Questions for the District: Combined FAQ

District Restructuring Committee, Meeting 2, September 17, 2026. Every question was recorded on all eight table posters, consolidated, and prepared on September 18, 2026.

Updated October 6, 2026 for the Board packet. Figures that changed after September 18 have been brought current and are marked. Model G was revised on September 24 in response to the committee; its current figures appear on the Eight at a Glance sheet and the Model G cover sheet.

Updated October 29, 2026.

1. Capacity: what a building can actually hold

Five of eight tables raised questions about capacity. It is the single largest theme in the set, and it runs through the middle school models in particular.

1. What is the "true" building capacity that is best for kids, as opposed to the number on the sheet?

    - There is no single true capacity number. Each building runs different programs, so the share of rooms needed for ELL, special education, dual language, music, and PE differs from school to school, and a raw seat count always overstates what a building can hold. We use two tests: does the building have the rooms its programs require, and does each grade level have enough students to form a teaching team? At 24.5 to 1, that means about 50 students per grade for two sections and about 74 for three. Two is our floor. Three gives us flexibility. Today 17 of our 36 elementary grade levels are staffed with fewer than two teachers, so those teachers have no grade-level partner, and that is the problem this work is trying to solve.

2. What percentage of occupancy is actually ideal for modern education?

    - There is no research number for ideal occupancy. Occupancy percentages are facilities planning conventions, and they vary widely by district with no connection to achievement research. What research does address is school size in students: the most cited synthesis puts an effective elementary school at about 300 to 400. Four of our six elementary schools are below that range. We are not claiming a bigger building teaches better, because it does not. We are saying we are not too large, and several of our buildings are small enough that we cannot staff a team at every grade level.

3. How much occupancy can a building really absorb without sacrificing multipurpose and shared space?

    - When a building is pushed past its room count, shared space goes first. The

music room, the small group and intervention rooms, the library, and the multipurpose room absorb the pressure, because general education classrooms cannot. We are treating shared space as a constraint on the models rather than as slack to be used up. A building works in a model only if it has adequate general education classrooms that the enrollment needs: dedicated rooms for special education, ELL, Title reading, music, and PE, and shared spaces still intact.

4. What is the fire capacity number per building? Is the capacity number just students, or students and staff?

- Code does not give a building one capacity number. It calculates occupant load room by room, at 20 square feet per person in a classroom and 7 to 15 in assembly spaces, and requires posted signs only in assembly rooms such as the gym and cafeteria. The occupant load counts everyone present, students, staff, and visitors, because it is an evacuation calculation. It runs far above educational capacity. A typical classroom's occupant load is in the mid-forties, and we place 24 or 25 students in it.

5. How many classrooms are in each building?

School	Gen Ed Rooms/ Teaching Stations	Program Rooms	Small / Pull-out rooms	Shared Spaces	In Use Now	Spare Classrooms
Antonia Crater	20 total classrooms	4- SPED, RTI, Wellness, SLP	4	2- makerspace and cafeteria	10	2
Dundee	14 total classrooms	2	4 ELD, Reading Room, Mindfulness room,	2- Makerspace, Cafeteria	8	6
Edwards	26 total classrooms	4- (ELD, Title, LRC, DLC)	4 (speech, Eagles Nest, LRC)	1 - Makerspace	20	6
Ewing Young	9 total classrooms	2- LRC, Motor Room	3 (2 Reading Room, Counseling Room	1 - Library/ Makerspace (It's the same room), Gym, Cafeteria	We are using all the spaces we have right now.	1 (But using it for Intervention Room)
Joan Austin	13 total classrooms	7- LRC, DLC, Speech, Counseling LFS 2 for ZONE, Sept-May Science Lab	2	2 - Makerspace and cafeteria	24	2
Mabel Rush	24 total classrooms	3- SPED, 1 Reading RTI, 2 counseling, 1 Wellness, 1 PE	1 SLP, 1 Cool Down, 1 conference room	Maker Space, Cafeteria	12 k-5 classrooms, 3 LRC, 1 motor room, 1 wellness room, 1 lactation, 1 PSYCH/LFS, 2 Counseling, 1 PE	
Chehalem Valley	25 total classrooms	6	3	Library, Commons/ Cafeteria, Counseling, GYM	15	4
Mountain View	34 total classrooms	8- SLP, SPED, DLC, DL, Audio, Psych, Counseling	7	Library, Commons/ Cafeteria, Counseling, GYM	26	6

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6. Chehalem Valley is at or over capacity in several models. How is that resolved?

-This question, and a suggestion for how to solve it, came from 4 tables. Model G was revised on September 24 in response. Rather than closing Antonia Crater, it becomes the 6th grade center and Chehalem Valley becomes a 7-8 building. That removes 291 students, a full grade level, from Chehalem Valley and

resolves the capacity issue directly. This idea came from a table that proposed housing 6th grade at Crater. It also gives 6th grade ten or eleven sections in one building, the largest grade-level team in the district, which can never be blended. Two trade-offs we want named: keeping Crater open means Model G closes two buildings rather than three, so its savings are $1,200,177 rather than the $1,866,045 shown at Meeting 2. Students still change buildings twice between 5th and 7th grade, though the move from 6th to 7th is a walk across a shared campus.

7. Do the schools have adequate PE facilities for increased student numbers?
   - Not in every building. Oregon requires 150 minutes of PE per week for K-5, every week, and one gymnasium covers about eleven sections at that 150-minute minimum. Edwards is already at seventeen sections and has been sharing space for years. Under the models that illustrate the most consolidation, each elementary school would run about sixteen sections. That means roughly a quarter of required PE would need space beyond the gym. Further, two sections would share a gym with two teachers, and more outdoor activities. We are cautious about the outdoors because the elementary requirement is weekly rather than annual, and we cannot make up a rained-out week.

8. Are there space issues for consolidated special education, PE, and other services?
   - Yes, and it is the space issue we watch most closely, because an IEP can specify the setting in which a service is delivered, which makes it a legal obligation rather than a scheduling preference. Our district-level programs live in specific buildings because those buildings have specific features, a classroom with its own bathroom or a kitchen for life skills, and those rooms are not interchangeable. Special education staffing is caseload-driven, so consolidation neither reduces those positions nor saves money there.

2. Where students go: boundaries, transfers, and school choice

Six of eight tables raised some version of this. It is the second largest theme.

1. How are you deciding where students go from closed buildings?
   - For the models, we used our current attendance boundaries and then made assumptions about where students from a closed building would go. That let us produce comparable numbers across all the models, but those assignments are working assumptions, not decisions, and no family should read them as a placement.
   - Setting actual boundaries is a separate process that follows the Board's decision. Once the Board selects a direction in November, we will run that process, including the factors a boundary process must account for:

walking routes and safety, keeping neighborhoods together where we can, transportation time, building capacity, and keeping school communities intact where possible. The committee's questions about Ewing Young going to Crater rather than Dundee, about moving more students to Dundee, and about equalizing blends are all boundary questions.

- Specialized software tools will be necessary to support more specific detail and designations for revised boundary areas, projected attendance by grade & location, transportation routes, and special factors (e.g., Special Education, low income, and other student needs).

2. Will families whose school closes have a choice of school?

- Yes, within limits that already exist. We have an intradistrict transfer process, and we have consistently approved requests for families who want a school other than the one their boundary assigns, provided two things are true: there is space in that grade level at the requested school, and the family provides transportation.

- That process applies to families whose school closes the same way it applies to anyone else. We are not creating a special exception, and we are not taking the option away. These are our students, and we want to serve them well, no matter which building they attend.

- We want to be honest about the limit. Space at the grade level matters most, and it's why we cannot promise every request. This work aims to balance class sizes, and approving transfers past the point where a grade level is balanced would undo what we are trying to fix. So requests are approved as space allows.

3. Would the district enforce the "home" school? How strict will the district be about students staying within their home boundaries? What if families take their child somewhere other than their assigned school? It affects the numbers. How do we handle kids expected at one school who transfer elsewhere?

- We currently have an intradistrict transfer process that allows students to attend other district schools when space is available at the grade level the student needs, and the family provides transportation. We will continue to honor that practice. The goal is a structure with enough capacity in the right places that most families get what they want without needing an exception.

- Every student is assigned to a boundary school to begin with, because we build the spring staffing plan from boundary enrollment, and that baseline has to hold. From there, families may request a different school. Moving between our schools does not change our funding, since we are funded for every student enrolled in Newberg-Dundee regardless of which

building they attend. It can shift class sizes at the margin, which is why grade-level space is the condition. When a grade is full, the transfer is not granted. That limit is what protects the balance this work is meant to create.

4. Can open enrollment, to a point, help?

- Not in a way we can rely on. Oregon's open enrollment law sunsetted in 2019. What remains is an interdistrict transfer, which requires consent from both the student's home district and from us, and every district around us is losing enrollment for the same reasons we are. They have little reason to release students.

5. Can boundary changes help alleviate blends?

- Somewhat, but not enough on their own. We studied this last year. Boundary adjustments alone did not solve the math problem because several grade levels do not have enough students to support a second section, no matter where the lines are drawn. Moving a line moves students between buildings. It does not create students.
- Boundaries can improve a structure once it is set. After the Board selects a direction, we will review the boundaries against that structure to even out grade levels and reduce blends where we can. We believe there is real room to improve the outcome that way, and we expect to use it.

6. Would school boundaries move under a given model?

- Yes. The models use our current boundaries so the numbers can be compared, but any structural change means boundaries get redrawn to fit it. That work follows the Board's decision, not this committee's process, and it is where questions about which students attend which school get answered. It is also where we can fine-tune the structure the Board selects, balancing out grade levels and reducing blends to improve on the decision.

7. Would the middle school feeder schools change? Should middle school boundaries be redrawn?

- It depends on which model the Board chooses. Several models change the middle school structure substantially, and those would require redrawing middle school boundaries and feeder patterns. Others leave the middle school configuration largely as it is. Like elementary boundaries, this work follows the Board's decision rather than preceding it.

8. Why is the Ewing Young population going to Crater when Dundee is closer? - Because Ewing Young's boundary covers a large area, and Dundee is closer for some of those students but not all of them. The model reflects that split rather than sending the whole population one direction.

- When a model is chosen, we will reanalyze that boundary specifically to see how many more students we can reasonably assign to Dundee. That is a boundary question, and it is one we expect to revisit.
- Also noteworthy: on a flat map, Dundee is closer, but the routes and roads from the current Ewing Young attendance area to Dundee Elementary may be longer because of the number of roads and the topography.

9. Why are the majority of students shifting to Crater and Mabel Rush when the largest campus, Edwards, receives very few?

- The schools that border Edwards are smaller and need students to solve the math problem. Edwards is already our largest building, so it makes sense that few students flow there.
- Edwards does border schools affected by several models, so some of its boundary may shift when boundaries are finalized.

10. What can we do to move more students to Dundee to equalize and have fewer blends?

- Honestly, this is a hard one in the short term. Dundee is a separate community, so meaningfully increasing its enrollment means busing students there from Newberg, which is what a paired K-2 and 3-5 configuration would require. That approach has been considered before, and the transportation burden on our youngest students was a significant concern.
- We may be able to improve the numbers modestly by adjusting the Ewing Young boundary, since Dundee is closer for some of those students. We will do that analysis after the Board's decision.

11. Is the development across from Joan Austin being considered?

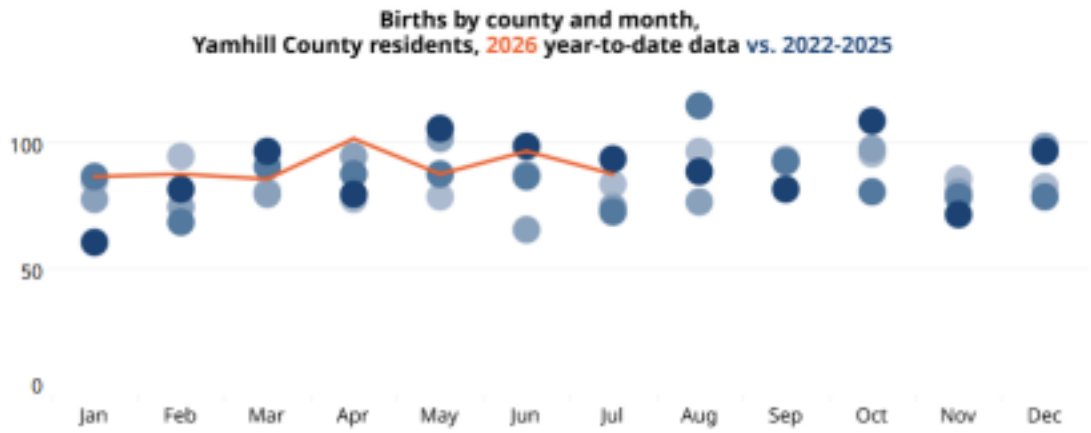
- Yes. We have housing permit projections from the city on various developments in the pipeline and have factored it in. Even with it, our projections still show district enrollment declining for the next several years. New housing does not automatically mean new students, particularly when birth rates are down across the county.
- We would like to be wrong about that and see more families move in. It is not something we can plan on.

12. Does the model allow for enrollment growth in the area of town predicted to grow? - Yes, and it is one of the factors the Board will weigh. Whatever model we choose has to work across a range of enrollment futures, not just the one we project. It needs to hold up if enrollment keeps declining, and it needs room to absorb growth in the parts of town expected to grow.

- That is part of why building capacity matters so much in this conversation. A structure that only works at exactly today's enrollment is not a structure worth adopting.

- Birth rate statistics currently show 2026 in line with the last 4 years, which confirms that enrollment (without in-migration) will continue to drop for at least the next five (5) years.

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Source: Oregon Health Authority, 2026

13. Can we see maps of current boundaries and student distribution?
    - Yes. Boundary maps with current student distribution were shared with the committee at Meeting 3 on October 1.

14. Can we keep school communities intact? How do split groups of kids leaving a closed building get handled?
    - Some of this is unavoidable, and we would rather say that than promise otherwise. New boundaries will move students, and some children will end up at a different school than friends who live a few streets away.
    - What we can do is keep groups together rather than splitting them where the boundaries allow it. Moving a neighborhood is different from moving individual students, and that will be one of our aims when boundaries are drawn.
    - We will also work with schools on the transition itself, so students can visit their new school before the year starts, meet staff, and be welcomed rather than simply reassigned.

3. Class size, blends, and staffing

1. What is the formula for determining target class size, especially for K-2? - We use a ratio of 24.5:1 per class.

2. How many blends in each school, roughly, under each model?
    - We can give you approximate numbers, and we will, with one caveat about how the decision actually gets made.

- The workbook shows where each model creates grade levels that would likely blend, and we brought those counts per school, per model, to Meeting 3 with the student distributions. The workbook cannot decide whether a given grade level actually blends. As you saw in the activity on our first night, principals and staff weigh whether to blend a grade or run a higher class size, and that depends on the students in front of them, their needs, and the specific numbers that year.
- The broader point is the one worth holding onto: a model that balances class sizes better should need fewer blends. That is much of what we are trying to accomplish.

3. What does a lone .5 teacher look like in reality? Dundee has a 1.5 at 4th grade but no nearby .5 to make a blend. What is the district thinking the hanging .5 FTE will mean?

- A .5 position cannot hold its own class for a full day, so it never functions as a second section on its own. When a grade level lands at 1.5, that usually looks like one classroom of students with a second teacher present for part of the day.
- Like budgets, these models use student counts to produce an FTE contribution or allocation. Principals receive that allocation and then determine how to apply the FTE.
- The most common use is what schools call benchmark support: during literacy and math, the larger group is split into smaller groups so students get instruction in a smaller setting for the part of the day where it matters most. It is not the same as having two full sections, and we would not pretend otherwise, but it is considerably better than one teacher carrying a large class alone all day.
- When we build staffing for the next year, we also look for opportunities to even these out across grade levels where resources allow, because a half position stranded on its own is the least efficient use of it.

4. Model A versus Model B: both only close Ewing Young. Why is there a 1.0 difference in FTE?

- Both close Ewing Young, but they redistribute students very differently, and that is where the difference comes from.
- Model A redistributes Ewing Young's students into our existing grade-level structure, so one teaching position is no longer needed. Model B changes how students are distributed across the district more substantially. The result is 18 grade levels instead of 30, with a lower average class size, 24.92 compared to 25.29. Model B holds onto that position and spends it on better balance instead.
- So the two are not a straight comparison. Model A takes the savings.

Model B takes the balance. The dollar difference between them, $735,112 against $610,112, is $125,000, which is that single licensed position. The numbers tie out.

5. Where is the 0.9 FTE lost in Model E, in 5-6 or 7-8?

- The 0.9 reduction is at fifth grade, going from 12.0 to 11.1 positions. It comes from the staffing ratio rather than from the structure: in the other models fifth grade is staffed at 24.5 to 1, and in Model E it is staffed at 27 to 1 because fifth grade sits in a configuration with sixth grade rather than in a K-5 elementary. It is a small savings.

6. Can we see class size estimates for the middle schools in the models that affect middle schools?

- We can give you an estimate, with a caveat about why it is an estimate.
- Actual middle school class sizes depend on decisions made in the building. Principals and staff can shift FTE toward one subject and away from another, which produces very different class sizes across departments in the same school. Secondary teachers also carry a prep period, so not every teacher teaches every period.
- The best estimate is to take the staffing ratio and adjust it for the share of periods teachers actually teach. Our teachers teach six of seven periods, so the calculation is the ratio divided by six-sevenths. At a staffing ratio of 27 to 1, that gives an estimated class size of about 31.5.

7. How many classes fall outside a standard deviation of the average?

- We ran this, and the honest answer is that the question as asked does not separate the models. In any distribution, roughly a third of classes fall outside one standard deviation, because the standard deviation is calculated from the data itself. Today that figure is 33 percent. Across the models, it ranges from 21 to 40 percent. That tells you very little.
- What separates them is the standard deviation, which measures how tightly class sizes cluster. Today the standard deviation is 5.30, and our classes run from 14 to 37 students. Every model but one cuts that in half or better. Model B is the tightest at 1.00, with every class between 23 and 27. Model F is the only one that stays wide, at 3.39.
- This is one consideration among several, and not the deciding one. Class size balance is one of six guiding criteria the Board is weighing, alongside student learning, financial sustainability, transportation, neighborhood integrity, and belonging. A model can cluster class sizes tightly and still be the wrong choice.
- Model B illustrates the point. It produces the tightest class sizes of any model and the smallest savings of any model, $610,112. Model G produces a wider

spread and nearly three times the savings. Neither number settles the question on its own. The Board's job is to weigh them together, and this analysis is one input, not the answer.

4. Money

1. Is this enough of a savings?
   - That remains to be seen, and it depends on what we are measuring against.
   - Restoring our calendar to 172.5 school days costs about $1 million. The deepest savings in any model is $1,395,026 (Model H). So the range we are working in is between $1 million and about $1.4 million.
   - But saving money is only part of it. After cutting $5.7 million in the spring, the more important question is whether a model uses our staff efficiently going forward. We are looking for something that clears the $1 million, solves the class size math, creates financial sustainability we can hold, and improves our systems rather than just shrinking them. A model that saves the most money and leaves us with the same structural problem would not be a good outcome.

2. What is the district debt level, and what is its interest cost per year?
   - Currently, the district has four (4) outstanding debt issues: PERS Bond, Small Scale Energy Loan, Dundee Property, and the 2021 General Obligation Bond. Both the Small Scale Energy Loan and General Obligation Bond have a funding mechanism that pays the debt service for those obligations (Public Purpose Charge & Property tax assessment). The PERS and Property debts are Full Faith & Credit obligations that the district pays with operating revenues.

Debt Obligation	Outstanding Principal	Outstanding Interest	Maturity Date
Small Scale Energy Loan	106,798	2,411	6/15/2028
OSBA Pension Bond	6,980,000	523,696	6/15/2028
Dundee Property	3,515,841	784,716	6/1/2032
2021 GO Bond	98,662,978	73,384,607	6/1/2051
Total	**109,265,617**	**74,695,430**	

3. What is the net COLA and build-up increase per year? How does the funding formula work?

- Two parts to this.
- On the funding formula: Oregon funds districts primarily through the State School Fund, based on weighted average daily membership rather than a flat per-student amount. Students who generate additional cost, such as students receiving special education services or English language development, carry additional weight. The state equalizes across districts, so local property tax revenue is largely offset rather than added on top. The practical consequence for us is that our revenue follows enrollment, and our enrollment is declining.
- On cost increases: our costs rise each year from two sources. Cost-of-living adjustments, which are bargained, and what we call build-up, which is the automatic increase from staff advancing on the salary schedule. Build-up happens whether or not we add a single position, and it is why a flat budget is effectively a reduction.
- The specific figures for next year will be set during the budget process, and we will bring them to the Board as part of that work. We are not able to state a COLA figure now, because it has not been determined.

4. Why is a Title I school being considered for closure, and how is the district evaluating the impact on the students and families who rely on those supports? Are Title funds lost if a school closes?

- Title I status was not used to protect a school from review, and it was not used to target one. Title I funding comes to the district, not to a building, and the district decides where it goes. Each year, through the federally required Rank and Serve process, we review updated enrollment and poverty data and direct the funds to the eligible schools serving students with the greatest needs.
- Title I funds are not lost when a school closes. If students move to a different school, that school's data changes, and we recalculate its Title I eligibility. The total amount of money stays in our district, and the district directs it so that resources continue to reach the schools and students who need them most.
- The impact on students is being evaluated directly. Student learning and belonging are two of the six criteria the Board is weighing, and the specialists and support staff students rely on follow the students rather than staying with a building (see question 6 above).
- A closure is hard on the families involved, and we will not pretend otherwise. What we can commit to is that the supports go with the students and the transition is planned rather than left to chance.

5. Is there a savings on transportation?

- Yes, most models show transportation savings, and the amounts vary with how many routes come out of service. Each route we eliminate saves approximately $37,500 per year.

6. Do specialists (PE, music, reading, counselors) follow students, and is there savings there?

- Yes, specialists follow students. We staff them by formula, much like classroom teachers, and each elementary building has to have enough PE and music sections to cover its classrooms.
- We are not counting on savings here, and we want to be clear about that rather than leave it as an implied source of money. That has not been our experience. When we consolidate, specialist needs tend to go up rather than down, because the total number of classroom sections barely changes, and students who need reading support and counseling don't need less of it in a different building.

7. Why does an empty building still carry .5 custodial?

- Because an unmaintained building begins to degrade, and reversing degradation is expensive. These are community assets. Until a closed building is leased, repurposed, or sold, we still have to keep the roof sound, the pipes from freezing, the grounds kept, and the building secure.
- The 0.5 custodial position in the models is our estimate of what that costs. We would rather show it honestly in the savings figures than present a number that assumes a closed building costs nothing, because it does not, and the community would find that out later.

8. Could we save money by getting more teachers ESOL-endorsed? It would also align with our UDL priorities.

- This is a good idea and worth pursuing on its own merits, though we would not count it as a savings.
- Adding ESOL endorsements does not reduce staffing costs directly, and in the near term it costs money, since endorsements mean coursework and stipends. What it changes is how we deliver services. More endorsed classroom teachers means more students supported in their own classroom rather than pulled out, which is both better instruction and consistent with our UDL work. It also eases a real constraint we discussed elsewhere in this document: the shortage of small rooms for pull-out services in larger buildings.
- So we would frame it as an instructional investment rather than a budget reduction. It is a program shift, and the right time to take it up is once the structural decisions are settled, so we are not changing two things at once.

9. The savings figures show that closing Joan Austin saves about $100,000 more than closing Crater. Is that difference Title money rather than district money, so the two closings are really equal in value?

- No. None of the savings in any model are Title funds. The models count only general fund costs: building administration and support, utilities, classroom teaching positions, and bus routes.

- The difference between Model D (Ewing Young and Joan Austin, $1,182,526) and Model C (Ewing Young and Crater, $1,081,500) is $101,026. Nearly all of it comes from two places. Model C must add a full teaching position to cover the redistributed students, and Model D adds half a position, a difference of $62,500. Model D also eliminates four bus routes against three in Model C, a difference of $37,500. The building and utility savings are the same in both.

- So the two closings are not equal in value, but the difference is one half-teacher and one bus route, not Title money.

10. Whichever model is chosen, can the district project savings over the next five years? How long will it take to balance the budget?

- Yes, and we will bring that projection to the Board as part of the budget process. The savings in the models are recurring, so a model that saves $1.2 million saves roughly that amount every year, growing slightly as salaries rise. Over five years, the models that clear $1 million save between roughly $5.4 million and $7 million in total.

- On balancing the budget: the $5.7 million reduction last spring already balanced it. We are not running a deficit this year. What we are running is a structure that cannot hold its class sizes together at the staffing level we now have. The restructuring does not close a gap. It makes the reduction we already took sustainable instead of one we have to repeat.

- The longer-term question is the ending fund balance. Board policy targets a 5 percent ending fund balance plus a 2 percent budget contingency, and we are at 0.9 percent. Restructuring savings, along with enrollment and state funding, determine how quickly we rebuild it. We will show that path year by year when we revise the five-year projection.

FOR PROJECTION AND DEMONSTRATION PURPOSES ONLY					
Revenues	2026-27	2027-28	2028-29	2029-30	2030-31
Proj. Ending Fund Balance	**770,000**	**1,845,151**	**685,531**	**393,287**	**-408,416**
EFB % of Rev.		*2.90%*	*1.08%*	*0.58%*	*-0.59%*

11. The superintendent's newsletter said money is not the issue, it is the number of students in each grade level. The committee was told the options had to save over a million dollars. What changed? If class size is the concern, why not Model B?

- Nothing changed. The newsletter was making a narrower point than it may have read: money is not the only measure. Neither is class size. We

have classes of 14 and classes of 37 in the same district because 17 of our 36 elementary grade levels have fewer than two teachers, so there is no way to balance them. Money alone does not fix that, and we still need the savings.

- The committee compared the models on six criteria and five measures, eleven ways of looking at each option in all. Savings of at least $1 million, roughly the cost of restoring the school days we cut, was one of them. Class size balance was another. Disruption to students and families, building capacity, transportation, and the rest were also on the table. No single measure decided the outcome.

- Model B is the strongest model on class size alone. Every class lands between 23 and 27. It also saves $610,112, well under the savings target, and it pairs K-2 and 3-5 buildings, which means busing our youngest students between Newberg and Dundee. On the full set of measures it did not rank at the top, and the committee did not advance it.

- The Board is now deciding whether to add measures of its own before it compares the models for itself. Whatever it chooses will need to save money, balance class sizes, limit disruption, and hold up on the other criteria at the same time. This is a complex decision, and it was never going to turn on one number.

12. Has the district considered a four-day school week? Other districts use it for budget, seat time, meeting schedules, and transportation.

- No. We are not looking at a four-day week, and we do not believe it is available to us. In April 2026 the Governor issued Executive Order 26-06, which prohibits districts from reducing school days to cut costs and directs the Oregon Department of Education not to grant waivers below the minimum instructional hours. A four-day week adopted for budget reasons is exactly what that order was written to stop.

5. Jobs and people

1. "Non-instructional" staff is who? How many people will lose their jobs, three or ten?
- Non-instructional staff means building administration and support: principals, office and secretarial staff, custodial staff, and similar support roles. It does not include teachers. Some of this staffing is allocated based on the number of students a building serves, which means that when students move, a share of that support moves with them rather than disappearing.

- We are going to keep this at the level of position categories rather than naming specific roles in specific buildings. What matters more for your purposes is that we applied the same method to every model. Whatever you think of the estimate

itself, it doesn't tilt the comparison between models, because we calculated it the same way in all eight. The question in front of you is which structure serves students best at the staffing level we have.

- The other thing worth separating: positions reduced is not the same as people losing jobs, and the second number is smaller. Some reduction is absorbed through retirement and normal turnover. Support that follows students is still needed at the receiving buildings. The final count depends on which model is selected, and every staffing decision will follow our contracts.

2. What happens to the principals of closed buildings?

- We will not know for some time, and that is not evasion; it is the calendar. Every spring brings retirements and administrators who take positions in other districts, and those openings are usually not known until well into the year. The picture next April will look different from the picture today.

- What we can say is that administrative staffing will follow our contracts and our normal placement practices, and those decisions come after the Board settles the building structure. Consolidated buildings serve more students and carry more administrative load, so a closed building does not simply mean a position disappears.

3. If 5th grade teachers move with their students, how does that affect licensure? Middle school licensure is typically content-based and 6-8.

- Less than you might expect, and this is worth explaining because the premise of the question is common.

- Oregon's endorsements are defined by subject rather than grade band, as people often assume. A teacher holding the Elementary Multiple Subjects endorsement is authorized for assignments across a wide grade range within that endorsement, so a fifth grade teacher moving with fifth grade into a different building is still teaching within their authorization. The building's grade configuration does not change that.

- Licensure matters if instruction becomes departmentalized, meaning a teacher is assigned to teach only math or only language arts across multiple sections. That is a single-subject assignment, and it may call for a subject endorsement. So the question is less about which building fifth grade sits in and more about whether fifth grade is taught as a self-contained classroom or by subject.

- We will confirm the specifics with TSPC and place every staff member according to their authorization. No one will be assigned outside their license. The same answer applies to a 5-6 building under Model H, which the committee raised in its October 1 feedback. If fifth and sixth grade are taught as self-contained classrooms, elementary endorsements cover the assignment; if they are departmentalized,

subject endorsements may be required. The district will settle that structure before staffing is assigned.

4. How is staff placement handled?

- Staff placement follows our labor contracts. Those agreements set out how positions are posted, how transfers and reassignments are handled, and the order in which decisions are made. The district does not set aside that process for restructuring, and it applies the same way whether one building changes or several do. We will also sit down with both associations before the process begins to talk through how it should go. The contract sets the rules. That conversation is about doing this well, with as much clarity and as little surprise as possible for the people affected.
- The work itself happens after the Board settles the structure, since we cannot place staff into buildings whose configuration is not yet decided. Once that direction is set, we will communicate the sequence and the timeline to staff directly rather than leaving people to learn it secondhand.

5. How is student placement handled?

- Two layers to this. Which school a student attends is a boundary question, and we will run that process after the Board acts. Which classroom and teacher a student is placed with is a building decision, handled by principals and staff the way it is every year, with attention to each student's needs.
- Once the Board sets a direction, we will work with principals on the transition itself so students arrive somewhere that expects them and welcomes them, rather than simply being reassigned. That means opportunities to visit ahead of time, meet staff, and start the year knowing where they belong.
- We also intend to close any building properly. A school that closes carries decades of history for the families and staff who were part of it, and that deserves to be marked and honored rather than quietly ended.

6. Will staff have a choice, such as ranking schools or grade levels, if they are moved?

- Where the contract allows for staff preference, we will ask for it. We would rather place people where they want to be than guess, and we will build a way for affected staff to tell us their preferences.
- Preference is not a guarantee. Placement has to match the positions that exist at each building and the licensure each position requires. But it will be part of the process, not an afterthought.

7. If a building closes, who packs and moves classrooms? Where do curriculum and supplies go if another organization uses the building? Will staff be expected

to work beyond contracted days to do it?

- The district will provide packing materials and will move packed boxes and classroom furniture between buildings. No staff member should be paying for boxes or hauling a classroom in a personal vehicle.
- District-owned curriculum, materials, and furniture will be inventoried and moved to the buildings where the students and programs go.
- Teachers pack their own classroom materials the way they do at the end of any year, during contracted time. We will build packing time into the end-of-year calendar for any closing building so that it does not fall on top of everything else. No one will be expected to work beyond contracted days to pack. If the district needs work done outside the contract, it will be paid work according to the contract.

6. Buildings after a closure

1. What happens to the closed buildings? Could they house other programs, such as the district office or Catalyst?

- The Board decides this after the structural question is settled. But we can tell you how we are thinking about it.
- Districts typically use school buildings for 75 to 100 years. That is a long horizon, and it argues for being careful about selling an asset the community already owns and may need again. Enrollment projections are not certainties, and once a building is sold, it is gone.
- So the options we expect to bring the Board include leasing space to organizations whose work fits a school facility, holding a building for possible future use, relocating district functions, and selling. Each has different costs and consequences, and holding a building is not free, which is why you see maintenance costs in the models for buildings that close.
- On the district office: it is housed in an older building, and consolidating district functions into a closed school is worth evaluating if it saves money. But we are not looking to move the district office into a newer school building. If schools are closing, the district office should not be upgrading itself. The only version of this worth the Board's time is one that produces real savings.
- On Catalyst specifically, their current building meets their needs, so we are not looking to move them.
- On selling: a sale would not solve our budget problem. Proceeds from the sale of district property are not available to cover operating costs the way people often assume, and even if they were, a one-time sale does not fix a recurring shortfall. We would be trading a permanent community asset for a single year of relief.

- What we do have to resolve is what happens to these sites. A closed building cannot sit idle indefinitely. It costs money to maintain, it deteriorates if we neglect it, and an empty school in a neighborhood is not good for that neighborhood. So we will bring the Board real options rather than leaving buildings in limbo. The committee asked in its October 1 feedback what would happen to each closed building. This answer is the district's position.

2. What will be done with Ewing Young? Would it be sold?

- No decision has been made. The thinking is the same as for any closed building: hold onto the asset if we can, look for a lease that fits, and bring the Board options rather than a quick sale. We will know more once the structure is settled.

3. Who maintains Crater's playground if Crater closes? It is a city park. - There is a common mix-up here worth clearing up. The playground at Crater is school property, so the district would remain responsible for maintaining it. The park behind Crater belongs to Chehalem Park and Recreation District, and they will continue to maintain their own grounds regardless of what happens with the school.

4. What is the condition of the buildings and what upgrades do they need? - Our buildings are in good shape. Two successive bonds, both supported by this community, addressed major systems and roofs across the district. We do not have a failing building, and we are not proposing to close a building because of its condition.

- That matters for how you read the models. Because facilities are in comparable condition, building condition does not distinguish one option from another. The question before us is structural: which configuration best serves students at the staffing level we now have. If one of our buildings were in poor repair, this would be an easier and different conversation.

- Both elementary buildings under discussion appear in the models. Model C closes Crater and Model D closes Joan Austin, and we have also modeled closing both. Crater is the older building, but age did not decide which models were built. The question is where the students are, where they can go, and what that does to class sizes and savings.

7. Enrollment, instruction, and transition

1. How many kids do we lose to private school if we close Ewing Young? Have you considered that attrition could be significant, including out-of-state moves? - We have no way of knowing, and we would rather say that than offer a projection we cannot support. Some families will make a different choice, and we do not dismiss that. It is a real cost, and it falls on a community that did not ask for this.

- But the logic here runs opposite to what it first appears. If we lose students, the case for changing our structure gets stronger, not weaker. Fewer students spread across the same number of buildings is precisely the problem we are trying to solve. Choosing not to act because families might leave would leave us with the same structure and even fewer students, which is the harder position, not the safer one.

- Staffing also matters because it follows enrollment. If we serve fewer students, we adjust teaching positions accordingly, so a loss of students is not a dollar-for-dollar loss to the budget. That is not a reason to be casual about families leaving. It is a reason the decision in front of us does not hinge on predicting how many will.

2. Would a model bring students back into our district from private and charter schools? - Possibly, though we would not claim that building configuration brings families back.

- Families choose private or charter schools for many reasons, and most have little to do with how our grade levels are arranged. What tends to bring families back is program strength and stability: strong instruction, options they want, and a district that is not in the middle of another upheaval. A structure that lets us staff every grade level with a real team and stop cutting positions every spring serves that goal. Reorganizing buildings by itself does not.

- So yes, it is possible, and it is worth working toward deliberately rather than hoping it happens. We will take that up after the Board decides, and if the committee or the community has ideas about what would actually draw families back, we want to hear them.

3. We presented the advantages of larger buildings for teaming. Do our test scores reflect that? Would monthly PLCs truly allow for team teaching and increased student instruction?

- Fair challenge, and the honest answer to the first question is no. Our test scores do not demonstrate that, and we should not claim they do.

- The research is not saying larger buildings produce better results. What it says is that collective teacher efficacy, meaning teachers working together on instruction with shared responsibility for results, is among the strongest influences on student learning. In Hattie's current database, it carries an effect size of 1.34, against roughly 0.40 for a year of expected growth. School size itself carries 0.33, a modest positive, and most of that research is at the high school level, so we would not stretch it into a claim about elementary buildings.

- So the connection to our work is narrower than "bigger is better." Collective efficacy requires a team. A grade level with fewer than two teachers has no one to plan with, compare student work with, or share responsibility with. Today 17 of

our 36 elementary grade levels are staffed with fewer than two teachers. That is the constraint we are trying to remove, and it is the only claim we are making about structure.

- The other direction is worth naming too. Multi-grade and multi-age classrooms have the lowest effect size of any structural factor on the list (0.01), and 23 of our 62 elementary classrooms are currently blended. Nobody chose that. This happens when a grade level is too small to staff cleanly. Our present structure is pushing us toward the arrangement the research supports least.

- On PLCs and frequency: we have four early starts a month set aside for professional development, staff meetings, and collaboration. How that time is used is governed by our contracts, and in practice one or two of those a month is PLC time. We would not call that abundant, and it is part of why the structural question matters. Formal collaboration time is limited, so much of what makes collective efficacy work is the informal, daily collaboration between teachers who share a grade level. A teacher who is alone at their grade has neither.

- And the point underneath it all: ***a new structure that does not change instruction will not deliver what people expect. Restructuring does not improve teaching on its own. What it can do is put teachers in a position to improve it together. We will keep building PLCs and collective efficacy under whichever model the Board selects.***

Links

● School size: visiblelearningmetax.com/influences/view/school_size ● Collective teacher efficacy:

visiblelearningmetax.com/influences/view/collective_teacher_efficacy ● Multi-grade and multi-age classes:

visiblelearningmetax.com/influences/view/multi-grade~age_classes ● Underlying meta-analysis for collective efficacy: Eells, R. J. (2011), *Meta-Analysis of the Relationship Between Collective Teacher Efficacy and Student Achievement*, Loyola University Chicago

● Donohoo, Hattie & Eells (2018), "The power of collective efficacy," *Educational Leadership* 75(6), 44-49

● School size and enrollment ranges: School Size, School Climate, and Student Performance, Education Northwest

4. What happens with dual language at Mountain View? Would dual language stay through 6th grade?

- The dual language program is not being cut at any grade level, as part of this restructuring. That is a commitment.

- What the models do affect is where the program is housed and how it is organized. Several models change the middle school configuration, and in those cases dual language would move with the grade levels it serves

rather than being reduced. If sixth grade sits in a different building, dual language sixth grade goes with it.

5. Do all changes have to happen at once, or can there be a two- to three-year plan? - The structural change needs to happen at once. The budget problem is not something we can solve in stages. We are operating at a staffing level that our current organization cannot absorb, and stretching the change across three years would mean three more years of uneven class sizes and grade levels staffed with fewer than two teachers. Phasing the fix would not reduce the disruption. It would extend it.

- The decisions that follow can take longer. What happens to closed buildings, whether space gets leased or repurposed, how boundaries get refined over time, and program questions that came up in this process are all things we can work through carefully rather than settle by November.
- So the structure changes once, and the work that follows unfolds over time.

6. How and when will the district communicate with staff, parents, and students? Could there be a transition day?

- The Board acts on November 17. Communication starts immediately after that, and it follows a principle we want to state plainly: staff will hear from us directly before they read about it anywhere else, and families will hear from the district before they hear it secondhand.
- The sequence is roughly this. Once the Board selects a direction, we communicate what was decided and what it means to staff first and then to families, within days rather than weeks. Boundary work follows, and families learn their school assignment as soon as that work is complete rather than waiting for spring. Staffing decisions follow our contracts on their own timeline, and staff will know the process and the dates in advance.
- And yes to a transition day. Several of you raised it, and we think it is right. Students who are changing buildings should have the chance to visit, meet their teachers, and see their new school before the first day, and we will work with principals to make that happen at every affected school.

7. If a school receives a lot of new students, would they consider re-mascotting to establish a new culture?

- That is a conversation for each school community to have, not one for the district to decide from the outside. If a building takes in a significant number of new students, questions about identity and belonging are worth talking through with the families and staff who will live with the answer, and we would support a school that wants to have that conversation.

- We would say one thing about timing. A school in the middle of a transition has a great deal on its plate, and identity questions are usually better taken up once people are settled rather than in the first weeks. But each school community must decide.