# District Restructuring Committee: Community Feedback Summary

*Prepared for the Newberg-Dundee School Board · Responses received October 16 – November 6, 2026 · 34 responses*

## Key takeaways

- **Stability is the top priority.** More than half of respondents (19 of 34) asked that the Board minimize disruption and keep students with their friends, classmates, and school community.
- **Class size and split grades are close behind.** Nearly half (15 of 34) raised class size; 4 specifically want blended/split classrooms reduced or eliminated.
- **Most who mentioned middle school want it left as is or handled later** (8 of 34), while 2 respondents urged consolidating now under Model G.
- **School-specific responses are strongly represented.** Ewing Young families submitted the most responses (7 of 34), and every one opposed closing Ewing Young. All 4 Joan Austin respondents opposed closing Joan Austin.
- **Trust and data accuracy** came up for about 1 in 4 respondents (9 of 34), including questions about bias, budget figures, and enrollment projections.
- **Retention risk:** 4 respondents said they are likely to pull their child from the district; 3 of them tied this to a specific closure.
- **Stated model preferences were few and split:** Model D (2 respondents: R6, R20), Model G (2: R32, R34); one opposed Model H (R20); one asked to see a model closing CVMS instead of MVMS (R28).

## Who responded

| School or location | Responses |
|---|---|
| Ewing Young Elementary | 7 |
| Dundee Elementary | 6 |
| Crater Elementary | 4 |
| Edwards Elementary | 4 |
| Joan Austin Elementary | 4 |
| Mabel Rush Elementary | 4 |
| Chehalem Valley Middle School (CVMS) | 2 |
| Mountain View Middle School (MVMS) | 2 |
| Newberg High School (NHS) | 1 |
| **Total** | **34** |

Questions answered: Q1: 32 of 34; Q2: 33 of 34; Q3: 29 of 34; Q4: 22 of 34.

*Note: This is a voluntary survey, not a random sample, so results reflect the families who chose to respond. Schools under consideration for closure are more heavily represented.*

# Themes at a glance

Counts reflect the number of respondents who raised each theme anywhere in their answers. A single respondent can appear in more than one theme.

| Theme | Respondents | Share |
|---|---|---|
| Stability, minimal disruption, and keeping students with their friends and school community | 19 of 34 | More than half |
| Class size and split/blended grade classrooms | 15 of 34 | Nearly half |
| Trust in the process, potential bias, and accuracy of data | 9 of 34 | About 1 in 4 |
| Middle school changes: keep current structure, or decide later | 8 of 34 | About 1 in 4 |
| Transportation, distance, and walkability | 8 of 34 | About 1 in 4 |
| Opposition to closing Ewing Young / needs of rural families | 7 of 34 | Every Ewing Young respondent |
| Academic quality and school performance | 7 of 34 | About 1 in 5 |
| Teachers and staff: retention, workload, and continuity | 7 of 34 | About 1 in 5 |
| Students with IEPs, special needs, and Title I populations | 6 of 34 | About 1 in 6 |
| Long-term sustainability: make the change once | 6 of 34 | About 1 in 6 |
| Transition planning and communication | 6 of 34 | About 1 in 6 |
| Families who may leave the district | 4 of 34 | A few |
| Opposition to closing Joan Austin | 4 of 34 | Every Joan Austin respondent |
| Future of closed buildings and enrollment growth | 4 of 34 | A few |
| Building safety | 3 of 34 | A few |

# Themes in detail

## 1. Stability, minimal disruption, and keeping students with their friends and school community — 19 of 34

The most common thread across all schools. Families want as few students moved as possible, want children kept with peer groups and neighborhood friends, and worry about students cycling through multiple buildings. Several noted that relationships with teachers and staff are what make a school feel safe.

*Respondents: R2, R3, R4, R5, R8, R9, R10, R11, R12, R14, R16, R18, R21, R22, R25, R27, R28, R29, R33*

## 2. Class size and split/blended grade classrooms — 15 of 34

Respondents want smaller (or at least balanced) classes. Four specifically raised split or blended grades (R4, R19, R30, R31); one Dundee parent said they would accept larger classes to eliminate splits. Specific concerns: Dundee being short on teachers, Edwards English-medium classes of 30+ students, and Crater classes reportedly at 37.
*Respondents: R4, R6, R7, R8, R11, R19, R20, R22, R23, R27, R28, R29, R30, R31, R34*

## 3. Trust in the process, potential bias, and accuracy of data — 9 of 34

Concerns include perceived board member bias toward Joan Austin (R1), who would benefit from future use of closed buildings (R6), gaps in budget information and a request for outside review (R29), questions about spending and voter-approved funds (R24, R26), perceived conflicts of interest (R32), and enrollment projections for the Collina development (R34). R13 felt too few creative alternatives were explored, and R25 said families feel their concerns won't matter.
*Respondents: R1, R6, R13, R24, R25, R26, R29, R32, R34*

## 4. Middle school changes: keep current structure, or decide later — 8 of 34

These respondents oppose consolidating to one middle school, oppose changing the K-5/6-8 configuration, or ask that middle school be handled separately after the elementary decision. Two respondents (R32, R34, both Joan Austin) took the opposite view and urged addressing middle school now through Model G and a 6th-grade center; one respondent (R16) objected to the 6th-grade center idea.
*Respondents: R2, R6, R9, R16, R19, R20, R23, R28*

## 5. Transportation, distance, and walkability — 8 of 34

Longer drives and bus routes for rural families, keeping children near their home school, and walkability for Title I students (crossing Hwy 219 to Crater, lack of sidewalks near Ewing Young).
*Respondents: R4, R5, R8, R16, R25, R26, R33, R34*

## 6. Opposition to closing Ewing Young / needs of rural families — 7 of 34

Ewing Young families cite the school's performance and history, longer commutes for rural and farm families, and a sense that the school appears in nearly every model. Some question the data behind its selection. Separately, R9 asked whether closing only Ewing Young would be enough, and R34 argued Ewing Young should not be kept open.
*Respondents: R5, R8, R24, R25, R26, R27, R29*

## 7. Academic quality and school performance — 7 of 34

Respondents want school ratings and performance weighed in closure decisions, worry about students moving to lower-performing schools, and asked that advanced programming be available at every school.
*Respondents: R5, R6, R7, R12, R24, R26, R27*

## 8. Teachers and staff: retention, workload, and continuity — 7 of 34

Keeping teaching jobs, avoiding teacher burnout and overload, keeping special education support staff and familiar principals/staff with students, and supporting displaced staff.
*Respondents: R10, R13, R15, R21, R29, R30, R32*

## 9. Students with IEPs, special needs, and Title I populations — 6 of 34

Neurodivergent students and students with IEPs struggle with change; respondents asked whether the number of IEP students affected was counted for each model, and asked for continuity of special education staff and supports. Two Joan Austin respondents emphasized protecting Title I students.
*Respondents: R2, R15, R17, R21, R32, R34*

## 10. Long-term sustainability: make the change once — 6 of 34

Respondents want a decision that holds up over time and avoids another closure process in a few years. R23 cautioned that the decision should leave room for future growth; R21 urged the Board to lead with confidence even when decisions are unpopular.
*Respondents: R12, R20, R21, R23, R32, R34*

## 11. Transition planning and communication — 6 of 34

Requests for boundaries and busing to be known by the end of this school year, immediate communication for IEP families, school visits and relationship-building before the move, chances for newly combined communities to connect, and clearer district messaging.
*Respondents: R4, R12, R17, R21, R30, R32*

## 12. Families who may leave the district — 4 of 34

Four respondents said they are likely to move their child to private school or out of the district. Three tied this to a specific closure (Ewing Young for R24 and R27, Mountain View for R28); R13 cited stress on teachers and classrooms.
*Respondents: R13, R24, R27, R28*

## 13. Opposition to closing Joan Austin — 4 of 34

Joan Austin families cite its newer, more secure building, its Title I population, walkability, and the risk of students being split among three schools.
*Respondents: R18, R32, R33, R34*

### 14. Future of closed buildings and enrollment growth — 4 of 34

Questions about what happens to closed buildings, whether they could reopen, and whether new housing near Joan Austin and Mabel Rush will increase enrollment.
*Respondents: R6, R9, R14, R34*

### 15. Building safety — 3 of 34

Whether all schools meet the same safety standards and how building security should factor into decisions.
*Respondents: R18, R33, R34*

# Questions the community wants answered

Grouped from Q4 and from questions raised in other answers.

- **Model and boundary specifics:** Where will Ewing Young and Joan Austin students be assigned? Will Crater boundaries change? How will Edwards get two English-medium classrooms per grade? (R4, R18, R19)
- **Why Ewing Young:** Why is it in nearly every model, given its performance and capacity, and why not close an in-town school instead? (R8, R25, R26, R29)
- **Middle school:** What happens if a middle school closes? Could CVMS close instead of MVMS? (R6, R28)
- **Closed buildings:** Who decides their future use, who benefits, and could they reopen if enrollment grows? (R6, R9, R14)
- **Enrollment projections:** How were new developments near Joan Austin and Mabel Rush counted? (R9, R34)
- **Budget and spending:** With a reported surplus, why close schools? How have grants and voter-approved funds been spent? Why build a new Dundee school two years ago? (R24, R26, R29)
- **Students with IEPs:** Was the number of IEP students affected counted for each model? How will supports continue? (R17, R21)
- **Transition supports:** Will students visit new schools and meet staff before the move? (R21)
- **Safety:** Do all schools meet the same safety standards? (R18, R33)
- **Fairness of process:** How is potential board member bias being addressed? (R1)
- **Engagement:** How can community members submit additional questions, and could volunteers be used more effectively? (R9, R16)

# Full responses by question

Responses appear exactly as submitted (spelling and wording unchanged). Respondents are numbered R1–R34 in the order received; blank answers are omitted. Email addresses have been removed to protect respondent privacy.

### Q1. What matters most to your family as the Board weighs this decision? (32 responses)

**R2 · CVMS** (10/16/2026)
Maintaining K-5, 6-8, 9-12 school structure & keeping CVMS & MVMS both open.
**R3 · Edwards Elementary** (10/16/2026)
Disruption for the least amount of students possible
**R4 · CVMS** (10/16/2026)
Stability and consistency
**R5 · Ewing Young Elementary** (10/16/2026)
Making sure the board knows how disruptive the closure of EY would be
**R6 · Crater Elementary** (10/16/2026)
The schools overall rating should affect whether it is one that has to be closed.
**R7 · Dundee Elementary** (10/16/2026)
Class size
**R8 · Ewing Young Elementary** (10/17/2026)
Not closing down the first elementary school in Newberg
**R9 · NHS** (10/17/2026)
Keeping elementary schools intact. In other words, not messing with the grade level configurations (keep K-5 and 6-8) and especially NOT consolidating two middle schools.
**R10 · MVMS** (10/19/2026)
Our family wants as many teachers as possible to keep their jobs, and as little upheaval to our current school structure as possible
**R11 · Dundee Elementary** (10/22/2026)
Smaller class sizes so teachers can help support kids better.
**R12 · Dundee Elementary** (10/22/2026)
The changes are sustainable over time and the district only makes drastic changes this one time.
**R13 · Dundee Elementary** (10/27/2026)
The lack of innovation and creativity spent on closing school buildings with minimal savings that ever most likely won't be resold.

Surrending to the idea of foreclosure is failure.

Where are the win-win ideas? You all narrowed your eyes in and down too soon.

I'm ashamed -That this is the only idea presented.

If we did not enforce such strict standards of what is required out of each grade and class -as if people are all clones of each other and needing the same route programs to dictate their success. Ridiculous assumptions. To keep all of the same standards with less resources.

Let schools restructure their own portion of classes and numbers with their smaller budget allotted.

Give each school their part of the money and have themselves discover their answers with the budget they have. Don't take away their school!!!!!!! Let them problem solve for themselves.

Each school should be able to reasonably set their own goals and standards. The teachers (of all people) should be the most at ease with what they are preparing to teach. Their satisfaction matters. - you're going to lose them next anyway. Especially the good ones. This is too stressful

to sustain. You put more on them and no increase of pay. The parents need to expect to volunteer to make things work. Not expect the community to give them more money! !

It's spent in the wrong places anyway.
**R14 · Crater Elementary** (10/28/2026)
I want my own children to be with their friends and neighborhood kids.
**R16 · Edwards Elementary** (10/29/2026)
Not being separated
**R17 · Crater Elementary** (10/30/2026)
How these transitions will affect our most vulnerable students, especially those who are in the special needs program or have IEPs.
**R18 · Joan Austin Elementary** (10/30/2026)
I was disappointed in the last board meeting, that one of the lenses that you'd be considering is safety standards of the buildings.
**R19 · Edwards Elementary** (11/1/2026)
possible middle school changes - please leave as is for now and consider middle school needs separately later
**R20 · Mabel Rush Elementary** (11/2/2026)
Saving the most money and reducing class sizes so we don't have to do this again in a few years.
**R21 · Mabel Rush Elementary** (11/2/2026)
Being together and being part of a connected school community. I value the relationships children build with their teachers, classmates, and other trusted adults. Having a sense of belonging, familiarity, and consistency is incredibly important, especially for younger children. I want my children to feel like they are part of a community where they are known, supported, and valued, regardless of which school they attend.
**R22 · Mabel Rush Elementary** (11/2/2026)
Class size
**R23 · Mabel Rush Elementary** (11/2/2026)
Class size.
**R24 · Ewing Young Elementary** (11/3/2026)
I urge the board to prioritize the best interests of the students and communities it serves. Closing the strongest school in the district is deeply concerning and undermines my confidence in the board's judgment. If this decision moves forward, our family, like many others, will choose private school rather than remain in a district whose decisions we no longer trust.
**R25 · Ewing Young Elementary** (11/3/2026)
Community and emotional impact for rural families.
**R26 · Ewing Young Elementary** (11/3/2026)
1.School performance .
2.That the board is thinking about family's that live outside of town and the impact that will put on them as well as the family's that will decide to leave the district .
Why is it that the oldest most highly ranked school in the district is on the chopping block in all but one scenario
**R27 · Ewing Young Elementary** (11/4/2026)
That class sizes would remain low. That my kids get to stay with their friends and community. That we can build trust in the public school system.
**R28 · MVMS** (11/5/2026)
Class size and student movement, less movement is best

**R29 · Ewing Young Elementary** (11/5/2026)
Smaller school with Smaller class sizes. Keeping rural schools to provide a tight nit community. Keeping Mr. Henderson as our principal, Mrs. Moore and the rest of the staff intact and together.
**R30 · Dundee Elementary** (11/5/2026)
Minimizing shared grades in one classroom. I favor larger class sizes over splits. It seems to stretch the amazing teachers we have thin.
**R31 · Dundee Elementary** (11/5/2026)
Eliminating mixed grades and reducing class sizes
**R32 · Joan Austin Elementary** (11/5/2026)
What matters most to us is getting our kids full-time learning days back while ensuring our educators are supported. Restructuring must deliver the $1+ million in net savings needed to eliminate furlough days, restore lost instructional time, and protect essential teaching positions. Furthermore, our family wants a long-term model that prevents burnout by creating balanced grade levels where teachers have real collaboration time, ensuring fiscal solvency without forcing another round of painful cuts.
**R33 · Joan Austin Elementary** (11/6/2026)
Keeping kids close to their home school so they don't have to travel far
**R34 · Joan Austin Elementary** (11/6/2026)
Balance class size, long-term planning, and keeping Joan Austin open

## Q2. What concerns you most about this restructuring? (33 responses)

**R1 · Crater Elementary** (10/16/2026)
Two board members have children at Joan Austin and have made comments about protecting Joan Austin and not letting it close. How can we be confident the board is voting and weighing options without bias, like they are called to do, when such blatant bias exists? No other board members have such close and loud ties to any of the other elementary schools being discussed to close. How is this fair and how is it being addressed?
**R2 · CVMS** (10/16/2026)
Our youngest will be transitioning to CV next year. She’s already emotionally young for her grade (ADHD & suspected on the spectrum). Change is already difficult for kids and the middle school years are already VERY hard. I fear juggling kids around to different middle schools will create more emotional & social problems.
**R3 · Edwards Elementary** (10/16/2026)
Students having to move away from the school community they have built relationships with
**R4 · CVMS** (10/16/2026)
The potential juggling of all the schools depending on which model is picked and where the new boundaries will be. Will Ewing Young kids all go to Dundee so they keep their group and help Dundee not have so many blends? Or will they go to Crater that will be crowded in Joan Austin closes? The K-4 model is a big upheaval for the school district and though for long run it might be good, it will be a very hard change
**R5 · Ewing Young Elementary** (10/16/2026)
I’m afraid the quality of education is not taken into consideration.
**R6 · Crater Elementary** (10/16/2026)
Too large of class sizes. Splitting up the middle schools.
**R7 · Dundee Elementary** (10/16/2026)
Dundee seems to be the school that gets hit the hardest with not enough teachers per students
**R8 · Ewing Young Elementary** (10/17/2026)

Closing 2 elementary schools in Newberg and lack of concern for where those students end up!
**R9 · NHS** (10/17/2026)
Losing the individuality of the various elementary schools. I substitute teach in all of the elementary schools and each has unique characteristics that will be sad to lose.
**R10 · MVMS** (10/19/2026)
Upheaval for kids and teachers
**R11 · Dundee Elementary** (10/22/2026)
Kids falling through the cracks. Kids struggling with moving from school to school to school. I would prefer stability for my child.
**R12 · Dundee Elementary** (10/22/2026)
Ensuring the students and teachers have as smooth a transition as possible.
**R13 · Dundee Elementary** (10/27/2026)
The lack of creativity. Questioning what a school is in the first place. Recreating. Seeing the blessing of less money and new times. New ideas. Your standards that you hold every school to are arbitrary -and in the scheme of things: useless. They are talking points.

You are losing - you are choosing for all to lose.
**R14 · Crater Elementary** (10/28/2026)
I understand these are hard decisions and am grateful for the hard work everyone has put into this process, but I just want to make sure my kids stay with their friends.
**R15 · Edwards Elementary** (10/29/2026)
Keeping support staff that our kids are used to who have IEP and go to the lrc with sped staff
**R16 · Edwards Elementary** (10/29/2026)
Separation
**R17 · Crater Elementary** (10/30/2026)
I know change is extremely difficult to cope with my children, like mine, who are neurodivergent. Has the committee taken into account the kids impacted with each option who have IEPs? It takes so much effort for them to get comfortable with a space and people and taking that away is going to be difficult. I believe those plans that affect the least amount of our IEP students should be considered first.
**R18 · Joan Austin Elementary** (10/30/2026)
That the students of Joan Austin if that school is closed will be broken up amongst 3 schools as our boundary runs the length of Newberg.
**R19 · Edwards Elementary** (11/1/2026)
English Medium class sizes at Edwards - boundaries need to be drawn larger for Edwards so that we can have two classes/teachers per grade level in the English classrooms, rather than 1 teacher with 30+ kids, or blends - this has not been part of the conversation, but is extremely important!
**R20 · Mabel Rush Elementary** (11/2/2026)
Don’t want the H model. There’s too much to consider with the 5/6 and 7/8 that should be figured out BEFORE this choice is selected.
**R21 · Mabel Rush Elementary** (11/2/2026)
I understand that significant changes may be necessary to create a more stable and sustainable school district for the future, and I support the Board in making difficult decisions that move us in that direction.
I also recognize that school closures are deeply personal for the families and communities directly affected. I understand why families are passionate about keeping their neighborhood schools open, and I believe their voices deserve to be heard. However, I hope the Board doesn't

lose sight of the bigger picture or feel pressured to avoid difficult decisions because of the opposition surrounding a particular school closure. I want to see the Board remain confident and courageous in its decision-making, keeping the needs of the entire district and all students at the center of the conversation. Ultimately, the goal should be to make the best long-term decision for all students and families, even when that means making difficult or unpopular choices. I hope the Board feels empowered to lead rather than allowing the fear of community backlash to prevent meaningful change.
My other concern is making sure we don't overlook the human side of those decisions. School transitions can be difficult for children and families, particularly when they involve leaving familiar environments, friendships, teachers, and established routines. I want to make sure the district is intentional about supporting students, families, and staff through those changes.

**R22 · Mabel Rush Elementary** (11/2/2026)
Moving outside of our neighborhood/community

**R23 · Mabel Rush Elementary** (11/2/2026)
That a decision won't leave much wiggle room or account for future growth down the road. Closing Mountain View seems to be like playing with fire. I'd rather the grades be redistributed between two middle schools than closing one entirely.

**R24 · Ewing Young Elementary** (11/3/2026)
What concerns me most is that the board appears to prioritize money over the best interests of the students and communities it serves. Closing the strongest school in the district undermines my confidence in the board’s judgment. Oregon ranking 48th in the nation in education while school employees are among the highest paid raises serious questions about spending priorities and accountability for student outcomes. I believe decisions like this contribute to that disconnect and make families question whether student success is truly the priority.

**R25 · Ewing Young Elementary** (11/3/2026)
Ewing Young is on the chopping block for nearly all the models. Feels hopeless that our concerns will even matter. E.Y. Is at a 60+ percent capacity while other schools are at 40 percent capacity but not being considered for closure despite having other elementary schools within a close distance.

**R26 · Ewing Young Elementary** (11/3/2026)
That my children will be pushed into a lesser performing school . Ultimately removing opportunities for them to succeed

**R27 · Ewing Young Elementary** (11/4/2026)
Breaking up communities and creating stress on our children.

**R28 · MVMS** (11/5/2026)
Having MV close

**R29 · Ewing Young Elementary** (11/5/2026)
I don't think it was well thought out. It seems Ewing Young was put on the chopping block for every plan. I have gone to several meetings and it seems the budget information has lots of holes and mis-information. When the information issues were pointed out Dave smirked and redirected without addressing the problem. My concern is he is pushing for a certain solution to close a rural school because that is what he did before. I went to a rural school and valued that experience; I had a hard time connecting with the city kids. I know Ewing Young is not at capacity but Crater has 37 kids in some classes can they take more students.

**R30 · Dundee Elementary** (11/5/2026)
That we are going to do all the work and still have larger class sizes and splits. I feel like it’s worth it if it makes a difference in every school at every level.

**R32 · Joan Austin Elementary** (11/5/2026)

What concerns me most is ensuring our educators and staff are fully supported through this transition so we can retain our talented teachers and avoid burnout. That said, our family recognizes that change is inevitable, and we are confident these challenges are manageable with thoughtful planning. We are hopeful about the district's future and simply want the board to prioritize clear communication, compassionate support for displaced staff, and smooth logistics so this transition is as seamless as possible for everyone. As school districts across Oregon face difficult decisions around declining enrollment, the Newberg-Dundee School District has an opportunity to demonstrate clear leadership and integrity. While closures are difficult, our family recognizes that structural change is inevitable, and we are confident in our household's stability to adapt smoothly. When evaluating these options through the lens of objective data rather than emotion, Model G emerges as the most responsible choice for our entire community.
Model G delivers the maximum fiscal savings needed to stabilize our budget, while protecting our district's newest facility, Joan Austin Elementary. Equally important, it avoids disproportionately disrupting our most vulnerable Title I student populations. By converting Antonia Crater into a dedicated 6th-grade center, Model G maintains a robust teacher collaboration teams—providing educators with crucial professional support during this transition while other options limit teacher teams.
Selecting Model G gives the board clear, defensible facts to stand on when facing public scrutiny. This decision should not be a popularity contest; it should be anchored in what best serves the long-term health of our schools, our teachers, and our community.
While some have suggested outside influence or local power and money play a role in facility decisions, framing this around institutional influence distracts from the core issue. Mr. Parker phrased this as conspiracy theories, though we are all well aware of the small town gossip which often (unfortunately) alludes to truths or at least partial truths. Taking options off the table that risk perceived conflicts of interest with Adec NWCC or GF—and grounding the final decision purely in verifiable fiscal and instructional metrics—is the only ethical path to protect our community and school district's public trust. .

**R33 · Joan Austin Elementary** (11/6/2026)
Closing Joan Austin

**R34 · Joan Austin Elementary** (11/6/2026)
Closing Joan Austin. This is our second newest school, and is one of the safest with bulletproof glass and a fully fenced parameter, unlike Crater. JA is also a Title I school and has a high population of students experiencing homelessness and poverty. By closing this school, you are stripping away a safe place for these students. This school was also a gift to our district from the Austin Family, and the Austins will not continue supporting the district at the same level if we close their mothers' namesake school.
Keeping EY open to appease a small, vocal group of parents when that is one of our oldest schools and lack walkability.
Choosing a model that doesn't go far enough and forces us to go through this or a similar process in the near future. Dave stated there "isn't a middle school problem" but enrollment continues to decline. MV will be at 43% capacity in 2 school years, dropping to 34% capacity in 6 years. Don't kick the can down the road; deal with closing a middle school now and join all of the other districts around us that only have 1 middle school! Parents have vocally spoken about getting 6th graders out of the middle school and you have the perfect solution for this in Model G. Capacity cons for Model G are easily resolve by adopting a campus model between the two buildings, Crater and CV.
Models presented are not accurate, particularly in regards to the Collina development across from Joan Austin and the projected number of students it will bring to the district. You are stating

that 80% of those homes, which are all 3-4 bedroom, family homes, will have strictly adults in the household and basing modeling off of that assumption. That assumption is so low for a development that is specifically marketing to YOUNG FAMILIES as shown on their website and marketing materials.

## Q3. What do we need to consider for your family and child(ren) as we make this transition? (29 responses)

**R2 · CVMS** (10/16/2026)
That it can't just be about numbers or academics especially when considering making changes that affect middle school aged kids. Those 3 years are already so hard emotionally and socially. Removing kids from their peer groups and the community they know at such a vulnerable stage of growth could cause a lot of problems.
**R3 · Edwards Elementary** (10/16/2026)
We are fortunate that it sounds like Edwards won't be directly affected.
**R4 · CVMS** (10/16/2026)
That by the end of this school year the community will know the new boundaries for school, busing, and all the changes that are being made.
**R5 · Ewing Young Elementary** (10/16/2026)
The fact that arrangements will need to be made when you have kids in different grades and also how much farther we will have to drive our children to go to school breaking a community in a way.
**R6 · Crater Elementary** (10/16/2026)
Model D has the least drastic change over all. I want to know that the middle school won't close and create an over packed highly emotional difficult to control ONE middle school to hold ALL of these kids…
**R7 · Dundee Elementary** (10/16/2026)
What is going to allow for the best learning environment
**R8 · Ewing Young Elementary** (10/17/2026)
Driving time, larger class sizes, separating children who have been in class together!
**R9 · NHS** (10/17/2026)
My kids have just moved on to high school, so this does not directly impact them, but I have worked in the district for a very long time and had my kids in the schools and I know how difficult it can be for families to lose the connections they have had with their kids' schools, staff, etc.
**R11 · Dundee Elementary** (10/22/2026)
Children need stability and support. Jumping between 5 different schools during their education career is not stable or supportive.
**R12 · Dundee Elementary** (10/22/2026)
Advanced programming available at each school.
**R13 · Dundee Elementary** (10/27/2026)
The stress in the building. I'm ready to take my child out because I do not want her in the environment where teachers are over stressed and taxed because they can't give what the want to - they have have to have 2 separate plans for kids who are nearly the same - all to fufill your status quo of what you consider "most factually proven."

I've taught for 30 years.

You have to take risks not loses.
**R15 · Edwards Elementary** (10/29/2026)
Lrc sped staff
**R16 · Edwards Elementary** (10/29/2026)
Transportation
**R17 · Crater Elementary** (10/30/2026)
If Crater gets chosen to close, we need immediate communication on what it will look like for our IEP students. No matter what closures take place, these children need to be taken into account when developing the transition plan.
**R18 · Joan Austin Elementary** (10/30/2026)
Safety and community
**R19 · Edwards Elementary** (11/1/2026)
The possible middle school changes would be too complicated and affect kids negatively. Please deal with meiddle school later.
**R20 · Mabel Rush Elementary** (11/2/2026)
My family will likely be able to cope with any choice that's made
**R21 · Mabel Rush Elementary** (11/2/2026)
I think it's important to recognize that transitions are significant life changes for children and families. We need to make sure students have opportunities to build new relationships, develop a sense of belonging, and feel connected to their new school community. Familiarity and consistency are especially important for younger students and children who may struggle with change.
I would love to see the district prioritize intentional transition planning, opportunities for students and families to become familiar with their new schools, and continued access to the supportive relationships and resources that help children feel safe and successful. Change may be necessary, but families shouldn't feel like they're navigating it alone.
**R22 · Mabel Rush Elementary** (11/2/2026)
Social and community inpact
**R24 · Ewing Young Elementary** (11/3/2026)
Please consider that this transition could mean our family leaves the district entirely. Our concerns extend beyond transportation or adjusting to a new building; they include educational quality, stability, trusted relationships with teachers, and our children's sense of belonging. Closing what we believe is the strongest school in the district undermines our confidence that students are the board's first priority. We need a clear explanation of how this change will benefit our children, how their educational experience will be protected, and what alternatives were seriously considered. Without meaningful answers and accountability, our family will choose private school.
**R25 · Ewing Young Elementary** (11/3/2026)
Significantly Increased commutes / bus routes.
**R26 · Ewing Young Elementary** (11/3/2026)
You need to consider location of the school to the children that live outside of town . The performance of the school and how it ranks to others. The success of the school and how long it has been in business.
**R27 · Ewing Young Elementary** (11/4/2026)
Unfortunately, if Ewing Young is closed I fear my children will not transition well to another school and academically will decline and if that happens we will be pulling them from the public school system.
**R28 · MVMS** (11/5/2026)

If MV closes the possibility of my student being pulled is high.
**R29 · Ewing Young Elementary** (11/5/2026)
Please consider going over the numbers with an outside source or conciiltation. Look at other alternatives like moving boundary lines or adding Ewing Young with Gaston, Carlton and Yamhill. Maybe look at postponing the decision till you can get firmer numbers on enrollment and the budget outlook. Look at marketing for the kids who were pulled elsewhere due to the pandemic or threat to close the school. Think outside the box!
**R30 · Dundee Elementary** (11/5/2026)
Opportunities outside the classroom for our new communities to come together.
**R31 · Dundee Elementary** (11/5/2026)
Impact to students at closed schools
**R32 · Joan Austin Elementary** (11/5/2026)
If this question is asking about special requests or individual accommodations, our family does not have any specific needs. Because our work and lifestyle will likely take our family out of Newberg in the near future, we don't hold a deep emotional stake in a specific building or location. Instead, we view this transition through the lens of what is best for the long-term strength, stability, and well-being of the broader Newberg community.
**R34 · Joan Austin Elementary** (11/6/2026)
The board must consider long term stability for our students. They need to choose a model that resolves the middle school issue before it becomes an issue. This community does NOT want to go through this process again.
We need to protect our most vulnerable students, which are those at Title I schools (JA and Edwards). Those students deserve stability and support, which they are currently receiving at their schools. To ask those students who already face incredible hardships to move to a school that is not walkable for them (Crater due to crossing 219 and EY due to lack of sidewalks and distance) and may not be a Title I school anymore is unfair and unequitable.

## Q4. What questions do you have that haven't been answered through the FAQs? (22 responses)

**R1 · Crater Elementary** (10/16/2026)
Two board members have children at Joan Austin and have made comments about protecting Joan Austin and not letting it close. How can we be confident the board is voting and weighing options without bias, like they are called to do, when such blatant bias exists? No other board members have such close and loud ties to any of the other elementary schools being discussed to close. How is this fair and how is it being addressed?
**R3 · Edwards Elementary** (10/16/2026)
N/a
**R4 · CVMS** (10/16/2026)
Will Crater boundaries be cut and more of the downtown kids by the library go to Edwards? Or will they stay at Crater?
**R6 · Crater Elementary** (10/16/2026)
What happens if one of the middle schools close? What happens to the buildings / schools once they close? What will they be used for and who decides/ financially benefits from their future use?
**R8 · Ewing Young Elementary** (10/17/2026)
Why is closing Ewing Young on every single model and how can we fight this to stay open

**R9 · NHS** (10/17/2026)
If Joan Austin closes, will it stay in district hands and re-open when enrollment goes up? Won't the new construction near JA and Mabel Rush increase the student population? What are the estimates for more students moving in to those construction areas? Wouldn't it be adequate to only close Ewing Young? I will probably have more questions. How do I submit those?
**R13 · Dundee Elementary** (10/27/2026)
You have to take risks not loses.
**R14 · Crater Elementary** (10/28/2026)
Is there the possibility of reopening a school that is closed?
**R16 · Edwards Elementary** (10/29/2026)
Could you be utilizing your volunteers more efficiently?? Comment: The 6th grade school suggestion was creepy.
**R17 · Crater Elementary** (10/30/2026)
Has the number of impacted students in the special education department or with IEPs been taken into account for each option?
**R18 · Joan Austin Elementary** (10/30/2026)
Do all schools have the same safety standards, do some have more than others.
**R19 · Edwards Elementary** (11/1/2026)
How will we achieve two English medium classrooms and teachers at each grade level at Edwards?
**R20 · Mabel Rush Elementary** (11/2/2026)
I vote for option D. It saves almost the most money and most of the committee was able to support it.
**R21 · Mabel Rush Elementary** (11/2/2026)
*What specific supports will be put in place to help students and families transition into new school communities?
*Will there be opportunities for students to visit their new schools, meet staff, and begin building relationships before the transition takes place?
*How will the district ensure continuity of academic, behavioral, and emotional supports for students who need additional assistance?
**R24 · Ewing Young Elementary** (11/3/2026)
Do students' best interests truly guide the board's decisions, and what evidence can you provide that this closure serves those interests? How have funds received through grants and voter-approved funding been spent, and what measurable benefits have students seen from that spending? What alternatives were explored to protect successful schools and avoid disrupting children's education? Given the loss of trust this decision has created, why should families entrust the board with additional funding—or our children's education—when your actions leave us questioning your commitment to helping them succeed?
**R25 · Ewing Young Elementary** (11/3/2026)
Why not close a school that is in town who can more easily accommodate a slight change in commutes and slight change in community? Oregon farmers are not being considered. We can't live in town, we need a rural school.
**R26 · Ewing Young Elementary** (11/3/2026)
Why is the oldest most highly ranked school on the chopping block ? Why did the district get approval for a brand new school in Dundee 2 years ago and now we need to cut 5 million dollars from the budget . Why does the board thing parents would be ok moving their kids to a school with a much lower ranking in the state .
**R27 · Ewing Young Elementary** (11/4/2026)

None

**R28 · MVMS** (11/5/2026)

I wanted to see a plan of CV closing instead of MV

**R29 · Ewing Young Elementary** (11/5/2026)

We have a surplus of a million why push for closing schools? It did not work in FG just created new problems.

**R32 · Joan Austin Elementary** (11/5/2026)

I want to acknowledge and thank this board and leadership team for the incredible amount of good work done for our district—which is why it is disappointing to see the narrative surrounding this transition become so chaotic and emotional.

While community involvement is essential, the district lost balance between letting the public be heard and maintaining control of the message. Allowing raw emotion to dominate the conversation without a clear, grounding narrative has left parents, staff, and teachers feeling angry and anxious rather than supported.

Moving forward into Fall 2027, I strongly encourage leadership to invest in proactive PR guidance. The district must shift to a message focused on positivity and stability, school quality, and community outcomes. Consistently reminding the public of how far our district has come—and painting a clear picture of what a financially stable, well-resourced school system will achieve for Newberg as a whole—is critical to rebuilding trust and leading this transition successfully. A PR consultant can teach leaders how to maintain control of the narrative while still making the community feel genuinely heard and valued.

**R33 · Joan Austin Elementary** (11/6/2026)

If you close Joan Austin and kids move to Crater but Crater needs safety updates, could you save money by closing Crater because Joan Austin already is a more secure property?