4	1	Model G
Jeremy	2	3	4	**5**	1	Model H
Sarah	3	**5**	2	4	1	Model D

	C	D	G	H	J
Best	0	1	1	**5**	0
Top two	0	2	5	**7**	0
Weakest	0	0	0	0	**7**

Converged: 5 of 7 ranked Model H best

7 of 7 ranked Model J weakest

Net recurring savings, one-time closure costs, whether savings restore instructional days

AREA 2 OF 9

Capacity

Member	C	D	G	H	J	Ranked best
Andy	**5**	4	2	1	3	Model C
Sol	4	3	1	**5**	2	Model H
Aubrey	**5**	4	2	1	3	Model C
Celeste	**5**	4	2	1	3	Model C
James	**5**	1	4	2	3	Model C
Jeremy	4	**5**	1	3	2	Model D
Sarah	4	3	1	2	**5**	Model J

	C	D	G	H	J
Best	**4**	1	0	1	1
Top two	**7**	4	1	1	1
Weakest	0	1	**3**	**3**	0

Leaning: 4 of 7 ranked Model C best

Weakest: no majority (G, H tied at 3)

Enrollment vs. rated capacity at receiving schools, cafeteria and gym load

AREA 3 OF 9

Student Impact

Member	C	D	G	H	J	Ranked best
Andy	3	**5**	1	2	4	Model D
Sol	3	4	1	**5**	2	Model H
Aubrey	4	**5**	1	2	3	Model D
Celeste	4	**5**	1	2	3	Model D
James	4	3	**5**	1	2	Model G
Jeremy	4	**5**	2	1	3	Model D
Sarah	4	**5**	2	1	3	Model D

	C	D	G	H	J
Best	0	**5**	1	1	0
Top two	5	**6**	1	1	1
Weakest	0	0	**4**	3	0

Converged: 5 of 7 ranked Model D best

4 of 7 ranked Model G weakest

Academic disruption and transition stress, students who change buildings

AREA 4 OF 9

Class Size Distribution

Member	C	D	G	H	J	Ranked best
Andy	2	**5**	3	4	1	Model D
Sol	3	**5**	2	4	1	Model D
Aubrey	**5**	4	3	2	1	Model C
Celeste	4	**5**	3	4	1	Model D
James	4	2	**5**	3	1	Model G
Jeremy	2	**5**	3	4	1	Model D
Sarah	4	3	**5**	2	1	Model G

	C	D	G	H	J
Best	1	**4**	2	0	0
Top two	4	**5**	2	4	0
Weakest	0	0	0	0	**7**

Leaning: 4 of 7 ranked Model D best

7 of 7 ranked Model J weakest

Average vs. the 24.5 target, spread, grade levels under two teachers, blended classes

AREA 5 OF 9

Facilities & Closed Buildings

Member	C	D	G	H	J	Ranked best
Andy	3	**5**	1	4	2	Model D
Sol	3	4	1	**5**	2	Model H
Aubrey	4	**5**	2	3	1	Model D
Celeste	1	**5**	3	**5**	1	D / H (tie)
James	2	4	**5**	3	1	Model G
Jeremy	4	**5**	2	**5**	1	D / H (tie)
Sarah	2	3	1	4	**5**	Model J

	C	D	G	H	J
Best	0	**4**	1	3	1
Top two	2	**6**	1	5	1
Weakest	1	0	3	0	**4**

Leaning: 4 of 7 ranked Model D best

4 of 7 ranked Model J weakest

Does the model function for today and 5 years from now.

AREA 6 OF 9

Community Impact & Equity

Member	C	D	G	H	J	Ranked best
Andy	**5**	3	4	1	2	Model C
Sol	4	3	2	**5**	1	Model H
Aubrey	4	**5**	2	3	1	Model D
Celeste	4	**5**	2	3	1	Model D
James	4	3	**5**	1	2	Model G
Jeremy	2	**5**	4	3	1	Model D
Sarah	2	**5**	3	4	1	Model D

	C	D	G	H	J
Best	1	**4**	1	1	0
Top two	**5**	4	3	2	0
Weakest	0	0	0	2	**5**

Leaning: 4 of 7 ranked Model D best

5 of 7 ranked Model J weakest

Impact on low-income, ELL and Title I students, neighborhood anchors, trust

AREA 7 OF 9

Transportation & Access

Member	C	D	G	H	J	Ranked best
Andy	4	**5**	2	3	1	Model D
Sol	2	3	**5**	4	1	Model G
Aubrey	2	3	**5**	4	1	Model G
Celeste	4	**5**	3	1	1	Model D
James	4	3	**5**	2	1	Model G
Jeremy	4	**5**	3	2	1	Model D
Sarah	3	**5**	1	2	4	Model D

	C	D	G	H	J
Best	0	**4**	3	0	0
Top two	**4**	**4**	3	2	1
Weakest	0	0	1	1	**6**

Leaning: 4 of 7 ranked Model D best

6 of 7 ranked Model J weakest

Longer commutes for younger students, added routes and cost, walkability, access without a car

AREA 8 OF 9

Enrollment Trends

Member	C	D	G	H	J	Ranked best
Andy	**5**	4	2	1	3	Model C
Sol	**5**	3	1	4	2	Model C
Aubrey	**5**	4	2	3	1	Model C
Celeste	4	**5**	2	3	1	Model D
James	3	1	**5**	4	2	Model G
Jeremy	4	**5**	3	1	2	Model D
Sarah	3	2	1	4	**5**	Model J

	C	D	G	H	J
Best	**3**	2	1	0	1
Top two	**5**	4	1	3	1
Weakest	0	1	**2**	**2**	**2**

Split: most for Model C, 3 of 7

Weakest: no majority (G, H, J tied at 2)

Current enrollment vs. five-year projection, does the model hold if decline continues

AREA 9 OF 9

Implementation & Transition

Member	C	D	G	H	J	Ranked best
Andy	4	**5**	2	3	1	Model D
Sol	3	**5**	1	4	2	Model D
Aubrey	4	**5**	1	2	3	Model D
Celeste	4	**5**	1	2	3	Model D
James	4	**5**	3	1	2	Model D
Jeremy	4	**5**	2	1	3	Model D
Sarah	**5**	4	1	2	3	Model C

	C	D	G	H	J
Best	1	**6**	0	0	0
Top two	6	**7**	0	1	0
Weakest	0	0	**4**	2	1

Converged: 6 of 7 ranked Model D best

4 of 7 ranked Model G weakest

Realism of phasing and timeline, boundary changes, staff retention, contracts

SUMMARY

Converged and split, by area

Area	Best	Of 7	Weakest	Of 7	Read
01 Budget	Model H	5	Model J	7	Converged
02 Capacity	Model C	4	G / H (tie)	3	Leaning
03 Student Impact	Model D	5	Model G	4	Converged
04 Class Size	Model D	4	Model J	7	Leaning
05 Facilities	Model D	4	Model J	4	Leaning
06 Community & Equity	Model D	4	Model J	5	Leaning
07 Transportation	Model D	4	Model J	6	Leaning
08 Enrollment	Model C	3	G / H / J (tie)	2	Split
09 Implementation	Model D	6	Model G	4	Converged

Converged: 5 or more of 7 · Leaning: 4 · Split: 3 or fewer, or a tie

ALL SEVEN MEMBERS

Top pick by member and area

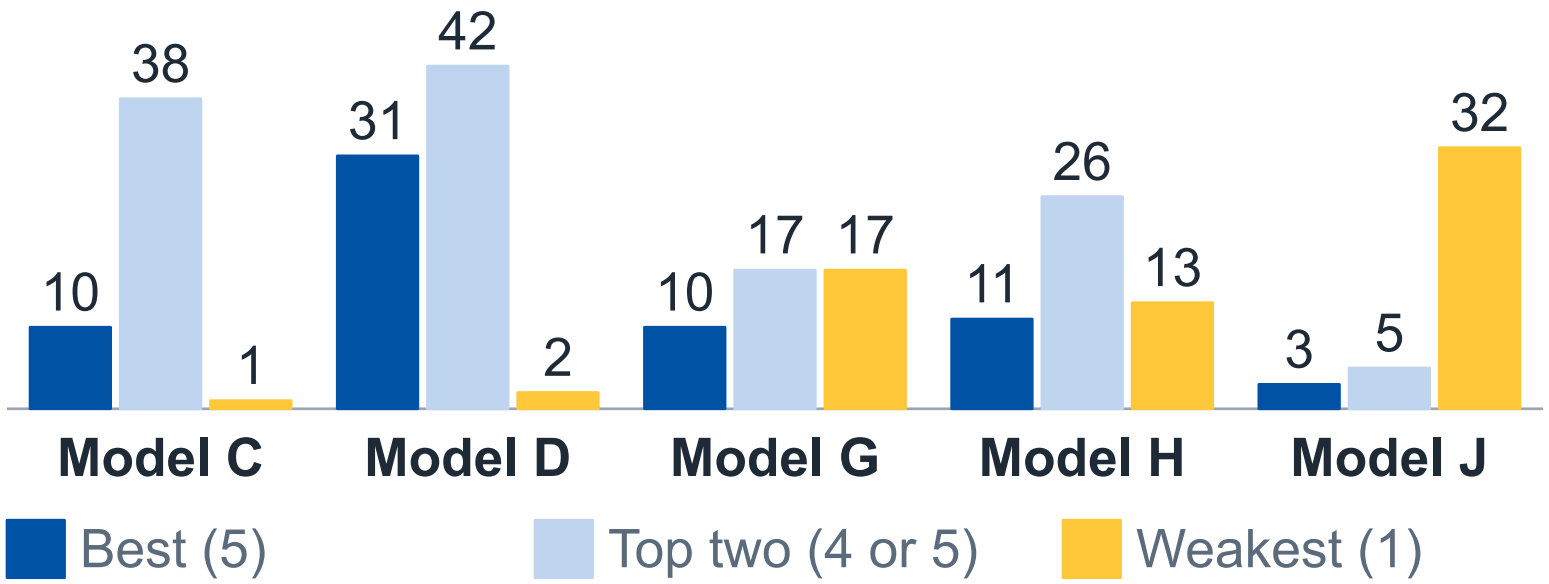
Area	Andy	Sol	Aubrey	Celeste	James	Jeremy	Sarah	Most often
Budget	H	H	H	H	G	H	D	H · 5 of 7
Capacity	C	H	C	C	C	D	J	C · 4 of 7
Student Impact	D	H	D	D	G	D	D	D · 5 of 7
Class Size	D	D	C	D	G	D	G	D · 4 of 7
Facilities	D	H	D	D/H	G	D/H	J	D · 4 of 7
Community	C	H	D	D	G	D	D	D · 4 of 7
Transportation	D	G	G	D	G	D	D	D · 4 of 7
Enrollment	C	C	C	D	G	D	J	C · 3 of 7
Implementation	D	D	D	D	D	D	C	D · 6 of 7

D/H = tied Models D and H at 5 (Celeste, Jeremy)

PATTERN COUNTS

All rankings:

Rankings where the model was...	Model C	Model D	Model G	Model H	Model J
ranked best (5)	10	**31**	10	11	3
in the top two (4 or 5)	38	**42**	17	26	5
ranked weakest (1)	1	2	17	13	**32**



Model D: best in 31 of 63, weakest in only 2. Model J: weakest in 32, more than half.

WHERE THE SHEETS LINE UP

Shared facts, different priorities

EVERYONE AGREES

- Model J misses the $1M gate and does not restore the school year (7 of 7).
- Chehalem Valley at 7 or 13 open seats is too tight under G and H (7 of 7).
- G and H are hardest to implement on time (7 of 7).
- C and D have the best class sizes; J the worst (7 of 7 on J).
- Closing Joan Austin is the equity question: D, J 6 or 7 of 7; H 4 of 7.
- D moves the fewest students (340); G and H about 1,000 or more (7 of 7 on H).

WHERE PRIORITIES DIFFER

- Middle school restructuring
- Crater vs. Joan Austin (C vs. D)
- How much Title I weighs
- What "equity" means

These four cannot be settled with more data. They are the Part 5 conversation. Details on the next slide.

WHERE THE SHEETS DIVERGE

Where the Board differs: four priorities

Middle school restructuring

Two members see G or H as the chance to unite a cohort early and fix the middle school problem before it arrives. Four see it as more change than the savings justify, on a timeline that is not realistic. One wants a model that keeps that door open for later.

Crater vs. Joan Austin (C vs. D)

Both close Ewing Young. C also closes Crater: walkable for its neighborhood, on the CV campus. D also closes Joan Austin: Title I, central, second-newest building, after-school care, new housing across the street.

How much Title I weighs

For some, closing Joan Austin is close to disqualifying. For others it is one factor among nine, offset by its central location and short new commutes.

What "equity" means

One member says it plainly: the Board has not defined the term. The entries under Community Impact & Equity confirm members are scoring different questions.

IN THE BOARD'S WORDS · MODEL C

Model C: close Ewing Young and Crater

Strengths members wrote	Of 7
Clears the $1M gate; smallest FTE add	6
Best class-size numbers: 2 of 24 grade levels under two teachers	7
Keeps Joan Austin (Title I) and the middle schools untouched	4
One of the two easiest to implement; K-5 stays K-5	4
Room to grow at every remaining school	6

Weaknesses members wrote	Of 7
Lowest savings of the models that clear the gate	4
Longest rides and loss of the rural anchor for Ewing Young families	6
Loses Crater: walkable for its own neighborhood, part of the CV campus	5
Two closures on the west side of the district	5
Does not address the middle school question	1

Paraphrased from the sheets. "Of 7" is how many members raised the point.

Model D: close Ewing Young and Joan Austin

Strengths members wrote	Of 7
Clears the $1M gate with the lowest added FTE	6
Fewest students change buildings (about 340)	6
Tightest class-size spread of any model	6
Joan Austin is central: short new commutes for its students	5
Easiest to implement; keeps a 5-6 / 7-8 option open later	4

Weaknesses members wrote	Of 7
Closes a Title I school; after-school care, families without cars, new housing across the street	7
Crater lands at 42 open seats, with boundary pressure from year one	5
5 grade levels still under two teachers (Dundee)	5
Closes the second-newest building	3
Longer rides for Ewing Young families	5

Model G: close EY and Mountain View, 6th grade at Crater

Strengths members wrote	Of 7
Second-highest savings; clears the gate	6
One cohort from 6th grade on; shared CV/Crater campus	6
Keeps Joan Austin open; closes two older buildings	1
2 of 25 grade levels under two teachers	6
Shared CV/Crater campus simplifies middle school busing	5

Weaknesses members wrote	Of 7
Chehalem Valley at 13 open seats for every 7th and 8th grader	7
About 1,100 students change buildings; every 6th grader moves	5
Most complex implementation; Crater upgrades unbudgeted; fall 2027 doubtful	7
Adds a transition for every family; hard to reverse	4
Highest added FTE and transportation cost	3

Model H: close Ewing Young and Joan Austin; K-4 / 5-6 / 7-8

Strengths members wrote	Of 7
Highest recurring savings; only model that reduces FTE	7
All 5th and 6th graders together, then all 7th and 8th	5
Second-best class-size spread; no class under 18 or over 28	6
K-4 buildings have plenty of room	4
Both middle schools stay in use; 7-8 keeps high school access	4

Weaknesses members wrote	Of 7
Chehalem Valley at 7 open seats on day one	7
Most students touched: nearly 1,000 move, every 5-8 family affected	7
Most complex implementation; only model with licensed RIFs	7
One more transition for every student; siblings across four schools	6
Closes a Title I school; rural families cut off	4

IN THE BOARD'S WORDS · MODEL J

Model J: close Crater and Joan Austin; keep Ewing Young

Strengths members wrote	Of 7
Keeps the rural school and keeps Ewing Young rides short	7
Remaining elementaries well used	4
Easy to implement in structure; K-5 stays	3
Works if enrollment keeps declining; easy to reverse	3

Weaknesses members wrote	Of 7
Under $1M; does not restore the school year	7
Worst class-size spread; 7 of 24 grade levels under two teachers	7
Closes two walkable in-town schools; more busing, not less	6
Closes a Title I school; least affluent area carries the cost	6
No GIS mapping; boundaries would be set after the vote	1

PARKING LOT, PRE-FILLED FROM THE SHEETS

Questions members asked

STAFF CAN ANSWER BEFORE NOV 17

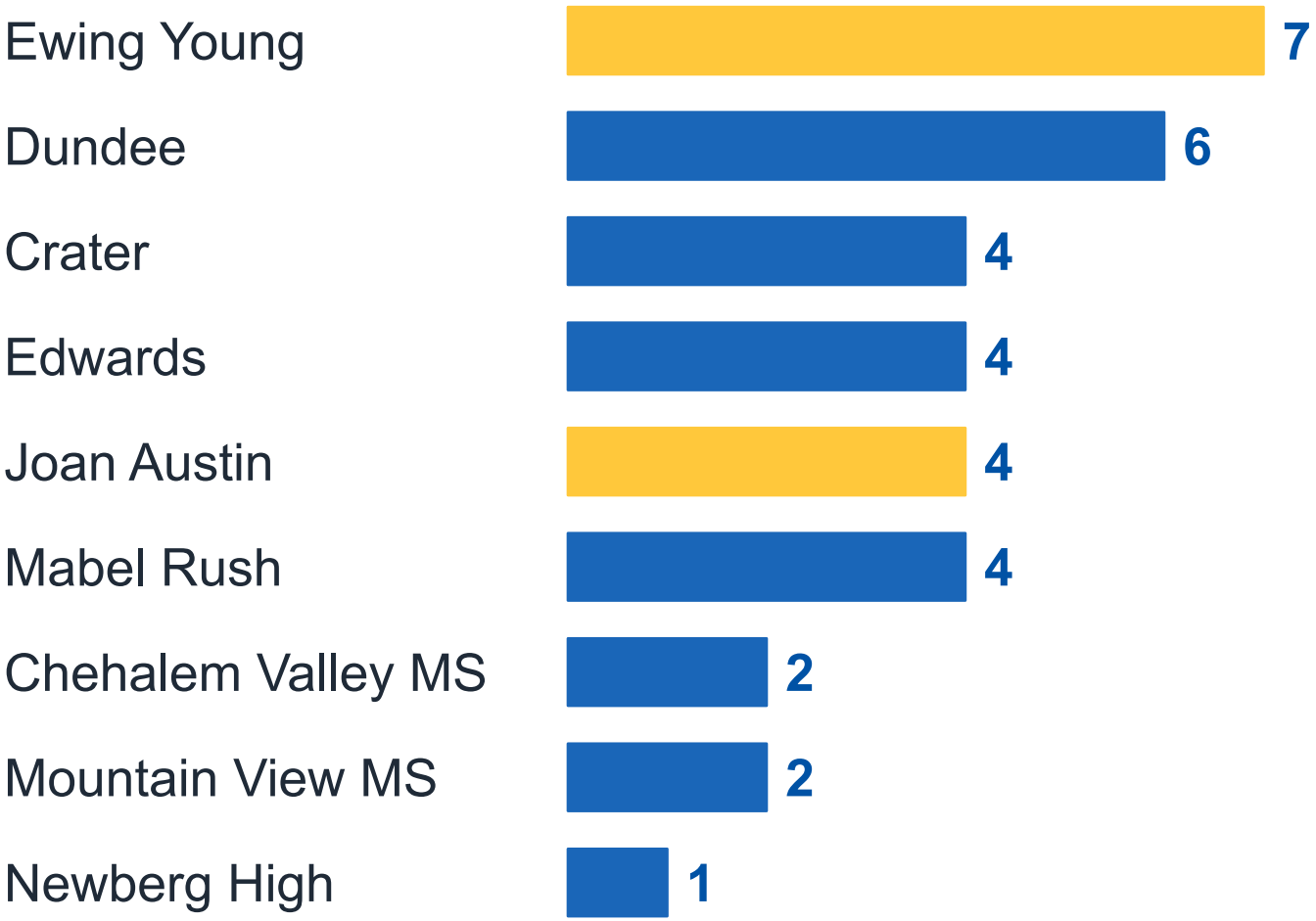
- Transportation savings: how calculated; how busing one grade (6th) would work.
- Non-instructional savings: office staff, APs vs. deans, custodial at closed sites.
- One-time closure costs: moving, teacher time, deep clean, mothballing.
- Room-by-room capacity at receiving schools: PE, music, cafeteria, SpEd.
- Title I: which school could be designated next, and what funding follows.
- Can elementary start times shift to absorb longer routes?
- Boundaries, ride times and walking access.

ONLY THE BOARD CAN ANSWER

- What does "equity" mean here: share the burden, or protect services for those who need them most?
- Is middle school reconfiguration part of this decision, or a door to keep open?
- How much does closing a Title I school weigh against the other eight areas?
- When is the information enough to decide?

FAMILY FEEDBACK · WHO RESPONDED

34 responses, nine schools



READ WITH CARE

- Voluntary form; families chose to respond.
- Schools named for closure in the models responded most (gold bars).
- Q1: 32 answered. Q2: 33. Q3: 29. Q4: 22.
- Counts are respondents, not comments. One person can appear in several themes.

Responses received October 16 through November 6, 2026.

FAMILY FEEDBACK · KEY TAKEAWAYS

Six things the responses say

Stability first

19 of 34 asked the Board to minimize disruption and keep students with their friends and school community.

Class size close behind

15 of 34 raised class size as a issue. 4 want split or blended classrooms reduced or eliminated.

Middle school: leave it, or later

8 of 34 want the current structure kept or decided later. 2 urged consolidating now under Model G.

School-specific voices

All 7 Ewing Young respondents oppose closing Ewing Young. All 4 Joan Austin respondents oppose closing Joan Austin.

Trust and data

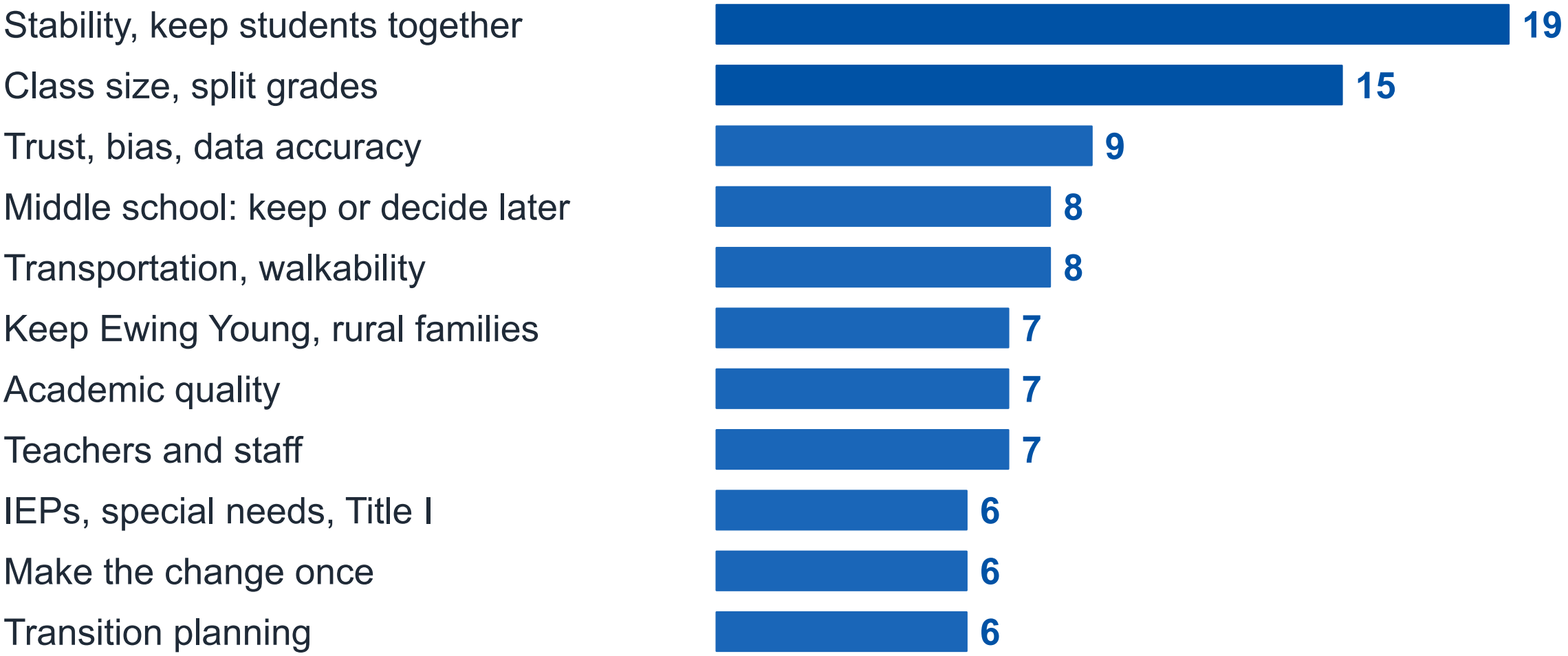
9 of 34 raised process fairness, budget figures, or enrollment projections.

Retention risk

4 said they are likely to leave the district; 3 tied it to a specific closure.

FAMILY FEEDBACK · THEMES AT A GLANCE

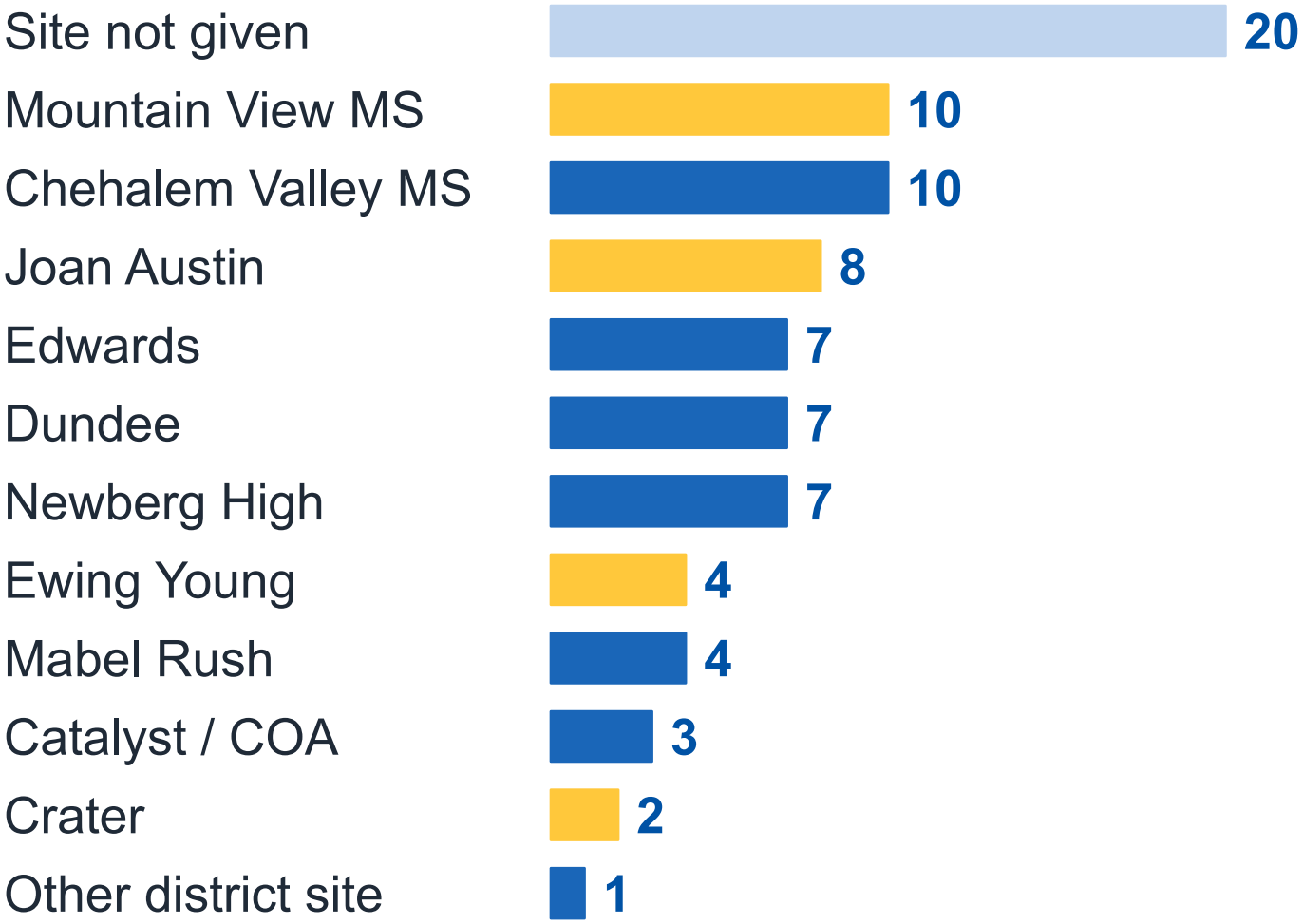
What came up most often



Respondents of 34 who raised the theme anywhere in their answers. Also raised: families who may leave (4), keep Joan Austin (4), closed buildings and growth (4), building safety (3).

STAFF FEEDBACK · WHO RESPONDED

83 staff responses, every level



READ WITH CARE

- The first 20 responses (Oct 16 to 22) did not ask for a site.
- Schools named for closure in the models are in gold.
- Answers per question: 77, 78, 75, 44 and 61 of 83.
- Counts are respondents, not comments. One person can appear in several themes.

Staff responses received October 16 through November 4, 2026.

STAFF FEEDBACK · KEY TAKEAWAYS

Six things staff are saying

A decision that holds

28 of 83 asked for one durable, financially sustainable decision so cuts are not repeated in a year or two.

Protect community, support the move

32 of 83, the most common theme. Keep student groups and staff teams together; open houses; support receiving schools too.

Class size and staffing

28 of 83. At least two teachers per grade; end split and 1.5-teacher grade levels; classes over 30.

Job security and timing

24 raised placement and staffing information. 13 asked the Board to keep Nov 17 or decide quickly.

Grade configuration divides staff

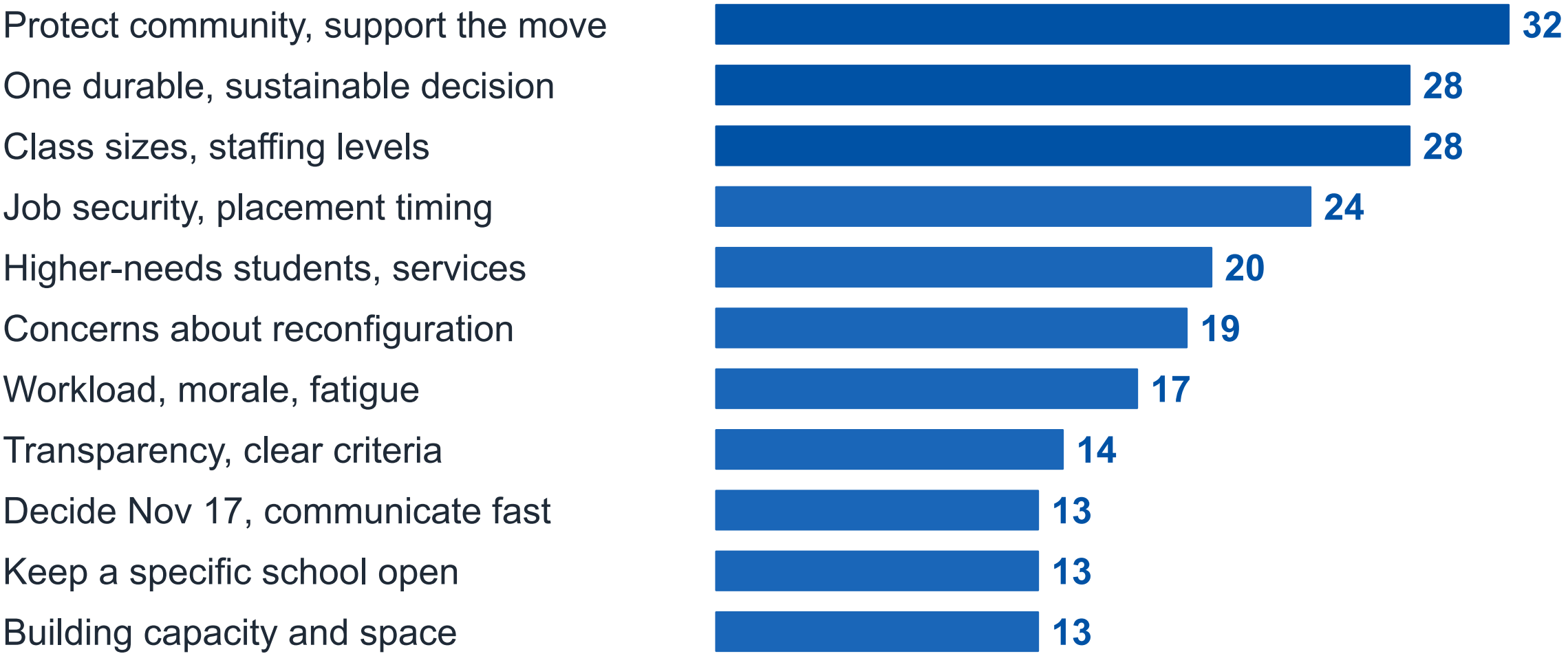
19 raised concerns about 5-6 / 7-8 or a 6th grade center, including 8 of 10 at Mountain View. 9 favor some reconfiguration.

High school schedule and fairness

10 want the 5-period high school day considered for savings. 11 want a decision on facts, not emotion.

STAFF FEEDBACK · THEMES AT A GLANCE

What came up most often



Respondents of 83 who raised the theme. Also raised: facts not emotion (11), full cost accounting (11), high school schedule (10), support reconfiguration (9).

CLOSING PART 3

Clarifying questions

FAIR GAME NOW

- What does this number mean?
- Where does this figure come from?
- Is my sheet shown correctly?

SAVED FOR PART 4 AND PART 5

- Why a member ranked a model where they did
- Which model is better
- What the Board should do

PART 4 · ROUND ONE · CHAIR

Round one: what stands out

Each member, up to 3 minutes in rotation, uninterrupted.

1. **What pattern stands out?**
2. **Which lens weighs most for you, and why?**
3. **No rebuttals.**

ROUND TWO · CHAIR

Round two: where the Board differs

Two or three lenses, 10 to 12 minutes each. For each lens:

1. **Staff restates the facts. Two minutes.**
2. **Members who ranked differently explain why.**
3. **Questions go through the Chair.**
4. **Close: has anyone’s view shifted?**

Data questions go on the parking lot, visible to the room.

LENSES TONIGHT

08 Enrollment Trends
Split: Model C, 3 of 7

05 Facilities
Leaning: Model D, 4 of 7

Third lens: Chair’s call

Round 2 - Enrollment Trends

Member	C	D	G	H	J	Ranked best
Andy	**5**	4	2	1	3	Model C
Sol	**5**	3	1	4	2	Model C
Aubrey	**5**	4	2	3	1	Model C
Celeste	4	**5**	2	3	1	Model D
James	3	1	**5**	4	2	Model G
Jeremy	4	**5**	3	1	2	Model D
Sarah	3	2	1	4	**5**	Model J

	C	D	G	H	J
Best	**3**	2	1	0	1
Top two	**5**	4	1	3	1
Weakest	0	1	**2**	**2**	**2**

Split: most for Model C, 3 of 7

Weakest: no majority (G, H, J tied at 2)

Current enrollment vs. five-year projection, does the model hold if decline continues

ROUND TWO · AREA 08 · THE FACTS

Enrollment Trends:

	Today	Model C	Model D	Model G	Model H	Model J
K-8 Open seats after	1,758	**1,058**	**1,058**	858	**1,058**	**758**
Tightest building		Dundee 262 of 350	Crater 458 of 500	CV 582 of 595	CV 588 of 595	EY 180 of 200
Under 2 teachers	17 of 36	**2 of 24**	5 of 24	**2 of 25**	5 of 20	**7 of 24**
Middle schools		Same	Same	MV closes	K-4 / 5-6 / 7-8	Same

THE TREND
5,174 in 2009-10; about 3,700 today, 18% below 2019.

BIRTHS
2026 births match the last 4 years: decline for 5+ more years.

HOUSING
City permits are counted; projections still decline.

September 10, 2026 count. 4,170 rated K-8 seats; 2,412 K-8 students.

Round 2 - Facilities & Closed Buildings

Member	C	D	G	H	J	Ranked best
Andy	3	**5**	1	4	2	Model D
Sol	3	4	1	**5**	2	Model H
Aubrey	4	**5**	2	3	1	Model D
Celeste	1	**5**	3	**5**	1	D / H (tie)
James	2	4	**5**	3	1	Model G
Jeremy	4	**5**	2	**5**	1	D / H (tie)
Sarah	2	3	1	4	**5**	Model J

	C	D	G	H	J
Best	0	**4**	1	3	1
Top two	2	**6**	1	5	1
Weakest	1	0	3	0	**4**

Leaning: 4 of 7 ranked Model D best

4 of 7 ranked Model J weakest

Celeste: D and H tied at 5; C and J tied at 1. Jeremy: D and H tied at 5.

ROUND TWO · AREA 05 · THE FACTS

Facilities & Closed Buildings

	Model C	Model D	Model G	Model H	Model J
Buildings closed	Ewing Young Crater	Ewing Young Joan Austin	Ewing Young Mtn View	Ewing Young Joan Austin	Crater Joan Austin
Rated seats closed	700	700	900	700	1,000
2021 bond work	$9.1M	$8.5M	$11.4M	$8.5M	$8.8M
Middle schools	Both open	Both open	MV closes	Both open	Both open

CONDITION

Good shape after two bonds. Condition does not separate the models.

CARRYING COST

Closed buildings stay heated and secure: 50% utilities, 0.5 custodian, in the savings.

FUTURE USE

A separate Board decision after Nov 17. Buildings serve 75 to 100 years.

2021 bond work in the closed sites: Joan Austin $4.1M, Crater $4.7M, Ewing Young $4.4M, Mountain View $7.0M.

NARROWING · 20 MINUTES · CHAIR

Narrowing: which models go to Nov 17

STEP ONE · BUILDINGS

Each member, in turn:

- The pair of models you can support, if any.
- The pair you cannot support.
- No support from anyone: the model drops.

STEP TWO · CONFIGURATION

“Can everyone live with carrying Models ___ and ___ to November 17?”

Then the district presents which of these models it believes the Board should act on.

TALLY · FILLED IN AS MEMBERS SPEAK

Member	Can support	Cannot
Andy	C, D	G H
Sol	D H	G J
Aubrey	C D	G J
Celeste	C D	G J
James	C D	J
Jeremy	D H	J
Sarah	C D	H G J

C | **D** | **G** | **H** | **J**

No action tonight. Direction to staff only.