DRC Committee Feedback: Board Packet

October 5, 2026 · Newberg-Dundee Public Schools

About this summary

The committee rated Model D highest on every measure and picked D and H most often as the two models that deserve the Board's closest look. This summary covers two forms that members of the District Restructuring Committee completed at and after Meeting 3 on October 1, 2026.

Form	What it asked	Responses counted
Model Feedback form	Three ratings (1 to 5) and four written questions, for each of Models C, D, G and H	242 model reviews, about 60 members reviewing 4 models each
DRC #3 Wrap-up form	The two models for the Board's closest look, the one thing the Board needs to hear, any set-aside model worth another look, and why	78 members

- **What was counted:** responses dated October 1 and 2, 2026. Test entries and entries from earlier meetings were removed. Members were told they could finish the wrap-up at home, so responses submitted later that evening are counted.
- **How names were handled:** this is a public document. References to individuals were replaced with a description in brackets, such as [a former district leader]. References to the Austin family appear as the Austin Family Foundation. School names and public organizations stay in. Comments otherwise appear as members wrote them, with light edits where a phrase could identify a member or label a student. Blank answers and answers of "none" or "n/a" are left out of the raw lists. A few wrap-up responses used the same wording; each is listed as submitted.

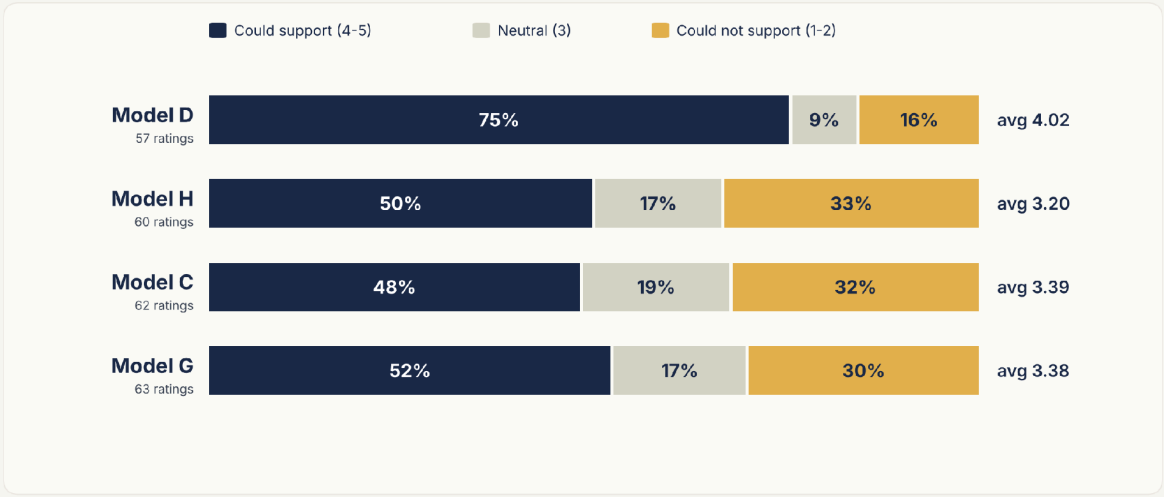
Model Feedback form: the ratings

Model D received the highest average on all three ratings, and 75% of reviewers said they could support it. Models C, G and H were close to one another, with about half of reviewers able to support each.

NDPS District Restructuring Committee · Committee feedback

Could you support it?

"If the Board chose this model, I could support it." Share of committee ratings.



Source: DRC model feedback form, committee meeting of Oct 1, 2026 (responses dated Oct 1-2). Average on a 1 to 5 scale.

NDPS District Restructuring Committee · Committee feedback

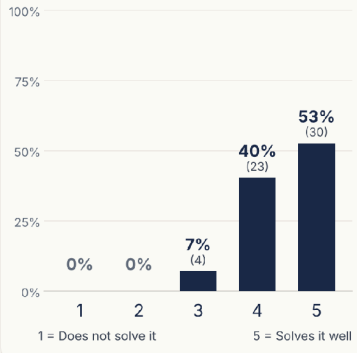
Model D

Close Ewing Young and Joan Austin

57 responses

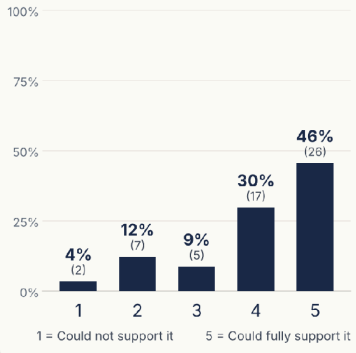
This model solves the math problem

Average 4.46 of 5



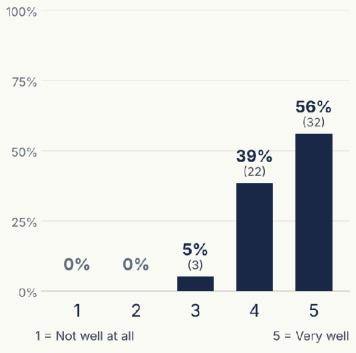
If the Board chose this model, I could support it

Average 4.02 of 5



I understand this model well enough to judge it

Average 4.51 of 5



Source: DRC model feedback form, committee meeting of Oct 1, 2026 (responses dated Oct 1-2). Model D: 57 responses. Bars show percent of responses; count in parentheses.

NDPS District Restructuring Committee · Committee feedback

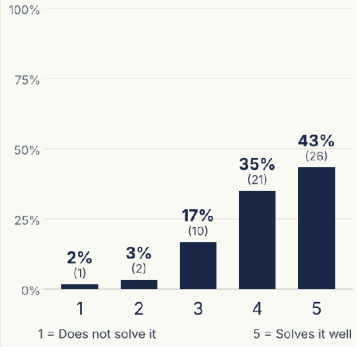
Model H

Close Ewing Young and Joan Austin; K-4, 5-6, 7-8

60 responses

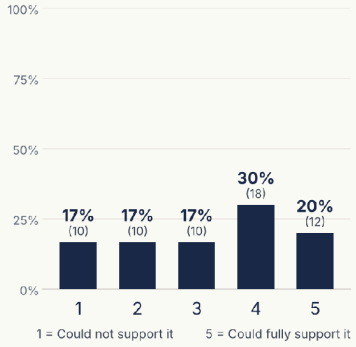
This model solves the math problem

Average 4.15 of 5



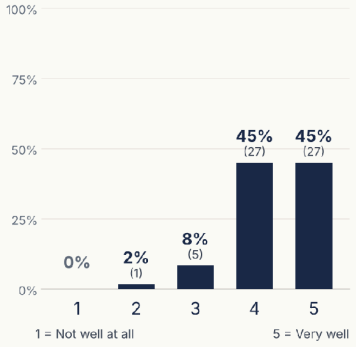
If the Board chose this model, I could support it

Average 3.20 of 5



I understand this model well enough to judge it

Average 4.33 of 5



Source: DRC model feedback form, committee meeting of Oct 1, 2026 (responses dated Oct 1-2). Model H: 60 responses. Bars show percent of responses; count in parentheses.

NDPS District Restructuring Committee · Committee feedback

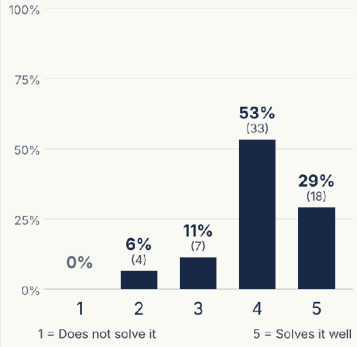
Model C

Close Ewing Young and Antonia Crater

62 responses

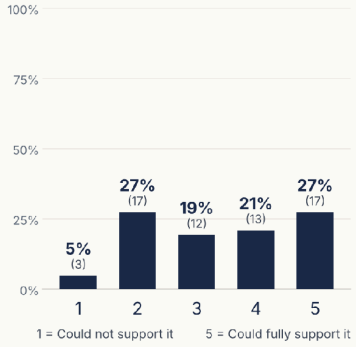
This model solves the math problem

Average 4.05 of 5



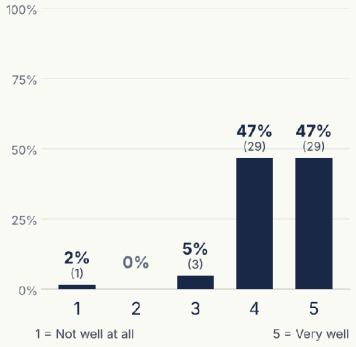
If the Board chose this model, I could support it

Average 3.39 of 5

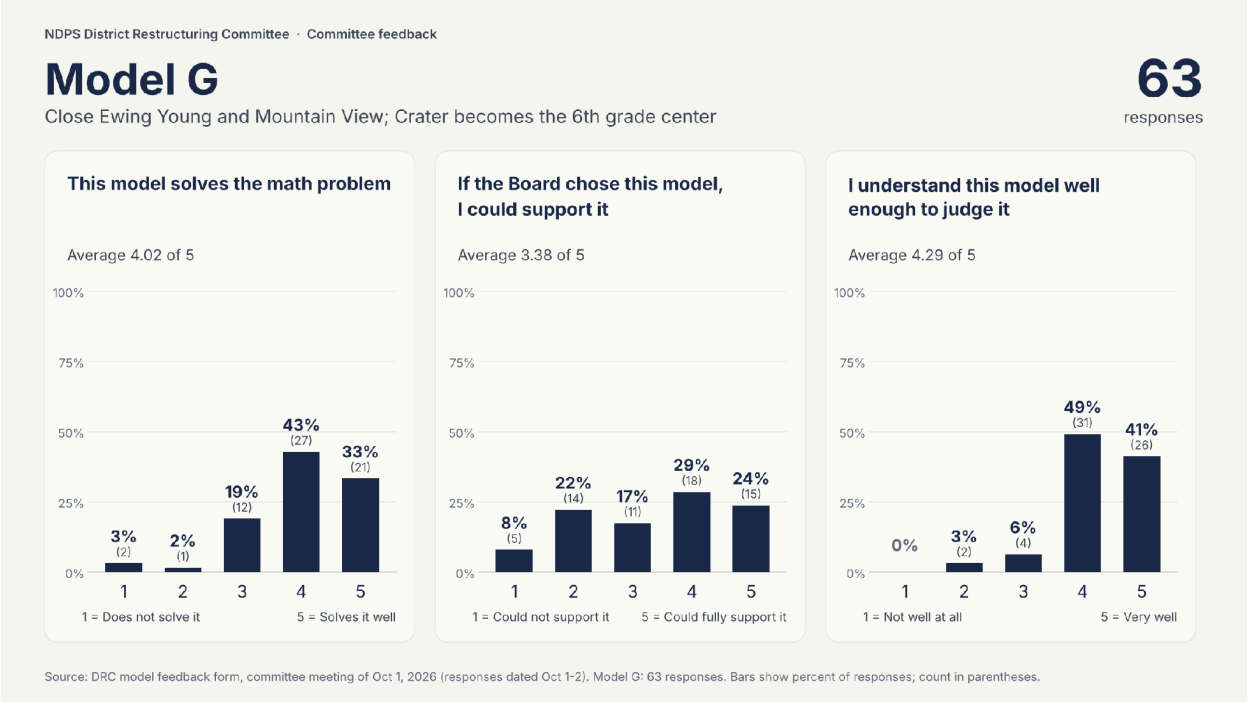


I understand this model well enough to judge it

Average 4.37 of 5



Source: DRC model feedback form, committee meeting of Oct 1, 2026 (responses dated Oct 1-2). Model C: 62 responses. Bars show percent of responses; count in parentheses.



- **All four models were judged to solve the math problem.** Every average is above 4.0. The difference between the models is in support, not in whether they work.
- **Model H is the most divided.** It has as many 4 and 5 ratings as G, but 10 reviewers rated it 1, more than any other model.
- **Where people work or send their children matters.** Each school rated lowest the model that closes or changes its own building. Among reviewers from schools a model does not close, support for D rose to 89%.
- **Members understood the models.** Understanding averaged 4.3 or higher for all four, so these ratings reflect informed judgment.

Model Feedback form: what members wrote

The written comments tell the same story as the ratings. Members agree that all four models work on paper. Their concerns are about specific buildings: Crater's capacity under D, Chehalem Valley's capacity under G and H, and how many students move under C. The most common suggestion for every model was to redraw boundaries.

Model D: Close Ewing Young and Joan Austin

- **Strongest reason to keep it:** It meets the class-size and savings goals with the least disruption. Joan Austin's central location makes its students the easiest to redistribute. Each middle school loses one feeder school.
- **Biggest concern:** The relationship with the Austin Family Foundation was named most often. Others: Crater would be close to full; Joan Austin serves many lower-income and

special education students who would be spread out; blends remain, and 5 of 24 grade levels stay under two teachers; Dundee still has small teams.
- **One change:** Redraw boundaries. Send more Ewing Young students to Dundee, and send more Joan Austin students to Mabel Rush and Edwards so Crater has room.
- **Questions for the district:** How would Title I funding be affected? What happens to the Joan Austin building, and could it be leased?

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

- **Strongest reason to keep it:** Highest savings of any model ($1,395,026). Students from across the district come together in 5th grade, and every school shares the change.
- **Biggest concern:** Chehalem Valley would have only 7 seats left. Members also named too many transitions for students and district-wide disruption.
- **One change:** Close Crater instead of Joan Austin so Crater can serve as overflow for Chehalem Valley. Others suggested placing 5-6 at Mountain View or Edwards instead.
- **Questions for the district:** How would 5-6 run, self-contained or rotating? How do teacher licenses work for 5th and 6th grade in one building? Where does the dual language program go?

Model C: Close Ewing Young and Antonia Crater

- **Strongest reason to keep it:** It clears $1 million, leaves only 2 of 24 grade levels under two teachers, and keeps K-5 and both middle schools as they are.
- **Biggest concern:** It closes two west-side schools that feed Chehalem Valley, which lengthens bus rides for that part of town. It moves 124 of Joan Austin's 212 students even though their building stays open. Blends and a Dundee class of 30 remain. It has the lowest savings of the four.
- **One change:** Keep each closing school together: Crater to Joan Austin, Ewing Young to Dundee.
- **Questions for the district:** What will the new boundaries be? What happens to the Crater building and its shared use with the senior center and parks district?

Model G: Close Ewing Young and Mountain View; Crater becomes the 6th grade center

- **Strongest reason to keep it:** One middle school for the district: one culture, an end to the gap between the two middle schools, and cohorts that stay together for seven years. Second-highest savings ($1,206,267).
- **Biggest concern:** Chehalem Valley would be at about 98% capacity. Crater would need changes for 6th graders, such as restrooms and PE space. Mountain View would sit empty next to the high school. Three school communities are affected.
- **One change:** Run Crater and Chehalem Valley as one campus and use Crater flexibly across grades 6-8. Some suggested the reverse: Mountain View as the 7-8 school.

- **Questions for the district:** Is one middle school sustainable over the long term? How would students get to high school courses now that they can no longer walk from Mountain View? What would Crater remodeling cost?

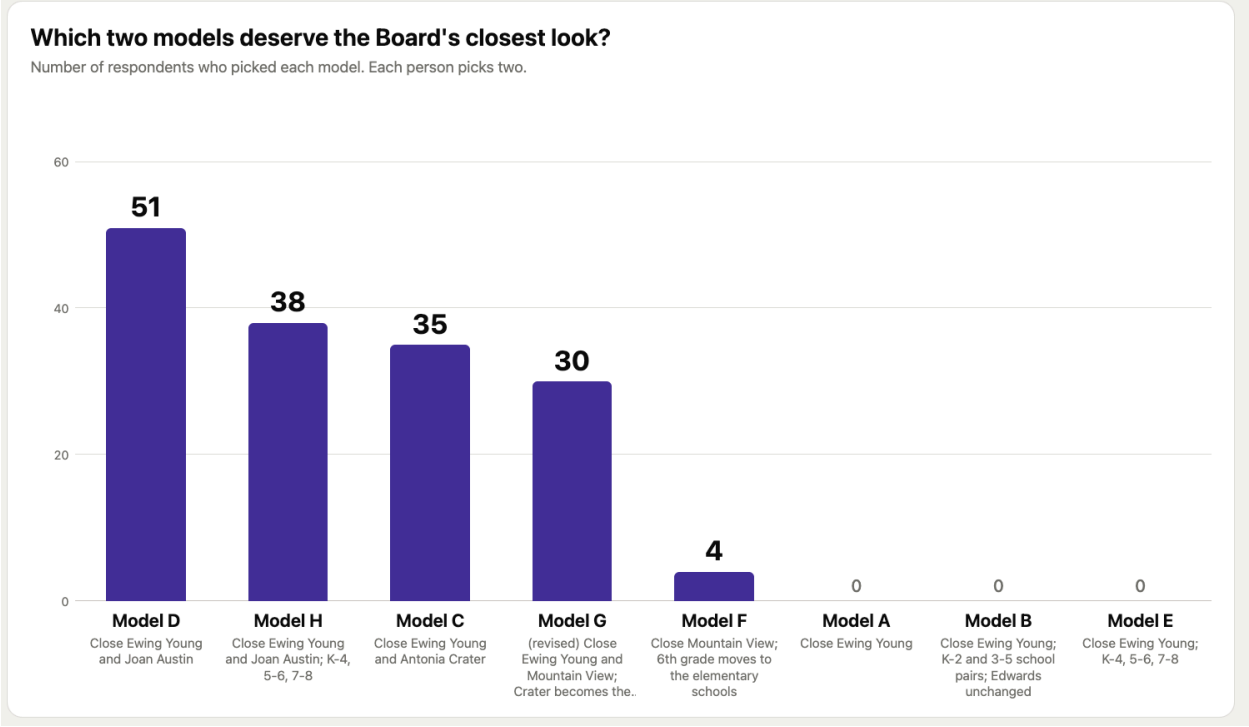
Across all four models

- Check capacity room by room, including space for PE, special education, intervention and speech, not seat counts alone.
- Boundaries will decide whether any model succeeds.
- Keep closing school communities together where possible.
- Make a decision that lasts through the enrollment decline, so the district does not repeat this process.

DRC #3 Wrap-up form

Model D was named by 51 of 78 members (65%) as one of the two models that deserve the Board's closest look. Model H was second with 37. D was first and H was second under every way the responses were counted.

Which two models deserve the Board's closest look? Members who picked each model as one of their two, out of 78.



Each member chose two models. Model F was chosen 4 times; the other set-aside models were not chosen.

Which two models, as pairs

Members fell into two camps. One camp wants to fix the math with the least disruption and keep K-5 (C and D). The other wants to use this moment to change the middle grades (G and H). Model D appears in both camps' pairings.

Pair chosen	**Members**
C and D	25
D and H	19
G and H	14
C and G	7
D and G	6
C and H	3
A pair that includes Model F	4

Respondents were 33 staff members, 26 parents or guardians, 17 who are both, and 2 community members. Staff leaned toward C and D. Members who are both staff and parents leaned toward D and H.

The one thing the Board most needs to hear

- **Make a decision and make it last.** The most common message: no more uncertainty, pick from the options on the table, and choose something that carries the district through the enrollment decline.
- **Two views on how much to change.** Many asked the Board to solve the actual problem while preserving what works, not to rebuild the district. About as many urged the Board to be bold and address the middle grades now rather than in a few years.
- **Protect school communities and trust.** Keep closing schools together, keep a neighborhood feel, and remember that community trust is fragile.
- **Plan the details.** Redraw boundaries carefully, check building capacity room by room, consider transportation, and keep students' well-being at the center.
- **Thank you.** Several members thanked the Board and noted how seriously the committee took the work.

Is there a set-aside model that deserves another look?

Of 33 members who answered, 15 said no and 5 used the space to restate support for one of the final four. The other 13 suggestions were each made by one or two people:

- A new model that closes Joan Austin and Crater (2)
- Model F, alone or paired with an elementary closure (2)
- Model H with Crater closing instead of Joan Austin (1), or with two 5-6 campuses (1, included in the F count above)
- Model B paired with another closure to reach the savings target (1)
- Model A, with savings made up at the high school (1)
- Close Ewing Young only (1); close Chehalem Valley instead of Mountain View (1); a combined Chehalem Valley and Crater middle school campus (1); a model that merges communities and keeps elementary schools open (1)
- Ideas outside the models: a four-day school week (1) and ending the dual immersion program (1)

Why these two models

- **C and D:** They pass both gates and clear $1 million, keep K-5, and cause the least disruption.
- **D and H:** Joan Austin's central location makes it easier to redistribute students, the building is attractive for leasing, and the pair offers one lower-change choice and one middle-grades choice.
- **G and H:** Highest savings, students come together sooner, cohorts stay together longer, and everyone shares the change.
- **Across all pairs:** Members cited the savings threshold, class-size balance, and grade levels with at least two teachers.

What the Board should weigh

The committee's comments across all four models point to decisions the Board will need to make, whatever model it chooses:

- **Decide, and make it last.** Members asked for a decision that holds through enrollment decline, so the district does not repeat this process in a few years.
- **Boundaries will decide success.** Redrawn boundaries can reduce blended classes and help balance Dundee under any model.
- **Check capacity room by room.** Every model over $1 million leans on a building near capacity: Crater under D, Chehalem Valley under G and H. Space for PE, special education, intervention and speech matters as much as seat counts.
- **Keep closing communities together.** Where possible, move a closing school as a whole.

- **Plan for the closed buildings.** Members asked whether each building would be leased, repurposed or held for the future.
- **Questions to answer before November 17:** how a 5-6 school would run under Model H, including teacher licensure; how Title I funding moves if Joan Austin closes; what changes Crater would need to serve 6th graders under Model G; and whether the Board wants any other model analyzed.

Appendix A: Raw comments, Model Feedback form

Every written answer from the 242 model reviews, grouped by model and question, in the order submitted. Each model also received three 1-5 ratings, summarized above. ***Spelling Errors are shown exactly as they were written.***

Model D: Close Ewing Young and Joan Austin (57 reviews)

Strongest reason to keep it on the list (52 comments)

- Does not disrupt the middle schools.
- This meets almost every benchmark.
- it meets the numbers
- It meets the criteria given.
- It closes a school that would be centrally located and likely leasable or sellable
- Model D should stay on the list because it produces over $1.18 million in recurring savings while keeping k-5 intact and creating consistently balanced elementary class sizes with no projected classed below 22.5 or about 27.33 students.
- It solves the math problem and saves over a million.
- It hits many of the goals set before us with a relatively small impact to families compared to other models
- Clears all the things we need - budget, class sizes, teacher efficacy (PLC) groups
- It hits the dollar threshold
- Solves the $$ problem
- I don't belive it should.
- It meets the numbers problems
- It answers the math problem on all levels. Each middle school is getting one feeder school closed.
- It solves the money problem
- it solves the math problem
- Least disruptive model that solves the math problem
- It meets the need of having to realistically close 2 elementary schools.
- it just make sense, money, class size
- It helps the gates that district created.
- It meets the math problem and saves enough money to restore the full school year.

- Solves the math problem, seems to be easiest to redistribute students without adding large travel
- It's one of four options that will work
- Central location and newer building may allow for leasing
- Easiest and most efficient way to solve the problems
- Austin Family Foundation relationship - HOWEVER - they could understand or support a behavior program????? Maybe?????
- Joan Austin is more centralized and easier to send kids elsewhere.
- Meets the financials
- I think this is a great model and choice and causes less disruption to the community this plan does close a school close to a new home develoopment which maybe is a downside for new people and families moving in.
- It solves the problems and causes the least disruption
- saves over $1 million
- Provides a slolution for fiscal and student distribution math problems.
- It saves the money with a good class size standard deviation.
- Joan is more central and easier to absorb by other schools.
- Solves the math problem and is geographically easier to disperse students.
- Money savings, closing a more central school so elementary schools are still dispersed more evenly in the district.
- Joan Austin is in the middle of several schools and not necessarily needed.
- The closing of JA is centrally located to the district and the dispersal of students will be more generally spread amongst all.
- closing Austin makes it easier to divide the students into the other schools.
- smallest deviation, saves good money, centrally located so easier to switch boundaries
- All models close two elementary schools - this one forces the least amount to move out of their current school.
- lowest standard deviation, which is not a great reason.
- It solves the math problem.
- With JA closing you close a central location school which allows for easier distribution of students to other elem. schools..
- Money math
- Meets 4 out of 5 of the cirteria and it seems less disruptive.
- Solves the math problem to save a million.
- It meets all the district goals.
- I believe this model is a good one. We can create benchmark support to solve the BLEND/SPLIT part of this issue
- One of the Least disruptive
- It saves us $1.18.
- The strongest reason this model should stay on the list is that the central location of Joan Austin would make it easy to split the boundaries between Mabel Rush, Crater, and Edwards.

Biggest concern (49 comments)

- We don’t want to burn any bridges with the Austin Family Foundation.
- relationship with the Austin Family Foundation, what are their thoughts
- Disperses a title 1 school and possibly we loose that funding if another school isn't able to meet those requirements.
- It closes the highest ranked school in our district with a close community which will likely impact student retention which will impact overall savings
- Reaction from the Austin Family Foundation
- Relationship with the Austin Family Foundation
- Perhaps hurting relations with the Austin Family Foundation.
- Relationship with the Austin Family Foundation
- Closing not just one but two neighborhood schools, including the districts best performer
- JA is the title school and enclosed playground, Crater doesn't offer that.
- Closing the doors to JA, which serves many lower-income families and students receiving special education services, would be devastating to the students.
- We would be closing a newer (nice) school, has the potential to continue to grow and it was a gift from the Austin Family Foundation.
- Austin Family Foundation opinion on closing the school
- It has a higher number of grade levels under two teachers.
- It puts Crater at a pretty high enrollment number which may require more infrastructure expenses than anticipated
- dundee needs more students
- Leaves middle school issues unaddressed
- Would this affect the working relationship with the Austin Family Foundation?
- It's a newer school.
- Shuts down schools and disrupts kids and families.
- This model still has a lot of split classes (called blends - but really those classes are split and community and learning are impacted).
- Closing the newest elementary school outside of Dundee (only 22 years old, lot of miles left on the building)
- More split / blended classes
- More splits
- More split classes than when AC & EY close.
- Maybe the Austin Family Foundation being upset
- The numbers are weird and probably inaccurate - because of
- When closing JA was raised by [a former district leader], I felt it was targeting a lower income population. I know that isn't what is happening now, but there is baggage from what happend a few years ago. How will the Austin Family Foundation respond to closing a school that was partially built through their funds?
- Upsetting the Austin Family Foundation
- Closing a newer building. Also keeps buildings furthest away from max capacity.
- Doesn't touch middle school experience

- Closes one of our newest schools with central location.
- Still leaves classroom splits.
- Still quite a few blends, is there any issues with the Austin Family Foundation?
- Still leaves Dundee as an outlier with 4 out of 6 grade levels without 2 teachers.
- Craters capacity, this would need to be looked at.
- Capacity of AC with this closure. Special classrooms- sped, RTI, Speech, PE
- Austin Family Foundation?
- Perceived concern about the Austin Family Foundation - is this a real concern? Can we talk to them?
- does nothing to address middle school or dundee class size
- Crater's capacity is very tight
- Capacity at Crater, we need to shift more kids to other schools to not max Crater.
- JA community
- Dundee still has the small staff at each grade level
- Still a lot of blends.
- How do the Austin Family Foundation's future donations come into play with having their Namesake building restructured for a period of time or possibly forever
- Still 5 out of 24 grade levels dont have a plc
- JA is our second newest building, built on land gifted to the district by the Austin Family Foundation.
- The largest problem with this model is that there would still be five grade levels with under two teachers.

One change that would make it stronger (21 comments)

- Make sure there is a good community understanding of closing Joan Austin.
- changing boundaries
- Knowing how closing the Austin school affects our budgeting/grants we get from them!
- You need to enclose Craters playground. JA is newer why close it.
- One of the FTE at JA is paid through title funding. It is going away. So, we are the same in funding as closing Crater. We also are newer and have an enclosed playground.
- Not closing JA.
- Boundaries balance out give crater kids to
- Balance boundaries to help lower the 5 of 24 grade levels sections having less than 2 teachers.
- All of EY goes to Dundee (helps their numbers)z JA splits between Crater & Mabel, other than the pocket (1 street?) that is on the other side of 99 already due to boundaries.
- It's a great model and idea.
- Boundary changes to be sure all grades have 2 teachers.
- Elementary boundary revisions
- Redrawing boundaries could help with capacity issues and blends.
- Boundary adjustment would it solve DD's issue?
- addressing dundee class sizes

- You would need to adjust boundaries to try to adjust numbers at Crater.
- Shifting more kids to other elem. school.
- I would not make a change to this model other than start to explore how this building could be leased out to businesses (especially being on this end of town, close to new development and future development in the vacant land right next door that has plans for development for the community
- Redrawing boundaries
- Shifting most of the EY students to Dundee to create a more stable population at Dundee. The boundaries need to be shifted to take some pressure of Crater and free up space for small group instruction.
- One change that would make this model stronger would be to have less students go to Crater and more evenly distribute them to Mabel Rush and Edward's. That way crater has a bit more wiggle room. It seemed that only being 40 heads under capacity was scary for folks to get behind.

A question the district should answer (18 comments)

- Boundaries overall need to be shifted so Crater isn't near capacity.
- How will we be thoughtful about dispersing our families from JA who are already impacted by other economic/societal issues?
- Survey to determine student retention to determine overall savings
- How can we adjust boundaries so more students go to Dundee and not put Crater so close to building capacity?
- What happens with the Austin funding?
- Crater cannot fit all JA, distrupting those kids with special needs.
- Can we lease the building out easier then closing a different school
- Boundaries
- BOUNDARIES
- Is closing Joan Austin preferable to closing Crater.
- Can Joan be leased by another group? ADEC, George Fox, etc ..
- What is the current status of Austin Family Foundation involvement with JA.
- How would boundaries be adjusted to address capacity issues.
- How would Title Funds be redistributed?
- Can we fix some things about dundee w redoing lines for boundaries
- What will become of the amazing DLC program at JA? Where will the students who elope go where there is a safely fenced playground?
- The Austin Foundation recently made a major gift to the district. Will closing the school have any impact on this gift or any future ones? How does the Austin Family Foundation feel about the possibility of the district closing the school built on land they donated?
- Instead of speculating, I think someone from the district needs to have an honest conversation with the Austin Family Foundation to actually learn how they feel about the possible closure of JA.

Anything else (11 comments)

- Biggest concern is the number of houses coming in near Joan Austin. There ARE kids moving into those homes.
- JA could easily be - rented out - next to NCC, George Fox field, ADec, the Austin Family Foundation supports mental health - maybe behavioral health program?
- This model like another doesn't touch on the middle schools at all which could be something for consideration later.
- It's the same as C. It comes down to which building gets closed if the board doesn't choose G, H or another option.
- This model would close JA, which is more central and is it possible to generate more revenue by leasing out JA to A-Dec, CPRD, George Fox, etc.
- This closes a feeder school for each of the middle schools which makes it more equitable.
- Being scared of the Austin Family Foundation pulling funding, should not guide this process.
- Very Favorable for this model
- I think the board should carefully tour Austin and Crater to evaluate and compare the space, the condition, the playground, parking, etc. I think the closure of either building will have a similar impact for families, so if the choice comes down to one of these two, the decision should be based purely on facilities and not our opinions.
- Austin has a fully-fenced playground. [Comment about student placement removed.] Drop-off and pick-up at Austin does not impact neighbors as it does many other schools. Transferring Austin students to other schools built within more densely populated neighborhoods will only add to the traffic chaos.
- [Comment about individual Board members removed.] This is my favorite model of all that have been presented. I also believe the current Joan Austin building is the most appealing for future leasing opportunities.

Model H: Close Ewing Young and Joan Austin; K-4, 5-6, 7-8 (60 reviews)

Strongest reason to keep it on the list (54 comments)

- Everyone is impacted, the weight of the change is shared
- It solves the math problem while also putting 5/6 together and all students get to meet in 5th grade as opposed to meeting later at high school, that's a plus in my mind as well as separating the7/8 kids too.
- Saves the most money,
- It helps address class sizes. I attended 5/6 intermediate schools and like the thought of having these grades separated out. Potential capacity problems in elementary schools would be diminished.
- saves the most money

- I love the idea of kids coming together as a community at 5th grade opposed to 9th grade.
- It saves the most money.
- In addition to solving the math problems and grade level problems, I think this one is best for students.
- Amount of money saved
- keeps class sizes within range. saves money.
- It meets the budget number
- Biggest financial savings.
- Money savings
- Saves the most money and brings average class sizes down.
- The savings is high
- saves the most money
- Keeps groups of students together. Solves the classroom size problem.
- It provides good savings
- Solves the financial and class size problems.
- Bringing 5-6 and 7-8 together would be a great thing for building community and diversity in the district. It also allows students to "age up" more steadily instead of all at once - allows 6th graders to not be exposed to more mature students.
- Highest savings
- Gives a change up across K-8 which sounds disruptive but everyone carries the burden of change.
- Could create good community by joining whole grade levels.
- I do not have a strong reason in favor of this model, there are still many questions that are not answered about the 5/6 part of this model
- This is the highest cost savings.
- Solves math problem and saves money
- It shouldn't.
- It saves quite a bit of money.
- Consistent student distribution in 3 of 4 schools
- Solves the math problems
- It looks good on paper
- The most cost savings
- It solves the money.
- Most potential savings
- It meets the numbers class size is good
- Biggest money saver
- It is a disruptive model but we have the ability to rebuild it. Gives us an opportunity to rebuild our district and align it with our community values. We can restructure and rebuild and have the opportunity to create something NEW and STRONG.
- Love 5-6 and then 7-8. All kids together from 5-12.
- Meets savings criteria
- This makes the most $ sense and the whole K-8 community shares the burden

- I think it's best to have 6th out of middle.
- biggest savings
- It saves the most money.
- It’s one of four that solves the math
- highest savings
- Saves the most money.
- Keeps the most schools open while still saving the most money.
- Biggest cost savings
- Softer transition to middle level for 5-6, would this increase/keep enrollment?
- Saves the most money
- A full redesign of NDSD, and maybe that’s what we need?
- It solves the math problem. Would help 5th and 6th transition into true 7-8 Jr. High level.
- Balances everything and gives 6th grade at stepping stone at a CV campus.
- The change of the middle school model

Biggest concern (57 comments)

- Blends or large classes will be needed at every building
- the fact that CV is close to capacity
- the spliting uip of elementary school into segments
- There are still some blended classroom liklihoods.
- too much disruption or changes for all students in district
- I have some concerns with the the building capacity at Chehalem Valley.
- District wide disruption. Capacity issue at CV.
- This model is going to be challenging for adults.
- Biggest disruption district wide. Loss of older kids’ leadership in elementary
- Dundee has only 1 grade level with 2 teachers
- still 5 of 20 classes with under 2 teachers as a team
- Lots of changes for families and students
- Significant amount of school changes for families and students. Most fragile students will struggle with this the most.
- District wide disruption is a problem with this model; four schools drastically changing populations/locations.
- Dundee is still very unbalanced, CV would be at capacity, and a lot of transitions.
- It disrupted almost every family in the district
- how the 5/6 setup would work? Does 5th stay self contrained and 6th become rottating? Still leaves many grade levels under 2 teachers.
- CV will be at capacity almost immediately.
- It's a lot of transitions for students
- The capacity at CVMS is projected at 7.
- We don't know what the 5-6 model would be structured as (elementary? middle? a mix?) and capacity at CV
- To many transition. Entire community disruption

- Not knowing the model that the 5-6 will operate under brings licensure questions as well as staffing around being able to staff DL at 5-6 and 7-8
- The licensure questions about 5th and 6th teachers in same building.
- So many disruptions. Students suffer jumping from building to building.
- District wide disruption
- I feel the biggest problem with this model is the unanswered BIG questions about 5/6 at CV
- This model causes a district wide disruption.
- Too many transitions for students. Blows up k-8
- Fundamentally disrupts the elementary structure by eliminating 5th grade from elementary schools and moving all 5th graders to CV, which would only have seven seats of remaining capacity.
- It leaves CV at almost full capacity with no room for growth or shifts if needed.
- Not enough room at CV
- Too many transitions.
- It is too much disruption
- The most transitions
- Capacity at CV, so many moving pieces for not enough extra savings
- A lot of moving pieces for not much more savings from other proposals
- License problems for what teachers can teach with 5-6
- 4 transitions for students including high school
- Too many disruptions
- CV only has 7 seats available - they are at capacity!!!!!!
- Capacity at 5-6
- Way too much disruption.
- This would be the last elementary school year for 4th graders
- CV almost at capacity
- It has the most disruption
- It's messy, lots of transitions.
- no future growth for CV
- CV being at capacity.
- It shares the load of change
- CV Capacity
- CV capacity too tight for 5-6 grades.
- Cv capacity
- Capacity?
- Building capacity of CVMS doesn't work for size.
- CV at capacity but numbers trend down which naturally solves this problem.
- CV does not have much capacity left.

One change that would make it stronger (24 comments)

- It's possible that the birth rates would make the capacity at CVMS a non issue in the future.
- A well thought out and transparent plan for the change among all schools and grade levels.
- If you boundary changes could make Dundee not so heavily impacted
- Boundary changes to redistribute students.
- Well thought out plan of transition.
- Elementary school boundary revisions
- understanding the dual language impact
- Knowing the licensures of the teachers potentially moving.
- Could we have two 5-6 campuses? One at CV and one at JA? This would allow two elementary school to come together for 5-6 and then all 7-8 together.
- Put the 6th with K.
- Close crater instead of JA
- Close Crater instead of JA so that the CVMS overflow could use Crater building
- Keep JA open, use Crater as overflow for CV
- Make Edwards house 5-6, close Chehalem Valley, and keep Joan Austin open. Move Edwards elementary students to Joan Austin. This solves the near capacity issue of 5-6 at CV
- Switch 5-6 to mountain view 7-8 to CV
- Close Crater instead of JA to protect the Austin Family Foundation relationship and have the opportunity to use Crater for overflow from CV as needed (gym or a few classrooms).
- Look into closing Crater instead of Joan Austin so Crater could be a what if area for capacity at Chehalem Valley.
- Getting rid of the k-4/5-6/7-8. It’s way too choppy.
- Would making these changes and keeping EY open save enough $?
- Knowing what would be done to curtail the capacity
- Still somehow us crater as a middle school campus to help w this number?
- Expanding Dual Language and slower transitions for 5:6
- Make Crater and CV a CV Campus,
- Close Crater rather than Austin. Austin is a much newer, nicer building with a fenced perimeter.

A question the district should answer (30 comments)

- what does 5,6 instruction look like? Self contained, subject matter?
- I like having 5/6 separate, but I do see that this might stress some parents out.
- is there any opportunity to re-purpose the buildings that are closed?
- How will we address the capacity issue at CV?
- Room by room capacity check. Not a lot of wiggle room at CV
- Do we want to undertake a structural remodel? (No longer K-5, 6-8 but K-4, 5/6, 7/8) Are we doing this just to "fix" the problem or do we have enough staff buy that this is a philosophy we could all support?

- Is going to a 5-6, 7-8 model in line with our educational priorities.
- How deeply wil the staffing be affected? Licensure requirements and/or movements that have to happen.
- the setup of 5/6
- What the 5th grade day look like as well as the 6th grade day?
- The capacity of CV
- Is this too much total disruption for our community.
- Licensure and structure of the 5-6 model.
- Support for individual student or Sped needs
- What is the plan for how 5-6 would structure?
- Licensure for teachers between 5th and 6th
- BIG questions about this model is the true solid question as to HOW 5/6 would be modeled. We do not know a true number of FTE (teachers, specialists, dual teachers, etc) We do not know how this model will be structured. Self contained 5th and 6th that changes classes? How many teachers does this require?
- Is the disruption worth it? Is this a philosophical choice that leveling like this is better than current?
- CV has no room for growth. Seems like a lot of movement for not much more gain than Model G which is much LESS disruptive.
- What would happen if you changed Edwards to be the 5-6 school to meet capacity issues and redistrict the rest of the elementary schools to absorb Edwards students
- In the long this might be the best
- Can we close Crater instead of JA?
- Capacity at CV.
- Move grade 5 and 6 to Edwards?
- Would shifting all 5-6 students to Edwards shift things enough to make a difference and still allow for one middle school to hold 7-8 - MV since it is the larger building?
- What would the savings look like with keeping EY open?
- What does this do for dual lang program?
- Expand dual?
- How does this work for dual language program?
- Long term if the numbers shrink too much, it makes it easy to combine and move 6-8 to just CV.

Anything else (18 comments)

- I feel like this model shoudl be looked at seriously.
- I think this model could work well long term, but getting there will be a tough challenge that I am not sure the community will be receptive to.
- too much disruption.
- It would be so nice to have all 7-8 together.
- K-4 schools enrollment shrink, immediate problem that grows with shrinking cohorts.

- This could be presented as, everyone has to change something, not just one or two schools.
- It is my least favorite of the final 4
- Close Crater instead of JA so that the CVMS overflow could use Crater building
- the most changes of all the models
- There can be beauty in the rebuild after destruction.
- This is our chance to make this the district we want. Make the middle school schools the way we want.
- How does this affect licensure? For middle school a lot of us are licensed for a specific subject in the 6-8 grades. A lot of elementary teachers have k-8 license but they do not have the content specific endorsements. How will this work? We keep hearing that teachers follow students... but I am not able to teach 5th graders, and elementary students can't teach subject specific things. Would the 5th graders have 'normal' 5th grade year and stay together, and then would the 6th graders go to 7 periods like 7/8 does?
- I really love this model
- What if you keep JA open and close Crater? What would it look like?
- I think it's the most interesting
- Very appealing to have 5/6 a little more focused on for school/skills for preparation for high school.
- Solves all the things
- Outdoor pep rallies and events to create campus feeling.

Model C: Close Ewing Young and Antonia Crater (62 reviews)

Strongest reason to keep it on the list (50 comments)

- The cost savings is there (but barely)
- It solves the math problem and saves enough money to have a full school year.
- Cost savings
- A less disruptive way to solve the math problem, saves the money needed
- It answers the math problem on all levels.
- It solves the $$ problem and increases grade level teams.
- solves the math problem
- It's one of four that meets the requirements
- solves the math problem
- It does help the 2 gates
- Meets criteria
- It saves the money.
- Grade level under 2
- It seems to help with class sizes.
- Solves the fiscal and student count math problems.
- Solves the numbers problem

- Solves the teaching cohort more effectively (only 2 of 24 grade levels under 2 teachers) only one large class size of 30 at dundee,=
- It could easily solve the class size/blending problem with boundary changes.
- It passes both gates well
- This model solves the problem and saves us money as well as not disrupting the middle or high school levels. It keeps middle schools the same but allows for other elementary schools to join up with the students from the two elementary schools that would be closing. I fully support this model. Crater also doesn't have a enclosed playground and so there would be no more sending students to other schools because of the safety concern of a playground keeping children in.
- Meets the Million dollar mark
- reduces class size, good savings
- It solves the money problem and gives 2 teachers at each grade level in almost every school, which is the best distribution.
- The class question and the money question
- Solves the math problem.
- Solves the math problem.
- Elementary is more balanced and reaches the million dollar mark.
- Savings
- This model has the fewer grade levels with under 2 teachers
- It solves the elementary problem of class size and reducing the number of grades with 2 or less teachers.
- fills both criteria and tied for lowest amount of grade levels under 2 teachers
- Solves the money issue, doesn't disrupt the entire community, doesn't cause students to transition as much
- Does meet the many of the goals for restructuring.
- Answers the math problem and it solves the problem of high classroom student numbers.
- No strong reason for this model
- It meets the financial savings.
- Decent savings and helps math problem
- Only two schools “affected”
- Keeps the current school structure while solving the gate 1 and 2.
- Brings the average class size to near optimal levels
- This model saves more than 1 million.
- Only closes two schools and keeps middle schools intact.
- This model causes the least disruption and gets the most gain and equity in parts of town affected
- This is the best model of all the options out there. It solves the math problem and causes some of the least disruption.
- Saves a lot of money and has one of the best teacher efficacy (PLC) scores
- Gets to 1 million and closes the open Crater School

- Avg class size, capacity and budget goals met without high impact to families (comparatively)
- The model adds FTE.
- It meets the savings criteria
- This model not only saves a million dollars, but it also keeps our second newest school open.

Biggest concern (59 comments)

- Cost savings is not that great and only elementary takes the burden
- Space issues for PE, SPED, many classes above 24.5
- Crater is on an actual school "campus"
- Leaves since middle school issued unresolved
- It closes two of the elementary schools that covers almost all of west Newberg and CVMS feeder schools.
- least amount of savings between the top 4 contenders.
- Still have blends, but perhaps logistics/boundaries might help this after implementing
- still many blends
- Your hurting families and kids and removing them from there sacred space
- Wide range for students on the west side to get to elementary
- neighbiorhood school
- It does not save enough money or lower class sizes enough to justify dismantling 2 communities
- The entire west half of Newberg loses their schools - reducing walk ability. And disrupts the Neighborhood of Crater/CV
- Sharing spaces for interventions.
- It creates a slightly larger area in the northwest region of the district without a school.
- Eliminates two schools from Northwest sector of town.
- Classes still at 30
- Still has blends at schools
- Closing one of the newer elementary buildings - Crater.
- There is still a 30 kid class size. That’s huge in elementary. 30 is too damn many.
- I think it doesn't address the middle school issue of creating maybe a different experience for middle school.
- Still have blends
- Family and community impact
- some classes still at 30, uses almost all classrooms- no flex spaces
- There are several issues surrounding space for RTIC, speech, SPED, art lit, reading intervention, etc.
- The west Newberg elementary schools are limited.
- Lose a walkable school. more busing.
- Geographically, this makes a part of town without a solid school choice.
- Wrong location for two side by side elementary schools to close.

- Takes away a "neighborhood" school.
- Too many blended classes
- Over half of JA's students (124 of 212) would be moved to other schools even though their building stays open.
- does nothing to address middle school staffing and class size issues
- Not enough
- grade blends
- It displaces JA students out of their current (home) school.
- Crater moving to JA then pushes a significant number of JA kids out of their school to a new school
- A lot of students move.
- I believe the single biggest problem with this model is closing two elementary schools on the same end of town.
- It's closing two feeder schools for CV.
- Too many blends
- Joan Austin students will get kicked out of their own school
- Least amount of savings of the four left
- Blends and class sizes
- Two CVMS feeder schools being closed.
- Student retention issues
- Doesn't address middle school issues
- Keeps too many blends and leaves a class of 30 with no cohorts to plan or teach with.
- Blended classrooms an issue still
- The Austin Family Foundation may be upset
- It's sad to see two schools closing, but if we have to do it, this is the best option. Pick this one, school board.
- There may still be larger elementary class sizes with the standard deviation.
- Would require more redistricting of the boundaries, breaking up kids that have been together.
- Too many blends
- A large level of blends remain with this model.
- Ewing young kids would most likely want to go to Crater
- It causes EY people to have to bus further away. I believe some EY parents will be okay to stay in district to go to AC but maybe not JA. Highest standard deviation of the 4 options.
- EY losing crater as an option for EY closure transition.
- There are a lot of blends, and Dundee has a single third-grade class of 30 students.

One change that would make it stronger (18 comments)

- Adjust the boundaries to help Dundee
- Adjusting boundaries with the goal of at least 2 teachers for every grade level.
- Figuring out boundaries and logistics (hard to predict ahead of time)

- keep neighborhood schools together
- Explore shifting boundary lines for all elementary schools
- Pull like grade levels to buildings to solve math problem
- Review boundary lines.
- All students from Crater move to JA and all students from EY move to Dundee
- Boundary changes to be sure all grade levels have 2 terachers.
- Merge JA & Crater to combine grade levels and solve the math problem. Do the same with EY & Dundee.
- Boundary changes so Dundee could have 2 teachers at each grade level? Although it is the best scenario for Dundee. Boundary changes could also even out some of the .5 teachers at other buildings?
- Boundary adjustments
- boundary changes to minimize people getting kicked out of JA to MR
- Not closing crater
- Being extra thoughtful about where the students are rezoned to.
- Add a middle school into the plan
- Not closing EY. It feels as though everyone thinks it's automatic that we will be closing. If we want to support farmers & rural Newberg, your best performing school should remain open.
- Red-draw the boundary lines so more EY or Crater students go to Dundee. While this model supports Dundee better than some others, they are still in the precarious position of having one or two teachers in each grade.

A question the district should answer (17 comments)

- How long will this change make a difference?
- How do kids wear off college get to JA?
- How many families impacted with this choice?
- How much (or how little) will fluctuate with the details, bus routes, staffing, boundaries etc
- Is there a boundary line way to make the grade levels at Dundee get to more sections
- Increase in bussing and capacity? All the busses would come from one side of the city. Walkability by students is reduced - increase in employment? Street cross guards - college?
- Is it possible to rezone all schools together, so keep Ewing Young together and relocate them to Dundee? Or to merge all of Crater and JA?
- Is closing Crater preferable to Joan Austin, the decision between these two schools is the difference with this model and model D.
- What happens with closed buildings? This needs to be answered for all models.
- Has the Austin Family Foundation given feedback?
- What would happen with Crater, could it become a CPRD building?
- what might become of the buildings?

- Would the Crater building have potential to be marketed for other businesses considering it is attached to a the senior center and has a shared parking lot?
- What will the new boundaries be?
- What does transportation look like when it comes to the entire north west part of the district being closed
- How would feeder schools be re-arranged to accommodate this ?
- Why would you close the next best option for EY student transition? EY feeds into CV & the proximity to crater makes it an easy choice if we anre forced to close. And this scenario doesn't solve the middle school problems.

Anything else (15 comments)

- Affects an entire side of Newberg
- I would like to more students going to Dundee
- Crater is stable. [Comment about a school's past leadership changes removed.]
- What do you plan on doing for sped classrooms?
- I think this is a great model that provides less disruption from the community view point. Not affecting either middle school yes its a shift at the elementary level but I think it's one that our community can handle at this point and the moeny savings are worth it as well.
- It feels like with Crater & JA being so close there could be a way they could work together.
- How does this affect any agreements with CPRD and the Senior Center use.
- Could Crater become a CPRD building?
- I like that this adds a teacher
- EY students will have to be on transportation way longer
- This is one of the least disruptive models in the big picture. It is disruptive for our elementary schools and for some of our school communities, but it does not require a re-working of a whole system. It also protects our relationship with the Austin Family Foundation. This model leaves Crater open which is next to CV so it could be utilized in coming years if needed on a need by need basis.
- This model is a good compromise to extreme models (models with lots of change) and models that are not very effective
- Crater's proximity to CVMS makes it difficult to see that building close. I am also afraid of the blends, the high standard deviation, and lower cost savings of the four "high savings" models.
- This has the least wins when looking at all 4 options.
- Crater has a playground that cannot be fully fenced which creates a safety concern, especially for students who run. Crater is ten years older than Austin and shows it.

Model G: Close Ewing Young and Mountain View; Crater becomes the 6th grade center (63 reviews)

Strongest reason to keep it on the list (58 comments)

- This brings all the middle school grades together, cuts down on elementary large classes, and saves money.
- I do not feel that this is a strong model, therefore I do not have a strong reason
- The savings cost is high
- bigger groupings of middle school students so that teachers have someone to plan with.
- Has the fewest grade-level teams with less than two teachers on a team.
- It saves the most money and any class size/blending issues could probably be solved with boundary changes.
- It solves the financial and class size issue very well.
- It keeps middle school aged students together. No splitting form elementary schools.
- The dollar savings is great.
- It solves the math problem
- Model G should stay on the list because it reduces the number of under-two- teacher grade levels from 17 to just 2, brings the average class size to 24.63, and generates over $1.2 million in recurring savings.
- Mixing the middle school kids and getting rid of the "poor" school "rich" school
- Meets both gates
- Savings
- The dollars saved
- Puts kids in cohorts for 7 years, it makes a campus that 6-8 can utilize both facilities.
- money saved
- Cohort stays together for 7 years
- The cohort stays together for 7 years
- Solves math problem and maintains general feel of Elementary, Middle, High
- Allows our middle schools to align and keeps a cohort together for 7 years of their academic career.
- Saves more than one million dollars
- Hits a lot of benchmarks + creates grades 6-12 as one group.
- Solves the age long problem of our middle schools finally aligning.
- Grade levels under 2 teachers
- It meet the numbers and making a 6th grade campus
- Cost savings
- Clears up the haves and have not perception
- Helps with the middle school transition
- For the board to see we considered it.
- savings
- meets the financial need
- One middle school would better prep students for high school
- Equity - This pools resources at the MS level and allows a soft start for 6th graders.
- It does help solve the 2 district gates.
- One of four that works
- Gets students together sooner across the district

- 6th graders are pretty elementary, and this houses them with elementary.
- It best solves math problems at BOTH elementary AND middle school levels
- $
- It saves a decent amount of money.
- Reduce the equity disparity between the two middle schools.
- Cohorts stay together for 7 years
- Gets students across the district together sooner
- Money
- It saves a lot of money
- Financial Savings are high
- I like having a shared middle school experience across the district. I like having a separate 6th grade school. It saves the most money.
- Meets the dollar amount
- saves the second largest amount of money, class split issue
- I like the idea of one middle school in our district of our size
- shared middle school experience, good savings,
- NO reason. Big problems
- It saves enough money.
- It solves the math problem for savings.
- Somewhat solves the math problem
- Unity for students starting in 6th grade.
- money problem solved, is a model that gives most grade levels to sections at each school

Biggest concern (58 comments)

- Crater is not built for 6th grade and CV could easily be over capacity very soon.
- questions about this being a favoarable long term solution, sceptical that this model will carry us to where we need to go
- Licensure if 6th grade is self contained vs traditional MS model
- Too many school communities impacted (3)
- cv being near "capacity". but lots of empty space available.
- Crater facilities is not set up for 6th graders, and could feel less dignified.
- The K-4, 5-6 model for elementary school loses having the 5th grade leadership in the building.
- What does a 6th grade only campus look like?
- Does it solve the capacity long term?
- Disrupts the most school communities of any model.
- This essentially closes 3 school communities
- I didn't like this model, but now I do...
- CV has very little capacity left
- Still high end of largest class sizes

- It had the largest distribution and liquidation of the most buildings that may not be desired for leasing or sale
- Too much disruption & loss of two neighborhood schools plus a middle school while continuing to have high class sizes.
- Difficulty with 6
- Cv will be at capacity
- Closing Moutnainview would leave an empty building in a major educational hub next to the HS
- Three school communities blown apart
- Fluctuation of student population, the great unknown
- Losing the building/space near MR and NHS.
- CV is at building capacity (~98%) and no wiggle room there, unless kids get pushed to Crater as 7/8 graders.
- CV is near capacity.
- Capacity for cv is too high
- Moving between buildings for electives
- CV is practically at capacity
- CV will be basically at capacity; no room to grow
- It causes more transitions and is messy.
- capacity at CV
- leaving a 700 capacity school empty in hopes that something can happen with it. Also, middle school access to upper level courses at the high school without busing
- Capacity of CVMS
- This is a lot of chance for the community.
- Adds to transitions and movement for kids.
- Logistics, and very close to maxing out the CV capacity
- Close a large school
- LARGE class sizes and CV is at capacity.
- It is admittedly disruptive
- CV Capacity
- CV is smaller than MV and nears capacity with this model.
- Capacity of CV (would likely overflow into Antonia, so then is it really a 6th grade hub?). Major disruption to all the schools, is it too much? Why close the largest middle school with the most capacity.
- 300 6th graders in one building is a lot
- Capacity seems tough to manage into perpetuity
- CV capacity
- There would need to be some very strategic planning.
- Class sizes still hit 30.
- Significant amounts of disruption with the loss of three school communities.
- Capacity issues could be a problem.
- Does this solve the problem long term
- Lose the Crater walkability. bussing

- More students needing to transition
- overhauls district elementary & middle
- This moves ALL middle schoolers over to a location which already has traffic and parking issues. If you have visited either middle school lately you can already tell the mayhem parking and driving around there is and I cannot imagine the nightmare it would be having ALL middle schoolers there as well as all 6th graders at this location.
- Closing a middle school.
- Would need to look at the ongoing enrollment numbers, what do we anticipate 6th grade students be in a 10 year projection
- The model creates a temporary solution, but how does this look with declining numbers?
- Major change. Remodel costs to Crater in order to accommodate 6th grade students might be too large.
- CVMS becomes a large school

One change that would make it stronger (20 comments)

- knowing the long term sustainability of the building capacity for CVMS as a 7-8 school
- I think maybe crater being more flexible being 6th and the arts or something to alleviate capacity concerns.
- More information on the 6th grade model.
- Keeping middle school students together.
- Closing Chehalem Valley and keeping Mountain View
- Keeping EY open.
- Build a covered walk way so kids could flex between schools as needed to deal with capacity issues.
- Flexibility in how we use Crater between 6/7/8
- More details on how a building can function at 98% capacity.
- eliminate it
- Merging country schools
- Evaluate equaling the building usage at CV & Crater
- Should change to MV being the 7-8, CV being the 6th grade campus, closing Crater.
- Make 7-8 at MVMS
- Crater could not only be considered a 6th grade hub. Usage of both buildings between grades would need a more nuanced approach
- Re-imagining of what Antonia Crater would do because CVMS would be at capacity, so is there a special program or overflow into Antonia?
- Be flexible w how crater is used for middle school ages
- Make CV 5/6. and mountainview 7/8.
- Treat the 6th grade in Crater as part of the middle school (CV).
- boundary changes that give Dundee more grade levels with 2 teachers

A question the district should answer (26 comments)

- How would 6th grade be run - like an elementary school or like a middle school? How would licensures be affected?
- understanding the licensure issue of 6th being elementary vs secondary and how it impacts teachers.
- Bathrooms at Crater...would they remodel them?
- What building structural changes would Crater need to accommodate 6th graders (toilet sizes etc)?
- Are the savings truly represented of reality in dormant buildings higher capacity building loads and additional transportation costs as well as student retention.
- What does it look like without closing EY.
- Can you allow kids to flow between buildings without staffing issues/safety.
- Would closing Mountainview actually be the best middle school to close considering capacity, location, new housing developments etc? What if we didn't close Crater but closed JA instead of Crater and CVMS instead of Mountainview?
- How can we effectively and safely use both CV and Crater with this 6-8 model- specifically thinking about how kids are moving between the buildings.
- Some students take high school classes, does this model factor in those bussing costs? Students would miss additional class periods for that transportation as well - compared to walking from MV
- Is this sustainable to have CV be the only middle school for the long term?
- The importance of a cohort staying together for 7 years.
- What happens if elementary enrollment increases and there isn't enough room at the one middle school anymore?
- what does it look like having 300 6th graders in a building?
- What would the plan be for capacity issues at CV and for the empty building at MVMS
- How much would this save without closing EY?
- What would the long term plan be for Mountain View building
- Bussing students to the HS for math and other classes - this is transportation cost and them losing class time.
- GIANT building left unused. More Maintenance.
- Could the number of blends be fixed with boundary adjustments
- Need a room by room capacity check
- Would Crater be it's own school, or would the building be part of CV with all 6-8 students attending CV at two adjacent campuses?
- What becomes of the closed buildings?
- would 6th grade be considered elementary or middle school
- Need to know the costs of remodel to crater, how will capacity issue be addressed at CV.
- Do we want to change the middle school model? Is it worth the extra savings or will it help the overall middle school climate to make this change now?

Anything else (14 comments)

- We live in Oregon - if it is run like a middle school and kids move between buildings, what does that look like when it is rainy/muddy?
- I believe this model disrupts our already fragile community outlook on NDPS.
- This creates a more transitions between schools, the 6th graders feel segregated, they would miss out on lockers, being around other grades, the building would possibly need to be changed ex bathrooms built for smaller students, no locker rooms for PE
- I think this provides a great transition for 5-6 graders
- You are closing your highest performing school. This community already feels as though it's been written off. Is it instead possible to move student teachers, and/or aides in to help with the larger class sizes? Namely I believe there was one 38 and one 36? Although those class sizes are undeniably too large, I believe that we can get creative and find ways to better serve all of our community through keeping our neighborhood elementary schools open.
- This model is a big change for the district but I believe if we were ever going to get singular culture at our secondary schools this is it. Be bold. This model would be best for our middle school students, teachers, and community.
- I wanted to hate this model but I actually love the idea of isolating the 6th graders in one of the weirdest years of child development
- This affects too many communities
- Does this model factor in dual language?
- Breaks up the MR, MV, NHS neighborhood. MV has A LOT of walkers and SEVERAL kids who walk their younger siblings to school.
- I like this one the best.
- This is not an option I would want to support or talk about in the community.
- Treat the 6th grade in Crater as part of the middle school (CV). They wouldn't necessarily take classes at the big building but they would be there for potential electives and they could take part in all other middle school activities. This could be a soft start into our secondary system and it would put all Newberg - Dundee kids together in 6th grade to help build community.
- CVMS should be considered a campus school, not two separate schools. So technically not another transition for students.

Appendix B: Raw comments, DRC #3 Wrap-up form

Every written answer from the 78 wrap-up responses, in the order submitted. The label before each comment shows the two models that member chose for the Board's closest look.

The one thing the Board most needs to hear (76 comments)

- *G and H:* I think there might be a better option that we haven't come up with yet....
- *C and H:* The unvarnished truth of which alternatives get us closest to our identified needs. None are easy decision because the least impactful option was passage of a levy. Because voters rejected the levy, we are left with less appetizing options.

- *G and H:* Please do not bring additional or alternative options to the table after this. This is the second year we are doing this analysis and it's best to stay the course and pick from the menu of 4 options.
- *C and D:* Please be extremely thoughtful about setting new boundaries - I personally think that decsion can strongly influence the success of the building closures (esp for Dundee).
- *D and H:* Please try to keep the school communities that will be closing together. It would be great to move EY students to Dundee!
- *D and G:* Best use of buildings
- *D and H:* Nothing is going to be easy and change is hard. How we talk about providing the best instructional opportunities for students and families will be imperative.
- *C and G:* At least 2 schools need to be closed.
- *F and H:* I would have liked to have seen more model options. What does Model H look like with keeping EY open?
- *C and D:* Not to close a middle school. One middle school is not ideal
- *D and H:* Community Schools Matter Deeply
- *C and D:* There are two problems, a financial one and an issue at the middle school's in terms of parity and the needs of 6th graders to have a better transition. This committee can solve the money issue but the school board needs to address middle school success, equity and 6th grade transition. This can be done in the current middle school buildings but should be a focus of the district.
- *D and G:* We just need a decision
- *G and H:* No decision will make everyone happy, they need to make a decision and we as district employees need to support/embrace it.
- *C and G:* Thank you for always keeping kids at the forefront of your decisions.
- *C and G:* Think about the middle school class balances too
- *G and H:* There is no perfect model. I'd rather we ripped the band-aid off and did what needed to be done. This would contribute to long-term stability for the district.
- *C and H:* Really need to look at all the final thoughts and questions that were brought up. There are still several questions that are left unanswered.
- *C and D:* there is a lot happening, need to make this a easy transition. closing elementary seems more simple then trying to add middle school into it.
- *C and G:* I don't know what to say
- *D and G:* We never want to do this again. Make necessary cuts.
- *G and H:* We need to remain student focused. That includes what's best for instruction (the math problem) but also what's best for culture and equity. These are the issues at the middle schools that need some attention
- *C and D:* Staff is tapped out- less change to continue positives and focus on supporting areas needing to improve
- *C and D:* That the community impact is grater when there are more transitions in grade bands. Student mental health is the most important thing
- *D and H:* They need to do some outreach to families and see how many families will leave. If you lose 100 kids is this worth it your savings are gone.

- *G and H:* How this is going to solve the math problem proving ongoing stability so we dont have to this hard work year after year.
- *D and H:* Relationships with a family can't be the hindering factor in the decisions, Bring this family in. Talk with them about numbers and reality. Discuss with them and brainstorm ideas of how the building can still be used and benefit the children in our community. Behavioral health like Phoenix? Could be an income generator. Rec center? Our armory is small and not used, the aquatic center is mainly aquatics. Or Adex expansion, or George Fox rental
- *D and G:* How do we develop community in our newly configured schools.
- *G and H:* I think the Board also needs to consider the longer-term impact of closing only elementary schools. As elementary enrollment declines, those smaller cohorts will eventually move into the middle schools, leading to declining enrollment there as well. Would this mean we could be facing another round of reconfigurations in three to five years?
- *G and H:* Pick an option, no more uncertainty.
- *D and H:* We have to decide if we think out current model is the best. If it is the best than go with a change that maintains that while fixing the math problem. If model H provides a better experience for staff, students, and community than that should be our direction.
- *D and H:* We are sensitive to the fact that there is a lot of emotion for families and community behind the proposed changes. The process was well organized and the participants took many things into consideration. Ultimately, we wanted to do what is best for our district and the kids we serve.
- *D and H:* This was not easy work, and it is based on data that is not exact for future years. It is difficult to tell how long tern these changes can be. With all the potential disruption, the change needs to be a long tern to aid in mindset.
- *C and G:* The information that show which models had the most support. If we close buildings and kids end up with huge class sizes, splits, one teacher per grade and a worse experience community will be very upset and confidence lost
- *D and H:* It sounds like there is a general consensus that middle school model needs to change. This is a time to do that. Make it the district we want it to be.
- *D and H:* None of these decisions are easy, but I think it's important to think about what it best for our students and staff and also provides the least disruption possible.
- *D and G:* No option is great but something must be done. You are not going to make everyone happy and there is no way around it due to the current numbers.
- *D and F:* Are we going to make decisions based on which families are easiest to overlook, or based on what actually saves the most money with the least harm to our community? Relocating in-town families 1 to 2 miles is a minor adjustment. Relocating our most rural families means doubling their commute, pushing bedtimes and wake-up times for five- and six-year-olds, and stripping away the after-school hours families have left for each other and for this community. One of those costs is measured in dollars. The other is measured in the families we will lose
- *C and G:* Don't be afraid of bold change. Things evolve and this is an opportunity to fix problems that have existed for many years. I'd encourage the board to think long term

about the benefits of creating one MS with 6 graders having core classes at Crater Elementary but still sharing between the two buildings for electives. Cohorts stay together for 7 years of their secondary experience. A change to create one culture.

- *D and G:* Need to consider impact to students, parents and staff regardless
- *C and D:* No stone unturned. All the effort into impossible choices.
- *D and H:* That we need to pick an option that solves the problem on a sustained basis…we want to make the changes now, and not nickel and dime ourselves over the next ten years. Rip off the Bandaid. We don't want to make piece-meal changes so that we're always waiting for the next change or shift. Every option over $1m outs buildings really close to capacity.
- *D and H:* Model C - over half of JA's population would be "kicked out" to Mabel Rush in this model, which is very concerning for a school that is staying open. None of the choices are good, but I think option D has the least negative impact at the elementary level overall while option H can help improve the middle school experience and possibly be enticing to families who may otherwise pull their students from the district (because of concerns for the middle school experience).
- *G and H:* These proposals are all a temporary solution for an ever growing problem. We need to get the trust and respect back from the community to bring kids back to NDPS. We also need to make our schools more attractive to people in surrounding communities and people looking to move to the area. Obviously kids are becoming a rarer and rarer commodity so we need to make our schools and our district desirable.
- *C and D:* There are no easy decisions
- *C and D:* The Board needs to hear that we are willing to make difficult changes to solve the district's financial and staffing challenges, but many of us do not want to "burn it all down and start over"—we want a thoughtful, sustainable solution that addresses the actual problem while preserving as much continuity as possible for students and families.
- *C and D:* The boards focus in this decision should be on sustainability and fixing the financial and class size challenges from our current models. Creating new educational models deserves its own separate attention.
- *G and H:* Every model over $1M leans on a building near capacity (Chehalem Valley in G and H, Crater in D). It would be wise to require a room-by-room capacity check, not seat counts, before deciding.
- *G and H:* Whatever happens needs to last our district through the enrollment decline.
- *C and D:* Make sure to think about each building and whether repairs will be needed anytime soon to the remaining buildings. It appears Crater still has a roof leak? Will that be an issue if it stays open and a different school that doesn't have an issue closes? Will the closed buildings have a potential to lease out and is there one that has more possibility than another?
- *C and G:* All the pros and cons. They need to know how seriously we have taken this task.
- *D and H:* It is not about the best savings or the lowest impact but maybe the solution lies somewhere in the middle and perhaps the best model has not even been brought forth- Additional community feedback is essential

- *G and H:* Boundaries will have to change no matter the choice
- *C and D:* The board needs to hear that these two school communities feel STRONLY that they need to be transfered as a whole school into another building. This is the strongest message to the community that we VALUE our school communities. We want our students and familes to feel heard and cared for - and in the future. We are still building trust in the community and in our school staffs and teachers. These two school communities have great things happening in them. By moving the whole intact staff and students together as a unit to another school we can build another stronger, better, high functioning school with two great schools combined as one. We need to care and love our families. They need to stay together.
- *D and H:* Transparency throughout this process will be crucial in obtaining community support.
- *D and H:* I think the board needs to hear that the community trust is fragile. Keeping a somewhat neighborhood feel is going to retain students and continue to repair how our town views NDPS.
- *C and D:* If we are going to disrupt things, then we need to completely disrupt with Model H and rebuild everything thoughtfully, diligently, and factoring in students AND staff. Model G has a large disruption, but does not actually work in the real world - all those students in one place is a TERRIBLE idea. Model C & D have the least disruptions school wide and will hopefully help rebuild our community and their trust in us.
- *F and G:* How will this impact the students. You guys are so focused on the money. But think about the students and their mental health and how these big changes will impact them. You'll be splitting up these school communities.
- *C and D:* I do think the board needs to hear from the committee that there are
- *D and H:* Whatever model is chosen....serious considerations of what each building can REALISTICALLY handle. PE, SPED, RTI, Speech, Interventions. You increase the student numbers which means you really need more space for services.
- *C and D:* Be sure to balance the class sizes by moving the boundaries. However, in order to make it work long term, we need to limit thew amount of intra-district transfers of students. We need to have a reasonable estimate of expecting kids within school boundaries attending that school.
- *F and G:* Neighborhood schools are worth fighting for. Ewing young is a phenomenal community supporting a very high performing school that deserves us getting creative in order to keep it open.
- *D and H:* This is an impossible decision with no clear answer. We need to keep as much emotion out of it and make an informed choice. Then we need to start the hard work of preparing the community for the changes and make this messy situation as positive as possible. We don't want to have to do this again so if middle school is going to be an issue within a few years, let's deal with it now.
- *C and D:* Please make blends go away.
- *C and D:* We understand that difficult changes are necessary, but we should not assume that more restructuring automatically produces a better solution. The goal should be to

solve the actual problem while preserving as much stability and continuity for students and families as possible.

- *C and D:* The Board needs to hear that many community members are willing to make difficult changes, but do not want to completely rebuild the district when a more targeted restructuring may address the financial and staffing problems.
- *C and D:* Please distinguish between changes that are necessary to solve the problem and changes that simply create additional disruption; we should preserve what is working whenever possible.
- *C and D:* Thank you.
- *C and D:* Please distinguish between changes that are necessary to solve the problem and changes that simply create additional disruption; we should preserve what is working whenever possible.
- *C and D:* The Board should consider the long-term impact of each decision, not just the immediate savings; once schools and grade configurations are changed, those structures are difficult and disruptive to rebuild, so we should choose a solution that is financially meaningful while preserving flexibility for the future.
- *C and D:* Keep in mind the transportation
- *G and H:* This is a hard decision, and there doesn't seem to be one right answer, just several "this would be better" answers. Please don't shy away from a decision that would be disruptive to the community from a fear of blowback from parents. Take the longer view... you may not get short term love from this, but in 5-10 years, I'm confident that people will be looking back saying that you did the right thing by making a hard choice that saved our schools.
- *C and D:* Models C and D maintain K–5 elementary schools, allowing the existing elementary buildings to serve larger grade-level cohorts across six grades rather than removing an entire grade from every elementary building. Both models clear the $1 million savings threshold while substantially reducing the number of grade levels with fewer than two teachers, without creating the extreme capacity concentration shown in Model H. I think we should be very cautious about solving a grade-level enrollment problem by creating a building-utilization problem. Before choosing a model like H, I would want the district to explain why we should leave hundreds of elementary seats unused while bringing Chehalem Valley to essentially full capacity. A question to consider: Why is moving fifth grade out of every elementary school the most efficient use of our existing buildings when Model H leaves the four K–4 elementary schools with approximately 939 unused seats while Chehalem Valley has only seven seats of capacity remaining?
- *D and H:* This is a difficult choice with many consequences. Whatever you decide, please continue to have a committee to discuss what each option looks like actually in practice (boundaries, teaching teams, certifications, etc).
- *C and D:* Closing a middle school does not solve our issues of a long term plan and sustainability
- *C and H:* Crater does not have an enclosed playground and for some reason cannot have one built. JAE and Edwards have received a lot of students from Crater because of

this. How will this be solved if you close JA? Also, JA is a newer building. Why would we close the newer building and not the older one? Would NCC use Crater too? [Comment about an outside group's intentions removed.] Why hand over the newer, fresher building? [Comment about an outside group's intentions removed.] Would they be allowed too? [Comment about an outside program and its staff removed.] Are we going to have JAE altered and broken so that when it comes time when we need it again it will need to be remodeled with money?

A set-aside model that deserves another look (20 comments; 13 other members answered "no" or "none")

- *G and H:* The idea of somehow having a full middle school campus using the CV and Crater campus would be ideal but not sure how to get that to work out with the numbers without portables
- *C and D:* Honestly - No.
- *F and H:* I would like the board to take another look at a model that keeps elementary schools open and instead solves the math problem of split classes by merging communities.
- *G and H:* I don't think so. None of the ones set aside made much sense.
- *C and D:* I would like to see model H with Crater closing
- *G and H:* D
- *D and F:* The board needs to create a model closing Joan Austin & Antonia Crater. Ewing Young IS your west side school, serving your community.
- *D and H:* Perhaps B. It fully solves the staffing problem. It only fails on money. Can it be paired with another option/closure that gets us closer to the $1m mark?
- *G and H:* Possibly cutting back our school days from five days a week to four and adding an hour of teaching time each day.
- *C and D:* Closing Ewing Young alone and keeping other schools intact should be considered. Limiting disruption and looking for savings elsewhere. For example, right now there are many middle school PE and electives class sizes that are smaller than elementary classrooms, this needs attention.
- *G and H:* I emailed the team earlier about looking at a model that closes CV instead of MV. I don't have a strong opinion on that being an option but I'm curious what the savings would be, how it changes the classroom structure and why it wasn't even on the table. Is there something we don't know regarding why that wasn't even an option?
- *C and D:* I think G should still be considered if a change to the middle school model is desired. Last year there seemed to be a lot of concern around the middle schools in general. Now would be a good time to make the change versus later if a change is desired.
- *C and D:* Models C and D are the best Models, but overall Model 'D" is the best model. All of Joan Austin should move to Crater and all of Ewing Young should move to Dundee. We can allocate benchmark support teachers to solve the blends (which should be called splits)

- *F and G:* You need another model of closing Crater and JA.
- *C and D:* I would also consider Model H
- *C and D:* Model G revised is a possibility.It's less disruptive to the elementary schools, but very disruptive to the middles schools. However, they could take that opportunity to make some of the changes they want.
- *F and G:* F, reasons above
- *D and H:* Could we bring back option F but also close an elementary school? Or for option H could we have two 5-6 campuses (CV and JA?) to help with capacity
- *D and H:* Are we considering any changes to the high school? Previously it has been said that we are graduating larger classes and moving up smaller classes, so the high school is losing about 70 students each year starting last year. Are we reducing FTE there? If we do, could we bring back option A and make up the $1 million with high school adjustments? We also switched to trimesters a couple years ago which is a more expensive model since teachers teach only 4 classes instead of the previous model where they each taught 6 classes. Could we restructure something at that level to help?
- *C and H:* Closing the dual immersion program. The funding comes from the general fund and the 1.5 ADM money for ELD students. You have approximately 15 teacher salaries, building space, technology, and curriculum coming out of this. It does not serve all the ELD population, just a select few and 50% are non ELD students in the program. If you closed the program it would save money, the students would go back to their home schools and still receive services from each building ELD staff member.

Why these two models (75 comments)

- *G and H:* They save the most money.
- *C and H:* They come closest to solving the issues of (1) average classroom size and (2) budget reduction needs.
- *G and H:* They make the most $ sense and everyone shares the burden -- and I say this as someone who currently has a 4th grader and a 5th grader!
- *C and D:* They pass both "gates" and while any model has disruptions these two have fewer.
- *D and H:* Largest savings, both close 2 schools
- *D and G:* Meets both gates; best uses of the buildings left
- *D and H:* These spread out the students feeding into upper level schools. Saves money and allows for students to experience more developmental time in smaller groupings.
- *C and G:* Two very different options that have the most grade level teams.
- *F and H:* Model F has the least impact to elementary schools.
- *C and D:* They are the least disruptive and hit the bench marks of budget and teachers per grade level
- *D and H:* Keep neighborhood schools by merging EY—Dundee and JA—Crater
- *C and D:* They solve the problem with the least disruption.
- *D and G:* They make the most math sense and I think that a softer transition to middle school would be really valued by the community

- *G and H:* The savings is the highest and we have got to get out from under this financial burden
- *C and G:* Solves the math problem.
- *C and G:* Best results at fewest grade levels under two teachers
- *G and H:* They make the most sense
- *G and H:* I like the models that deal with the middle schools. I like the idea of having all the kids in the district together in 5th or 6th grade.
- *C and H:* Both get us to saving over 1 million. I do really love the idea of kids coming together sooner as a community versus the way it is now in 9th grade.
- *C and D:* It only interrupts two schools. easier transitions
- *C and G:* Meets criteria
- *D and G:* G- has a lot of savings and the potential to be innovative. D- not a lot of disruption and savings.
- *G and H:* I think there are middle school issues worth talking, and these are the two that do so.
- *C and D:* Money, Less community disruption, keeps enrollment and building capacity healthier
- *C and D:* They solve both gates
- *D and H:* Cause we have to pick two models and honestly don't like any of them.
- *G and H:* Solves the math problem as much as possible
- *D and H:* JA's boundaries are very easy to redistribute due its central location as well as the already weird boundary lines. EY could flow entirely into Dundee - increasing their population, and then JA could essentially be split in "half" to crater and Mabel - with then the weird pocket off 99 going to Edwards. - as Edward's bus and JA bus currently share a bus stop. If we were to do the 5/6 7/8 split it would allow for a slower transition for 5/6 students, let them stay innocent kids for a bit, help them prep for middle school - and really change that transition, which is also where we have a significant drop in enrollment and test scores. Could provide a way to bring more trust into the district.
- *D and G:* Money saved, gate 2 question
- *G and H:* They save the most amount of money, and they could result in making the middle school experience better for many students.
- *G and H:* Both have the best financial savings, grade level at Dundee would likely be solved with moving the boundaries, which would be needed no matter the model picked.
- *D and H:* Closing JA makes more sense than closing AC, based on location and ability to redistribute students to AC, MR, and ED. I think the k-4, 5-6, and 7-8 model is an easier shift than a 6, 7-8 change.
- *D and H:* Savings and makes the most sense structurally to the benefit of the district.
- *D and H:* JA has the best potential to be repurposed (dedicated campus) and grade level configurations meet students developmentally.
- *C and G:* Least disruption to low income families and would leave JA open for the new neighborhoods being built around it
- *D and H:* Lowest standard deviations

- *D and H:* I think Closing EY and JA helps to solve the math problem while also affecting both feeder schools and JA is the most rentable building. I also think that the idea of having 5-6 and 7-8 would be nice for our middle schoolers, but that it gives them more time to be in one place instead of Model G where 6th grade would only be in the building for one year.
- *D and G:* Both meet the requirements and class sizes. EY and JA makes the most sense because of the location of these 2 schools.
- *D and F:* The only option above worth entertaining is going to a K-6 model. I do not agree with Model D.
- *C and G:* We should look at a model that changes the middle schools. This should not be only an elementary school move. We need to look broadly at what changes could not only impact us financially but also academically for students. The current MS model is not conducive to creating consistency. Each school is so different and the ability to align has been a pipe dream for the many years I have been here. It hasn't mattered what admin changes have happened and new initiatives, the problem is the same. Systematically it makes sense for G to be an option for this redistricting situation we are in. I chose C because I do believe that keeping Joan Austin open is a good choice. It is a big school that is centrally located that is the newer of the two.
- *D and G:* Save significant amount of money and solve most math problem
- *D and H:* They contain the biggest disruption and the smallest disruption. Both keep class sizes under 30 and keep building capacities closest to NOT going over.
- *D and H:* Model D - least impacted number of students to move from their home school while having significant savings and helping class sizes as well as teachers per grade across elementary schools. Model H - Same and it brings students together in the district at 5th grade to increase diversity and equity, allow more teachers in a subject/grade to work together (at 5-8), and allows students to "level up" to the middle school experience while not forcing 6th graders with 8th graders who expose them to more mature behavior.
- *G and H:* Chances for the highest savings, if we are going to disrupt may as well do it all at once for long term gain. Cohorts stay together for longer
- *C and D:* They seem the least disruptive while still solving the math and leave the most room for future growth
- *C and D:* Both models meaningfully address the district’s stated math problem, clear the $1 million savings threshold, and preserve the K–5 elementary structure. Keeping K–5 maintains continuity for students through elementary school and avoids adding additional building transitions and a districtwide grade reconfiguration. Model C reduces the number of grade levels with fewer than two teachers from 17 to 2, while Model D provides an especially balanced class-size range with no projected classes above 27.33 students.
- *C and D:* These models fix the financial problem and the class math problems. With revisions to school boundaries after the closure of selected schools we could have appropriate class sizes and sustainability. Choosing one of the models that changes our

middle school model is too much. Our model for learning considerations need to be a separate conversation with appropriate community engagement and research.

- *G and H:* Model G is the strongest in my opinion, it saves the most money and allows all of our middle schools to be aligned while disrupting the least about of elementary school students. Model H is actually not my favorite but it does save the most money and then allows some new cultures to start and build around these grade level bands put together.
- *G and H:* The two models reach the million dollar bench mark but most importantly balance elementary classrooms and teaching teams. Both models also give students a stepping stone into middle school.
- *C and D:* Model C as it seems to fix both money/2 teachers per grade level the best. Model D because JA is more centrally located and with some adjustments could probably create similar numbers to the model C for Dundee PLCs.
- *C and G:* G is my first choice because it combines our middle students from around the district. I think this is will be unifying for our community. I also like the creative use of an elementary school while closing the more dilapidated MV. C is my second choice. I think when the choice comes down to closing Austin or Crater, we should keep the newer, fenced building that carries the Austin legacy.
- *D and H:* One is the most cost savings and deserves review based on that alone, the other is a solutions with healthy cost savings but not as much disruption
- *G and H:* Numbers and G gives flexibility with middle school, of having dual or accelerated/dual language middle school classes at Crater with 6th grade. H is creating a total start fresh, things can be done to balance things out. One big PTO for all schools and money is shared
- *C and D:* They both save funds and put us over a million in savings. I do not believe that we need to be pushing our families and students to the largest saving option. These two models cause the least disruption to all of the students in the district, yes it will highly impact these two communities.
- *D and H:* These models meet most of the criteria to solve the problem. Easier to disperse kids more equally, if JA closes
- *D and H:* Both of these models have high savings cost, low standard deviations, and accomplish the average class size goal. I strongly believe that closing Joan Austin is an easier school to split, as opposed to Crater, based off of its central location in town. Joan Austin would also be a great building for leasing opportunities with George Fox and Northwest Christian Church. It makes a lot of sense, proximity wise, to keep Crater as an operating elementary school.
- *C and D:* They don't cause major disruptions to the whole K-8 community. Both these models get the savings over $1million and help fix the teacher efficacy (PLC) issue. Model C has the largest class size still near 30, but the averages for both C&D are similar. The other models that affect the middle school doesn't factor in the disruptions caused to the whole community... and while there can be strength in rebuilding, I don't think that our community is ready for it. With Model G, that would house all 800 middle schoolers in one campus - have we factored in how many busses and cars that is during drop off/pick up? That is a lot of kids - basically the same amount as the high school, but

they are middle schoolers. Do we really want essentially a mid level high school? I don't think that is best for students or staff! Would the schools start at the same time and operate similarly?

- *C and D:* I feel that as a community I think we can deal with middle school and revamping and working with what we have. But my one consideration and worry with this would be will we need to get rid of one middle school later on down the road and if this is a bandaid and we need to address the middle school option then maybe we should look at bringing option H back in. I feel as though these two models do the math and honestly it seems like the least disruptive to our community. I wonder what's too much for our communities and neighborhoods and if we also turn and disrupt our middle schools just wonder what that will do, and it's something to think about.
- *D and H:* Cost savings are the greatest with both models. JA is centrally located and the potential for JA to be utlized seems greater.
- *C and D:* These are essentially the same model. The choice is which school to close: Crater or Austin? The savings, class size standard deviation and potentially eliminating blends/splits are similar in both of these choices. While they are disruptive to two elementary school communities, they leave our teaching systems intact (K-5), while adding the advantage of having more teachers per grade level. The added collaboration and better class sizes are a huge advantage.
- *F and G:* For F, my top choice, keeping community schools intact, bringing the entire community together for Jr. high, & keeping 6th graders with their younger friends for another year, as they are still extremely young. Ewing Young is the highest performing school in the district and deserves to stay open. That said, is it possible to move student teachers, and/or aides in to help with the larger class sizes? Namely I believe there was one 38 and one 36? Although those class sizes are undeniably too large, I believe that we can get creative and find ways to better serve all of our community through keeping our neighborhood elementary schools open. And if we must close EY, G meets the criteria the leadership is striving toward while providing a lesser disruption than the other options that hit that criteria.
- *D and H:* D- closing JA and EY closes one of each of the feeder schools, saves the money, more balance classes. The least bad of the options (simplest while still fixing it) H- addresses middle school models, lets our middle schoolers have a shared experience, keeps cohorts together for 5th-12th grade. Saves most money, keeps classes smaller
- *C and D:* They solve the math problem
- *C and D:* C and D both clear the $1 million savings threshold while substantially reducing the number of grade levels with fewer than two teachers. They also preserve the K–5 structure, providing continuity for students without adding unnecessary grade-level transitions.
- *C and D:* I support C and D because they make meaningful changes to address the district’s staffing and financial challenges while maintaining the K–5 elementary experience and avoiding a larger districtwide restructuring.

- *C and D:* C and D appear to strike a reasonable balance between financial savings, class-size balance, and reducing small grade-level teams without requiring a complete redesign of the district's elementary structure.
- *C and D:* The least disruption
- *C and D:* C and D make significant changes where they are needed—closing two elementary buildings and consolidating students—while preserving the familiar K–5 elementary structure instead of creating new districtwide transitions such as K–4/5–6, K–6, or a new middle-school configuration.
- *C and D:* C and D address the actual staffing and financial problem without unnecessarily redesigning the district's grade structure. Both improve class-size balance while avoiding the major capacity and transition concerns created by several of the other models.
- *C and D:* These models cause the least disruption for the most amount of schools.
- *G and H:* Stability in the long run is the most important factor. These two models, although disruptive to the school community, provide the longest term solution to the math problem in my view. I strongly support any model that brings our kids under one roof before high school, as it allows for deeper relationships to be built between students and issues such as racism to be addressed earlier. I expect that the disruption of moving buildings can be somewhat alleviated by the fact that the student body is moving all together to the same place.
- *C and D:* C and D demonstrate that we can make significant, financially meaningful changes to address the district's actual math problem without completely redesigning the elementary system, creating unnecessary grade-level transitions, or producing the extreme building-capacity imbalance shown in Model H.
- *D and H:* Least disruptive at elementary.
- *C and D:* least disruptive and most savings
- *C and H:* Less building closure.