



CORVALLIS SCHOOL DISTRICT

School Consolidation Frequently Asked Questions

Updated November 7, 2025

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Timeline

Can the district offer more clarity of the constraints that the superintendent is working under that are forcing this timeline and the decisions?

A significant restraint in this timeline is the ability to implement an approved plan. Students, staff, and families are anticipating changes for the upcoming school year. Having a decision from the school board allows the district to begin implementing formal plans to support each of these groups. During a school year without this degree of potential change, district leaders begin planning for the upcoming school year in January. These changes require additional time to implement comprehensive plans.

How far out can we push the deadline and still make needed changes before next school year? Is it feasible to push the timeline out on this decision until next year?

Any changes for the 2025-26 school year would need to be made prior to winter break. Pushing the timeline out an additional year will require the district to make \$4M in cuts in other areas for the 2026-27 school year.

What is the timeline for the proposed changes?

The changes in the proposal would happen in the 26-27 school year.

Why is the amount of time between the initial proposal and the final board decision so close? Why wasn't this proposal shared earlier? The process feels rushed and performative.

There were several steps taken to put the proposal together over the last year:

- As part of the Long Range Facilities Planning Committee
 - The district worked with Flo Analytics to review enrollment trends and community demographics.
 - The district conducted a Facility Condition Assessment and Capacity Analysis, using DLR Group and Pivot Architecture.
- Based on feedback from other school districts, we decided to shorten the time between a proposal and a decision. This will minimize the negative impact on students and staff by allowing us to move from debate to planning as quickly as possible.

Can we ensure that the timeline allows for enough time to pull off a well-ironed-out transition plan?

When the board makes a final decision on November 13, this leaves time for instructional planning through our Innovation Team and for staff to prepare for

their potential new assignments. The district has also already begun to discuss how we would support students in transitioning to a new school, so we are prepared.

How long did the district spend putting together the proposal?

As the district made difficult cuts over the last two years, it became apparent that more significant changes would be necessary. During the 25/26 budget process, a decision was made to begin a deeper review by convening a Long Range Facilities Planning Committee to review the condition of our buildings, enrollment and community demographics, and building capacity. The committee's conclusions, along with a process proposal, were presented to the School Board on August 13, 2025. The Board directed Superintendent Noss to develop a recommendation for their consideration at the September 11, 2025, board meeting.

Financial

Does the revised proposal still result in a \$1 million dollar shortfall?

The revised proposal still results in approximately a \$900,000 budget shortfall.

What are the reserve/rainy day funds typically used for?

Districts may use reserves in many different instances. Some examples include:

- To cover collective bargaining agreement increases greater than what was budgeted. In some instances, districts may agree to higher Cost of Living Increases (COLA's) in order to avoid a union strike and protect student learning time.
- Risk liability that is not covered by insurance.
- Other unanticipated one-time expenditures.

Why can't we use \$ from the rainy day fund while there are still kids from the larger cohorts in the elementary schools?

Rainy day funds should be used on one-time expenses, not ongoing operating costs. In the event the Board authorizes use of reserves, the superintendent must propose a plan to restore budget sustainability and replenish reserves within three years of use. Drawing from the rainy day reserve to restore cut programs would worsen the budget deficit that we're experiencing in future years.

Please confirm what the correct "per-pupil" allocation amount is for the District for this school year. The first version of the 2025 Consolidation Recommendation

report (9/11/2025) lists this out at \$9,868 per student for the current school year. However, given the “special education” cases within the District, our Weighted Average Daily Membership (ADMw) is reported to be \$11,821 (see PDF pg 185). This is a difference of \$1,953 per student, amounting to over \$11M based on the current enrollment of 5,661. This number is captured in the budget, so why did the consolidation analysis choose the number that they did? There is no reference to this number in the budget report.

The consolidation models presented to the Board take into account baseline staffing at all schools and do not account for all expenses a school may have.

In the 2025-26 general operating budget, approximately \$76.1M is allocated directly to students. The amount of \$11,821 referenced is the amount the state allocates (revenue) to us per student through the State School Fund. The State School Fund is just one revenue source. Of that \$11,821, approximately \$10,733 (91%) goes directly to schools and students. The remaining \$1,088 (9%) per student is allocated to the indirect costs of running the district, including, but not limited to, district-level staffing, food and food service supplies, property and liability insurance, facility maintenance, student transportation, and other related expenses.

As a reminder, the numbers presented to the Board in the consolidation proposals are estimates for 2026-27 and will not directly tie to any amounts in the 2025-26 budget document, as expenses (and revenues) change each year.

In the Budget, operating expenditures (pdf pg 19) state that staffing costs are approximately 80% of the budget. This includes salary and payroll/benefits. However, in the Budget, salaries are listed as \$60.5M (pg 76) and payroll at \$33.98M for the 2025-2026 school year. For a budget of \$182.6M, the salary and payroll of \$94.5M is only 51.8% of the total budget. What is the discrepancy, and has this been overlooked in the budget forecasting?

Operating expenditures reside within the General Fund. This fund represents unrestricted revenue that we utilize to operate our district. For 2025-26, salaries and benefits account for 78% of our expenses in the general (operating) fund.

The 78% gets diluted when looking at the entire budget. This is because the other funds have restricted uses and therefore those resources are not available to fund

in other ways. For example, our debt service fund holds approximately \$21 million, but those dollars can only be used to make scheduled debt payments.

How much does the district spend to provide free meals for all students in the district?

The District spends approximately \$800,000 of general operating dollars on the food service program.

How much does a school name change cost?

Changing the name of a school costs approximately \$15,000. This includes expenses related to signage, logo changes, and associated renaming events with staff and families.

Has the district received money-saving bids on non-educational services, like custodial work, food services, transportation and employee health insurance?

The district currently operates in-house custodial and food services. These staff positions are part of the classified bargaining unit, and our collective bargaining agreement has very specific language we must follow should we decide to contract out for services that are already provided by CSD staff. Transportation services, as with any large contract, are bid out and assessed for cost at the end of each agreement. The District is a member of the Oregon Educators Benefits Board (OEBB), and the costs of coverage are the same for all OEBB members. State legislation prevents the District from exiting OEBB once joined.

How much does our district spend on wages and benefits — and are those costs open for discussion?

The district has three employee groups. Our licensed and classified groups have negotiated contracts that set the salary and hourly rates for these employees. The non-represented group includes administrators and a range of staff members not included in other employee groups.

Has the district completed a zero-based budget review or independent audit to confirm that school closures are the only viable solution?

The district's finances are reviewed annually by an independent audit firm, a state requirement for all public school districts.

Since 2018, district enrollment has continually decreased. Our largest revenue source, the State School Fund, is allocated on a per student basis, meaning that with less students, we receive less dollars to fund our schools. During that same time period, our expenses have steadily increased. The most significant impacts to yearly operating expenditure increases are:

- **Collective Bargaining Agreements:** Annual step increases and Cost of Living Adjustments (COLA) for all staff groups.
- **Competitive Pay:** The district is committed to offering slightly above-average pay to retain high-quality staff, contributing towards higher costs.
- **Public Employee Retirement System (PERS) Costs:** Like many school districts across Oregon, we face significant budget constraints over the next two years due to a sharp rise in PERS costs. This is driven by lower-than-expected returns in the state's PERS investment accounts and rising payroll and staffing expenses. While we anticipated an increase, this figure nearly doubled our most conservative projections. We have no control or influence on PERS investments, and all state agencies and public school districts are mandated by law to participate in PERS.
- **Inflation:** Just as our community is feeling the impact of inflation, the district is also impacted.

Over the last several budget cycles, the district has been faced with budget reductions. These reductions were made by evaluating all district expenses and reducing them wherever possible. At this time, we have reached a point where we can no longer afford to maintain the number of schools we have and need to reduce spending at a more structural level, which is the driving factor of consolidation.

What is the long-term financial impact? Have we analyzed the true costs of transition, transportation, and potential enrollment loss?

Consolidation and closure will result in one-time operational costs as well as student and staff care costs. However, those extra one-time expenses will not diminish the savings we will experience with closure and consolidation.

What specific data shows that the proposed closures will solve the budget issue, rather than simply shifting the burden elsewhere?

The district is anticipating a \$4M gap in resources and expenses. The revised proposal results in \$3M in savings. The district makes budget cuts as far from the

classroom as possible a priority when determining what reductions to make to close the remaining gap.

When will all of the data be shared that is connected to the budget, as opposed to very general charts?

The district adopts a budget each spring. You can find the most recent budget documents on the [district website](#).

Can we see specific budgetary line items for each school to understand if this proposal makes sense?

While some school-level financial information is included in the 2025–26 adopted budget, detailed line-by-line data for each school is not available in a public format. The district's budget is managed through a complex financial system with thousands of account codes that require specialized knowledge to interpret.

Does the district participate in a third-party audit?

Yes, an independent audit is conducted annually and published as the district's [Annual Comprehensive Financial Report \(ACFR\)](#). More information can be found on our [Business Services](#) page under Financial Reporting.

Is there a district budget committee?

Yes, the district has a [budget committee](#) made up of seven elected school board members and seven citizens appointed to three-year terms by the board. These individuals are charged with:

- Reviewing the Superintendent's proposed budget
- Listening to public comment regarding the budget
- Recommending changes
- Approving the budget total and tax rates to be forwarded to the School Board for adoption

If each grade school represents around \$1 million in "savings" to the district if closed, why aren't schools with smaller enrollment considered over schools with a larger enrollment, since it impacts fewer students for the same financial savings?

As presented at the October 30, 2025, board meeting, closing smaller schools will not create the necessary density in enrollment for innovative programming at our

elementary schools. Additionally, with the current boundaries in place, closing some schools and redirecting students to others will likely create overcrowding.

Why does Corvallis spend about 26% more on administrative staff than a comparable district with an average number of administrators?

The district does not have 26% more administrators than comparable districts. The district gathered staffing ratios and average salaries for all employee types in our district comparison group during the 2025-26 budget cycle. This group includes districts similar to ours in size, location, student demographics, and/or having an active local option levy. We consistently use these same districts for comparisons during collective bargaining with both our certified and classified staff.

The report found that CSD has low student-to-staff ratios for all groups. Additionally, the average salary for all groups is slightly higher than that of the comparison group. Lastly, academic success metrics show that CSD is at or above average for five out of six of the metrics.

The full report can be viewed [here](#). This report was originally shared in April 2025.

Where else is the school district making cuts beyond facilities and staffing?

The district will continue to make budget cuts as far from the classroom as possible a priority.

Could the district explore staff pay increase freezes? Furloughs? How much would one furlough day save?

Certified and classified pay rates are determined by their currently approved union contracts and would require renegotiation of contracts. Furlough days are typically utilized for one-time financial solutions, and we anticipate a financial shortfall to extend for several years, as enrollment continues to decline.

The General Fund savings for one furlough day would be approximately \$332,000.

What are the state and federal funding cycles?

Oregon's biennium funding cycle operates on a two-year schedule, beginning on July 1 of odd-numbered years and ending on June 30 two years later (July 1, 2025 - June 30, 2027).

Districts receive federal funding under the Every Student Succeeds Act (ESSA) through either a competitive process or a pre-determined formula established by the U.S. Department of Education (ED) and the state. Formula grants under ESSA are awarded annually based on each Title grant's unique funding formula. Most final allocations are provided to states by ED in late June or early July.

Could similar savings be accomplished by cutting the 12 staff positions but not closing Cheldelin? (Ie how much is saved by actually closing the building, if it will still be used by the community?)

No, a similar cost savings could not be accomplished by simply reducing the 11.28 FTE and not closing Cheldelin because those staff reductions would not allow us to maintain adequate staffing in the building to support students.

Are there increased costs with increased busing?

Based on preliminary review of routing, we do not anticipate significant increases in transportation costs.

Why are there no cuts to the superintendent's income? The budget is too top-heavy for admin.

The salary for our superintendent is comparable to that of other superintendents in Oregon for districts of our size and number of staff and students. The superintendent negotiates his contract with the elected school board.

What's the district financial "backup plan"? Overall, seems there is a lack of proper funds distribution with the amount of taxes paid in Corvallis, and there should be a focus on proper management of funds.

The district is required to prepare a balanced budget, meaning that estimated revenues and resources must equal expenditures and requirements. To maintain this balance, the district continually evaluates revenues and adjusts expenditures as necessary.

When a local school district collects property taxes, the state considers this money part of the district's local funding for schools. The Oregon State School Fund (SSF) uses an equalization formula to balance funding across all districts: the more money a district raises locally from these permanent taxes, the less money the State

School Fund contributes. This ensures every district receives a similar baseline funding level per student. Additionally, local option property taxes are typically used to raise revenue above the funding level provided by the SSF equalization formula.

How much money will be spent just getting elementary schools ready for another class?

The district anticipates some costs associated with moving, though most classrooms are already set up. A known cost is included in the certified teacher's contract, which states: If a licensed staff member is asked to change rooms or school buildings, the licensed staff member will be provided two days of compensation.

Regarding the 'maintaining the status quo' proposal: Why are the projected expenses expected to increase almost \$20 million dollars in 10 years? What expenses have changed to increase roughly \$30 million dollars since 2016?

Projected expenses show exponential growth in costs based on rising costs and historical data. The growth is primarily driven by increases in expenses, such as negotiated staff compensation, PERS contribution rates, and inflation in the cost of utilities, supplies, and maintenance. The long-range projections help us understand the financial future. This helps us plan ahead and stop major financial problems before they even start. During the budget development process, which spans a single fiscal year, revenues and expenditures are more accurately known, and the district creates a balanced budget as required by law.

If the district improves programming, where will that money come from?

The funding will come from adjusting priorities in the district's overall budget. Because Oregon law requires us to maintain a balanced budget, we must continually review our income and spending. Any new spending must come from savings or by reallocating money from other areas.

Is there a facility decision that could fix the budget?

Based on our building capacity and enrollment, there is no facility-related decision that would create a \$4 million budget savings while maintaining educational space for all our students.

I would like to know the long-term financial reasons for closing a middle school vs Franklin and elementary schools.

The decision to recommend the closure of Cheldelin was based on a generated savings of approximately \$2 million. An elementary closure is projected to generate approximately \$1 million in savings. Due to the size of Franklin, the savings are comparable to those of closing an elementary school.

Will redistricting save more money?

A boundary adjustment process will cost the district money in process, documentation, and re-routing of transportation routes. It would not reduce expenditures in the current or future years.

Does closing two elementary schools double the amount saved compared to the current proposal?

The cost savings for closing one elementary school are approximately \$1 million per school.

Is there a way to examine how other states are spending less per student than Oregon?

A state-by-state comparison includes a wide range of factors, making comparisons difficult. However, based on a legislative requirement, the Quality Education Commission provides a report each biennium comparing current funding to the cost of a quality education in Oregon. [Quality Education Model Report](#)

What happens next year when there is another budget shortfall? Will yet more changes need to be made? Another school closure then?

The savings from closure will be realized year after year, but it does not mean we will avoid cuts in future years. Our funding is based on student enrollment, which is anticipated to decline for the next 4 years.

Would closing two elementary schools and a middle school close the budget gap?

Closing two elementary schools and Cheldelin Middle School would solve the projected \$3.8 million budget deficit, but it would simultaneously eliminate the necessary capacity to house all of our current students.

Will the budget deficit be bigger than \$4 million at the end of the 2025-26 school year?

Several factors influence a school district's budget. While the number of students attending is a significant factor, so is federal funding, tax collection, collective bargaining agreements, and the Local Option Levy funding amount.

What is the cost for losing a student not attending?

The 2025/26 Budget estimates the State School Fund allocation as \$11,821 per student.

How much is spent per student vs how much money the State provides through the State School Fund?

In the district's 2025/26 General Fund Budget, the cost per student is \$19,157. The state 2025/26 Budget estimates the State School Fund allocation as \$11,821 per student*.

The District receives additional General Fund revenue from Extended Average Daily Membership Weighted, explained below, the Local Option Levy, and other sources.

*The State School Fund allocation is determined by "Extended Average Daily Membership Weighted" (Extended ADMw). ADMw is the average of all students' membership days as a proportion of the school year and other weighting factors, such as the number of ELL and Special Education students being served, and the number of students navigating poverty.

Could kids do fundraisers to keep schools open?

With an expected funding gap of \$3.8 million, it is unlikely that fundraising would cover the cost of keeping schools open. Any fundraising efforts would need to comply with our board policy.

If the board rejects this proposal, can the reserve be used?

We have a [board policy](#) regarding the use of the reserve. The Rainy Day Reserve is appropriated at \$4,912,731 within the 2025/26 General Fund Budget. Per board policy, in the event the Board authorizes use of reserves, the superintendent shall propose a plan to restore budget sustainability and replenish reserves within three years of use.

Has the district considered selling property to generate revenue?

The Long Range Facilities Planning Committee recommended that the district retain properties. However, upon completion of consolidation, the district would reconvene the LRFPC to further discuss this recommendation.

Are the changes in the current proposal enough to address the district's current financial concerns?

No, school consolidation will not solve all of our financial concerns. It is an important next step to reduce our overall budget shortfall. The district will still need to make additional reductions to meet the reduced projected budget for the 2026–27 school year.

How are the savings derived in the chosen proposal?

The savings come from reduced staffing due to a closed building and reduced energy use.

What problem are we solving? We have looming budget issues. Does this kick the can down the road?

The plan for school consolidation helps the district address several problems:

1. The current and future underutilization of our facilities
2. The budgetary shortfall our district is experiencing due to declining enrollment over the last several years.
3. The need to “right-size” our schools and programming to maintain high-quality educational offerings for all students.

School consolidation will not solve all of our financial concerns. It is an important next step to reduce our overall budget shortfall. The district will still need to make additional reductions to meet the reduced projected budget for the 2026–27 school year.

Can we use the rainy day fund? Share how conservative we are being in the rainy day fund - can it be used?

Rainy-day reserve funds may be used to address adverse economic conditions that negatively affect the district's revenues and ability to meet students' needs. The current policy requires the superintendent to develop a plan to replace the reserve funds within three years. We are anticipating four more years of declining enrollment, so replacing these funds within the policy's timeline is not realistic.

What are the income sources for the schools?

District funding primarily comes from the following sources:

- State School Fund (Property taxes and other local funds)
- Grant funding (such as the [Student Investment Account](#))
- Local Option Levy (Local property tax renewed every five years)

What is the plan to address the ongoing budget deficit?

School consolidation is one step in a larger process to address long-term budget concerns. The district will continue to make decisions meant to limit the impact on student experience. However, with over 80% of our funds used to compensate staff, additional staffing decisions will be necessary.

Decision Making

How are you using the equity look fors created in collaboration with DELTA to guide this process?

Equity Look-Fors are guidance for how to facilitate a committee meeting. Facilitators use the Equity Look Fors to plan participant engagement, make activity adjustments during the meeting, and encourage each person to reflect on their own actions. Instead, we are using the Equity Lens Questions to guide our process and to analyze plans. Equity Lens Questions were used to help district staff to consider potential impacts on marginalized groups, to understand root causes of inequity, and to ensure that policies and decisions lead to equitable outcomes.

Why is this proposal process so different from the 2019 boundary work? Why didn't we use that process or something very similar?

The process for boundary adjustment in 2019 included a community committee, third-party demographic studies, and involvement from district staff. The boundary committee engaged the Corvallis community through listening sessions and surveys. Their final recommendation was submitted to the superintendent, who worked with district staff to prepare a proposal for the school board.

The consolidation process is not dissimilar. The Long Range Planning Committee started its work in April 2025 to analyze the capacity and utilization of our buildings. They used third-party demographic studies, prepared a report for the state, and made a recommendation for facilities to the school board. From that

recommendation, the school board directed district staff to present a proposal for consolidation. Following the initial proposal on September 11, 2025, district staff facilitated listening sessions and surveys of our community. Based on feedback in those listening sessions, the board requested a revised proposal that included the closure of one elementary school.

Who is reviewing the community feedback, and how is it being used?

The community feedback from the first four listening sessions was reviewed by a third-party researcher who compiled the feedback into themes, subthemes, and quotes. The feedback from this week's listening session is being summarized by district staff due to the quick turnaround of the information.

What factors were reviewed when looking at the community-suggested proposals (outlined in the stoplight report)?

The district reviewed the pros and cons, facility space, cost savings, and enrollment impacts of the proposals.

Did you take any family or parent feedback into account?

The district used feedback from the budget process. This included the results from the [Community Budget Survey](#), which parents and families participated in and provided feedback on areas of priority.

How open is the district/superintendent to public feedback? Is the decision made and this is more performative?

At this point, the School Board will be making the decision on next steps. Board members have attended listening sessions and will receive a summary of the public feedback. Community members can continue to provide feedback through public testimony at board meetings and by email.

When making this decision, did the district look into the demographics of who lives in the area? How many in the north area of town are often overlooked already based on financial income or racial background? Many mobile home parks, apartment complexes, and low-income housing areas are being affected. Why are there not any talks of school closures in the more affluent parts of town?

A number of factors are taken into consideration, including the location of our students and their individual needs. The current proposal does not reduce the number of schools receiving Title I funding, an indication of greater need.

Did the board consider or reject an outside consultation firm to facilitate this decision-making?

District staff provided a proposed decision-making plan that included community listening sessions, input gathering, and a proposed timeline. The board approved these steps.

Based on community feedback, the district is seeking a third party to process the raw feedback data to present to the school board.

Did the board know this plan to consolidate schools was coming? This needs to be a decision made by more than one person.

The [Long-Range Facilities Planning Committee](#) reviewed enrollment, facility condition, capacity, and educational programming data and developed facility considerations for Superintendent Noss. Based on this information and the clear data on facility underutilization, the school board directed the superintendent to bring an initial recommendation for school consolidation.

How were the decisions about consolidation proposals made?

The district used feedback from the budget process, including the results from the [Community Budget Survey](#), the considerations of the Long Range Facilities Planning Committee, and feedback from the surveys at the Long Range Facilities Planning Committee Community Meeting on May 28. Superintendent Noss and a team of department and educational leaders evaluated the proposal options.

Why didn't the district use a third party to make a consolidation recommendation?

The district utilized third parties to help develop our facilities condition assessments, evaluate enrollment and community demographics, and calculate building capacities. The School Board asked Superintendent Noss to make a proposal on consolidation and the decision-making process. The School Board is the decision-making body and will ultimately make the final decision.

Did the district factor in the facility cost per student when making the decision? They've talked about facility life expectancy, but are they factoring in the cost per student?

The facility cost per student is difficult to factor in when considering a consolidation plan. Our district's school funding formula gives basic positions to every school. Therefore, the cost per student is higher for a smaller building.

Next Steps

How will community input shape the next steps, and how will feedback be documented and incorporated into board decisions?

Board members attended the feedback session this week. The information is then being summarized and shared with the board and community. Public testimony is available at the board meeting this week and the meeting on November 13. All board meetings are recorded and maintained on the school board's [YouTube page](#). Public testimony is summarized in the board minutes, which the board adopts at a future meeting.

How will the process proceed after the board makes its decisions?

Depending on the decision made by the school board, the district will utilize the time between November of 2025 and August of 2026 to implement the necessary changes to prepare for the 2026-27 school year.

When does the district intend to revisit the closure of elementary schools?

This is a decision the School Board could make at any time. They have the opportunity to make any modifications or changes to the current proposal.

What is the process moving forward for community input, etc. if the current plan is rejected or heavily modified?

The School Board could decide to hold additional listening sessions or conduct surveys. Public testimony is available at the next three school board meetings.

How is this data going to be used?

All of the information collected from the listening sessions, surveys, and emails submitted to the board on school consolidation is being taken by a researcher from Oregon State University and put into a report for the school board to review at

their meeting on October 16, 2025. They will take all of this information into consideration when making decisions about school consolidation.

Will you continue to reevaluate yearly and adjust as needed?

Our district budget process is an annual process. Each year, we will review estimated revenues and resources to ensure equal expenditures and requirements.

What happens next if the board rejects the proposal?

If the board rejects the proposal, they could either choose to make a different proposal for approval or direct staff to keep schools open and identify other cuts during the budget process next spring to balance the budget for the 2026-2027 school year.

What happens if we encourage growth or our schools get to capacity at elementary level? Will the district revert back to K-5 and then 6-8 again?

The Long Range Facilities Planning Committee recommended that the district retain all of its school buildings and property to allow for future growth and flexibility in the event of increased enrollment. If we experience rapid growth, the district will evaluate its resources and select the best option to respond.

Current Proposal

(New) Why are both proposals based on closing a middle school? According to the numbers in the presentation to the board, the middle schools seem rather full.

Why is the proposal starting with closing a school that is not at low capacity?

The cost savings are greater for closing a middle school at approximately \$2 million, compared to the approximate \$1 million saved by closing an elementary school. The request to include the proposed closure of an elementary school was an addition to the initial proposal, instead of a new proposal from the ground up.

How was the option of closing Letitia Carson evaluated? What led the Board (and/or Superintendent) to dismiss the other options, while ignoring the comments and input from the community? Based on the community engagement, this school has not been suggested by anyone in the community as being a candidate for closure. Who is being represented by this decision?

When reviewing the elementary schools, several factors were considered. The district reviewed if neighboring schools could add additional students, the

proximity to other elementary schools which impact transportation changes needed and the required number of boundary adjustments, and unique programming factors (e.g., dual-language, Life Skills).

The enrollment at Letitia Carson can be shifted to three attendance boundaries, bringing all three schools near capacity. There was no other elementary school that could complete a similar boundary adjustment, and that is why Letitia Carson was chosen.

Why did the district select a Title 1 school to close?

The board requested the superintendent to modify the initial proposal to include an elementary school. The enrollment at Letitia Carson can be shifted to three attendance boundaries, bringing all three schools near capacity. There was no other elementary school that could complete a similar boundary adjustment, and that is why Letitia Carson was chosen.

How was bias eliminated from the decision in terms of using data to drive the decision?

The proposal was written by a group of district staff, not just one individual. Multiple perspectives were gathered from individuals representing different levels of education delivery. District staff also considered multiple factors in making their decision. This included demographics, geographic location, enrollment density, and programmatic structures. Bias was minimized by grounding the decision in third-party data on enrollment and building capacity.

What will the economic status and other diversity factors look like with the new boundaries?

The makeup of the new schools, including the number of students experiencing poverty, receiving special education services, and the diversity of languages spoken, won't be fully known until enrollment is finalized. However, we do know the following about our schools now based on our [2023-24 School Report Cards](#):

Letitia Carson is one of four Title I schools.

- 39% of students are navigating poverty
- 17 languages are spoken
- 12% of students are served by special education

Mountain View is one of our four Title I schools

- 34% of students are navigating poverty
- 8 languages spoken
- 11% of students are served by special education

Bessie Coleman

- 15% of students are navigating poverty
- 18 languages are spoken
- 12% of students are served by special education

Kathryn Jones Harrison

- 32% of students are experiencing poverty
- 18 languages are spoken
- 20% of students are served by special education

Do you anticipate any changes to the after-school programs?

The CSD PAGES and PAGINAS after-school program is a federally funded grant program that can only serve Title I schools. As long as federal funding for this educational program remains stable, it will continue to serve students at Title I schools. STARS is a Corvallis Boys and Girls Club program that will continue to operate at CSD elementary schools.

Will more administrators be hired at the elementary schools who are receiving kids from Letitia Carson to handle the additional kids?

There is no plan to hire additional administrators.

Was there an equity impact analysis done?

Equity Lens Questions guided district staff in preparing a proposal. The proposal was developed collaboratively by a group of district staff, incorporating multiple perspectives from individuals representing various levels of educational delivery. In making their decision, staff considered a range of factors, including demographics, geographic location, enrollment density, and program structures. Efforts to minimize bias included grounding decisions in third-party data on enrollment and building capacity.

How did the district determine the percentage of students going to each school (BC, Mt. View, KJH) from LC? Will there be limits placed on transfers?

District staff mapped where students who currently attend Letitia Carson lived within that boundary. The first group analyzed were the 58 students at Letitia Carson who live in the Garfield boundary. It was determined that those students would attend Kathryn Jones Harrison. This will maintain these students in the feeder system to Corvallis High School. Most of these students are geographically closer to Kathryn Jones Harrison, and it is proposed that all future students unable to attend DLI at Garfield will be placed at KJH.

The remaining Letitia Carson students fell into the natural boundaries of east or west of Hwy 99W. It is proposed that the 124 students living west of Hwy 99W attend Bessie Coleman and the 90 students living east of Hwy 99W attend Mountain View. This will maintain these students in the feeder system to Crescent Valley High School.

With the elementary closure, will all elementary schools now resume having full-time librarians, art class, and music class?

Additional savings will position the district to maintain or potentially add opportunities for our schools.

How does this plan align with the Oregon PTA's guidance on ensuring equity, transparency, and authentic engagement in closure decisions?

Recommendation	District Actions
Ensure an adequate timeline for data collection, community engagement, analysis, and planning.	From the formation of the Long Range Planning Committee (April 16, 2025) to the anticipated final decision (November 13, 2025), the process will span 212 days. The Committee Charter outlines broad representation, including members from local businesses, the City of Corvallis, Benton County, district residents, and past facilities planning members.
Communicate the process transparently from the outset.	The district publicly shared data in the spring and, once a closure proposal was introduced, provided a clear, step-by-step timeline outlining all actions to occur prior to the final decision.
Establish a representative community	The district convened the Innovation Team,

advisory committee.	a diverse advisory group representing the broader community, to develop recommendations and provide input throughout the school closure process.
Address power imbalances by supporting equitable participation.	To elevate marginalized voices, the district hosted listening sessions in multiple community locations and conducted sessions in both English and Spanish.
Provide a transparent analysis of existing conditions.	The Long Range Planning Committee conducted a comprehensive analysis using both quantitative and qualitative data, and the district created an FAQ page to address community questions and ensure clarity.
Share preliminary findings for community input.	The district hosted a public poster session in the spring and presented the data to the School Board, offering the community the opportunity to review and respond before finalization.
Develop clear, measurable goals for consolidation.	The Innovation Team is actively developing measurable goals for the consolidation process, and their initial recommendations are reflected in the revised plan.
Prioritize equitable outcomes for students.	Equity remains a central goal of the district's consolidation and decision-making process.
Engage the community in exploring multiple options.	The district has presented four distinct plans, including alternatives to full school closure, and opportunities for community perspectives to shape the final outcome.
Hold a public hearing before the final decision.	The School Board has held several public meetings, providing 30 days' notice, and ensured time for public feedback and comment before the final vote.
Develop a comprehensive implementation plan.	The district is preparing a written plan that includes communication and transition supports for families from both closing and receiving schools, integration strategies for students, and a plan for the future use of

	the closed sites.
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Why are both schools closing disproportionately affecting the NE side of Corvallis, including a Title 1 school, rather than a more centralized school closer in proximity to other options?

If closed, the enrollment at Letitia Carson can be shifted to three attendance boundaries, bringing all three of those schools to near capacity. There was no other elementary school that could complete a similar boundary adjustment. Centralized schools, like Kathryn Jones Harrison or Garfield, have specialized programming (Life Skills and dual language immersion, respectively). Closing Kathryn Jones Harrison and moving those students to Letitia Carson and Bessie Coleman would put those schools over capacity. There are not enough classrooms to serve that number of students.

Can you share specific lessons and advice that the district gathered by reaching out to other school districts to get their experiences and advice for the proposed plan. I'd love to see who you talked to and what advice they gave so we can see how that advice led to the plan the district created.

Our district reached out to several districts to learn more about their school closure process. Some of the lessons learned included the importance of:

- Making decisions over a brief period of time so that staff, students, and families can begin transitions quickly and move to planning for the next phase.
- Several closures at once, while painful, reduce the need to prolong difficult changes over several years.
- Communicating regularly with staff and families, and providing timely updates.
- Taking the opportunity to also innovate and think about how the district can do things differently to improve academic programming and educational outcomes.
- Maintaining a focus on the positive things that are possible with school closures, even through difficult decisions.
- Student and staff support throughout all stages of the transition.
- Celebrating the closing school(s) with the community.

- Developing a plan to help students and staff build a positive new school community in schools that are welcoming staff and students from schools that are closing.

The Stoplight Report released yesterday states that "closing two elementary schools with the lowest attendance would put our elementary schools beyond capacity." I don't follow the numbers behind this statement.

To clarify, this statement referred to the fact that, without redrawing boundaries, closing the two elementary schools with the lowest attendance is not feasible, as the receiving schools would reach or exceed their capacity.

Does this proposal cut the possibility of making future changes?

The savings from closure do not mean we will avoid cuts in future years. Our funding is based on student enrollment, which is anticipated to decline for the next 4 years.

The district has not shared a single positive or benefit of the Corvallis Junior High model. Are there any?

A junior high model is supportive of intentional preparation for high school. Our Corvallis Junior High students would have access to coursework and CTE opportunities that prepare them for a rich high school experience.

Why is the goal of the proposal to maintain elementary school communities (as stated in the FAQs)? Why are these communities the priority over other considerations? Why are these communities more important than class size caps, restoring music, library, and art? Or more important than the Cheldelin community or the CV community?

Neighborhood elementary schools support our youngest learners and families. Many district families appreciate the community that is created at the elementary schools in Corvallis.

Why is the district not looking at closing more than one building?

At this time, the Corvallis School Board can make that decision. The School Board has been listening to community input and can make any changes to the initial proposal brought forward by the superintendent.

With elementary schools at 56% utilization, why aren't we looking at closing them?

The utilization varies among our elementary schools. Adding a 6th grade will increase those utilization numbers.

Other factors, besides just utilization numbers, are taken into account when considering the potential closure of a building. The cost savings of closing an elementary school is lower than those of a middle school by approximately \$1 million.

We currently struggle with busing. It does not appear that this is addressed in the proposal?

The ongoing challenges with busing are due to driver shortages. The current proposal does not increase the number of buses needed to provide the proposed services. We are working with Student Transportation of America's routing staff to begin re-routing as soon as a final decision is made.

How does this plan address the known and continuous decrease in kindergarten enrollment based on post-2020 birth trends?

It is difficult to develop a long-range plan based on birth rates. We make projections each school year, based on county birth rate data and average retention rates. The projected number of incoming kindergartners between now and the 2028 school year is expected to decline. Consolidation and the addition of the 6th grade to the elementary will lessen that impact. We will continue to monitor birth rates as we build enrollment forecasts.

Based on the selection criteria presented, how did this proposal score related to others?

Of the three proposals considered for presentation to the school board, this proposal has the greatest cost savings.

Where are the 11.28 staff positions coming from? How many are teachers and how many are administrative? Closing a school should save administrative costs but it seems as though most of the savings is coming from cutting teachers, especially for elective fields as 6th graders will no longer get elective classes.

The 11.28 staff positions described in the proposal represent savings in licensed, classified, and administrative staff. The reductions are not focused on 6th-grade elective teachers.

Will this really allow the district to maintain a better staff-to-student ratio?

The goal of this proposal is to maintain the class size targets set by level.

Are there longer-term strategies to do now instead?

While some individuals have recommended making a closure decision about our high schools now, the current proposal does not include that. Due to the number of high school-aged students in the Corvallis School District, we cannot close a high school now.

Why wasn't a proposal with similar or greater financial savings, such as closing 2 or 3 elementary schools, provided as a comparison?

The board requested one proposal recommendation, along with two others that were considered. The three proposals were identified to create a framework for the Board to consider next steps.

Why only close one school with this proposal and not more?

The goal of the current proposal was to maintain elementary school communities. The Board has the authority to make a decision that would align with Superintendent Noss's recommended proposal or make adjustments.

What research was used to develop this plan?

Over the summer, the superintendent reached out to other district leaders who had recently undergone a school consolidation process to gather lessons learned. Additionally, a researcher on middle schools shared their understanding, and research articles were reviewed.

How will this proposal impact special education?

This proposal does not impact special education, as we provide services to students with disabilities at each of our schools.

Why is Mt. View the only school that could be converted to a K-8?

The district reviewed the capacity and enrollment of all elementary schools for the K-8 conversion. Mt. View Elementary was selected because it has the most available capacity, with room for approximately 200 more students, allowing us to sustain the K-8 model longer than any other location.

Why did the district say they would look at the “feasibility” for closing a high school, but make an immediate decision about closing Cheldelin?

Current and projected enrollment is too high to close a high school at this time. Based on projected enrollment, the soonest we would see enrollment low enough to consolidate high schools is the school year 28/29.

The proposal recommends examining consolidation rather than stating “we will close,” as we acknowledge that circumstances, such as changes in board leadership, enrollment, or funding, may occur between now and then.

It seems like this plan was made by one person. Who was involved in putting together this proposal?

The district used feedback from the budget process, including the results from the [Community Budget Survey](#), the considerations of the Long Range Facilities Planning Committee, and feedback from the surveys at the Long Range Facilities Planning Committee Community Meeting on May 28. In addition, a team of department leaders and educational coordinators supported Superintendent Noss through the evaluation of the proposal options.

Does the board have the ability to say no to the proposal?

Yes, the school board has the ability to approve, modify, or fully reject the proposal.

What is the overarching goal of this proposal?

The proposal's goal is to maintain the school communities of our elementary schools and make a consolidation decision that will bring us closer to the number of school buildings that we need to serve our current and future enrollment.

Why was there not more than one proposal put forward to offer more of a choice?

District leadership considered three proposals, all of which were included in the [School Consolidation Initial Report](#). The school board asked Superintendent Noss to bring forward one proposal for consideration.

Why has information not been shared with families that this proposal still leaves \$2 million in reductions that the district must do for the 2026-27 school year?

This information was included in the [School Consolidation Initial Report](#) and has been shared in the school board presentation of the school consolidation report, in the weekly consolidation updates sent to staff and families through ParentSquare and shared on the [district website](#), and at the community listening sessions.

If the district moves forward with the initial proposal, where will the \$2 million in reductions come from? What else is left to cut?

The remaining \$2 million in cuts will be identified through our budget process this spring.

With this plan, will the district continue with blended classrooms?

The proposed plan does not address grade-level configuration within our elementary schools. School-based teams make decisions on grade-level configurations each school year based on enrollment at each grade level. However, adding additional students (such as adding a 6th grade) increases the number of staff in a school. Additional staffing creates greater flexibility for principals in creating grade-level assignments.

Why is the proposal focusing on closing a middle school when we only have two, when we have so many elementary schools?

Feedback from the community tells us they prioritize keeping neighborhood elementary schools open. Closing a middle school also results in greater cost savings because of the higher number of staff there.

If the 90% elementary utilization calculation is based on classroom space, can the board confirm how that impacts spaces the entire school needs to move through daily, specifically the cafeteria, when the buildings are that full? Can all students get sufficient time to eat and at a reasonable time of day across all schools under this proposed model?

If building capacity is 100% utilized, we will evaluate the impacted building and collaboratively model solutions to any spaces that present challenges, such as lunch schedules. With the proposed consolidation plan, no school will reach 100% utilization.

What does this proposal mean for inter-district transfers?

This proposal does not change the existing [Corvallis School District transfer process](#).

Other Proposals

One of the community comments at last night's board meeting proposed a K-6 and a 7-12 cohort configuration. Was this option considered when drafting the initial proposal? What is the feasibility of an option like this?

That was not an initial option reviewed. The school board will be informed that this was a proposal brought forward by several community members.

Was there any consideration to a K-4 elementary, 5/6 intermediate building, 7/8 JH building model. This would be closing 2-3 elementary schools and losing neighborhood hubs, but would set us up for a probably more fiscally sound model moving forward. This proposal almost feels like a band-aid fix that might serve as long term as we might hope.

The school board will be informed that this was a proposal brought forward by several community members.

Were there alternative proposals considered?

Yes, district leadership considered three proposals, all of which were included in the [School Consolidation Initial Report](#). The school board asked Superintendent Noss to bring forward one proposal for consideration.

Do parents care about closing an elementary school? The landscape is different now than when we did the last boundary review. It seems like parents care more about teachers and programs.

Feedback continues to be mixed on this topic, with some of our families advocating for maintaining neighborhood schools and others advocating for programming.

Schools

Adams

With the Adams capacity at 510, how and where do new students go?

There is currently capacity at Adams for both 6th graders and new students. Prioritizing classroom spaces currently used for non-instructional purposes will be necessary.

Bessie Coleman

Why is Bessie Coleman slated to be at almost capacity enrollment (500/513) while other schools are way under their capacity?

Bessie Coleman is a new school building and has significant capacity. Bessie Coleman is one of our newest facilities, and is designed to accommodate this volume of students. The school's modern design and educational environment make it uniquely suited to serve as our largest elementary school, and the facility has confirmed classroom capacity to accommodate this increased student population. Additionally, the largest enrollment will be limited to the next three years because class cohorts in kindergarten through 3rd grades are smaller than those in 4th through 6th grades.

Will new classrooms need to be built at Bessie Coleman to adjust for incoming students from Letitia Carson?

No, the current building has enough capacity to accommodate students from Letitia Carson and maintain a 6th grade.

Where will buses go? Congestion is likely to be VERY high on Walnut.

Currently, there is only one bus route that serves Bessie Coleman. With additional students, we do not anticipate any significant increase in bus traffic.

Kathryn Jones Harrison

(New) I have heard the district is phasing out the Life Skills program, and Life Skills students are being integrated into all other buildings in the district. If this is true, why does the district say it is not considering closing Kathryn Jones Harrison because the Life Skills program is there?

The District is not phasing out the Life Skills program and will continue to provide supports through the Life Skills program as well as at all neighborhood schools. Students who may require specialized support are identified based on a range of factors, including cognition, adaptive and communication skills, medical fragility, autism spectrum disorder (ASD), mental health or trauma-related needs, emotional behavior disabilities (EBD), and other health impairments (OHI). LifeSkills Programs

serve students whose needs intersect across cognition, adaptive, communication, medical fragility, ASD, OHI, or EBD.

What is the Life Skills program, and is it able to be moved?

The Lifeskills Program is a program that serves students with a variety of developmental disabilities who need a highly structured environment. Instruction is focused on academics at the student's level and a curriculum that prepares students for independent living, including personal safety.

How many students at KJH are enrolled with the life skills program and how many are not? Are there life skills programs at the other schools? If yes, what is the difference between KJH and the others? What is included in the Lifeskills facilities?

Kathryn Jones Harrison is the only elementary Life Skills program in the Corvallis School District. Placement into the Life Skills program for a student served by special education is a decision made by that student's IEP team. The LifeSkills program at KJH has specifically designed classrooms with attached restrooms/changing facilities. It also has additional wheelchair-accessible restrooms in each hallway. All schools offer special education programming and a range of other services. The LifeSkills program at KJH is specifically staffed at a higher level to support students with the intersections of needs related to personal hygiene, feeding/swallowing, medical fragility, mobility, behavior, and communication.

Cheldelin

What would the use at CMS be - like would kids go there for band?

The gyms at Cheldelin would continue to be accessed by school teams and the community, such as for Parks and Recreation youth and adult programming. The district has not developed a plan for how the other parts of the facility will be utilized. This planning would take place after the board makes its final decision on November 13.

Considering the proposed consolidation, what specific, guaranteed measures will the Board implement to ensure the current 8th-grade class at Cheldelin School is grandfathered into their initially assigned high school and will not be required to change schools during their senior year?

There are no specific, guaranteed measures proposed at this time, as no decisions have been made regarding the closure of a high school.

Did the district decide to close Cheldelin a while ago, and that is why no updates were made to Cheldelin in the bond?

No, the district did not make a decision during bond work to close Cheldelin. The updates below were made to Cheldelin in the bond.

Safety and security improvements: Improve emergency lighting, seismic safety, replace wooden bleachers in the gym, and conduct other renovations and repairs.

Improve ADA accessibility: Renovated the cafeteria, replaced kitchen flooring, resurfaced the track, upgraded mechanical infrastructure, including electrical, heating, and plumbing systems, and renovated restrooms.

Modernize educational spaces: Renovated a classroom to create a STEM lab and renovated the library/media center.

Why was Cheldelin selected to close and not Linus Pauling?

Linus Pauling is more centrally located, the facility is more updated, and the facility capacity is higher.

What will happen to next year's 7th and 8th graders at Cheldelin? Will they automatically go to Corvallis Junior High? Will students who live in the Mt. View boundary have to go back to Mt. View for 7th and 8th grade?

Next year's Cheldelin 7th and 8th graders will:

1. Attend Corvallis Junior High.
2. If they live in the Mt. View boundary, they can return to Mt. View if their family prefers that option.
3. Students outside the Mt. View attendance boundary can submit a transfer request.

My main concern is more as a parent than a staff, but I want to ensure the current CMS 6/7th graders are being considered in regards to impact (potentially moving these students twice to new schools). These are also the kiddos who experienced lockdown during Kinder and 1st.

We are keeping this in mind. It's important to remember that 28/29 is when we would look at the feasibility of two high schools, not when a potential change would happen.

What bond work was done at Cheldelin?

The safety and security improvements were to improve emergency lighting, seismic safety, replace wooden bleachers in the gym, and conduct other renovations and repairs. To improve ADA accessibility, the district renovated the cafeteria, replaced kitchen flooring, resurfaced the track, upgraded mechanical infrastructure, including electrical, heating, and plumbing systems, and renovated restrooms.

The district also modernized educational spaces by renovating a classroom to create a STEM lab and renovating the library/media center.

Letitia Carson

Is it possible to make Letitia Carson the K-8 to make the location more centralized?

Based on current enrollment and available classrooms, Letitia Carson does not have the capacity to be a K-8 school.

Can students who will be transferred out of Letitia Carson be more equally distributed to other schools so as not to put BCE and potentially Mt. View at capacity?

This would require more boundary adjustments and the possibility of changing elementary feeder patterns to the high schools.

What concrete measures will the district take to rebuild community trust after closing a school named for Oregon's first Black woman landowner?

The district recognizes that closing a school named after Letitia Carson, Oregon's first Black woman landowner, carries deep historical and emotional significance. To rebuild community trust, the district will take intentional, transparent, and restorative actions that honor her legacy and strengthen relationships with the community.

How will Letitia Carson's Title 1 status be transferred when students are allocated to other district schools?

Title I funds are allocated on a per-pupil model and follow students regardless of which school they attend.

Is it true that LC has more low-income families than KJH, BC, and Adams?

- **Letitia Carson** - 39% of students are navigating poverty
- **Adams** - 34% of students are navigating poverty
- **Kathryn Jones Harrison** - 32% of students are experiencing poverty
- **Bessie Coleman** - 15% of students are navigating poverty

These figures can be found on the district [2023-24 School Report Cards](#).

If Letitia Carson closes, how do we still honor black pioneers like her?

The district has made commitments to Letitia's descendants that we will continue to honor her and her contributions to our community. Options include using her name on another building, transitioning Letitia Carson Elementary into an early learning center for our community preschoolers, and expanding lessons about Letitia and her life to the rest of our elementary school students.

Mt. View

What does 8th grade look like at Mountain View?

This will be the work of the Innovation Team and district staff once a decision is made.

What middle school activities would be available at Mt. View?

This will be the work of the Innovation Team and district staff once a decision is made.

How many students would stay at Mt. View?

Current enrollment at Mountain View is 226 students. There is room for all of those students to remain at Mountain View with the addition of grades 6 - 8.

Will the district provide transportation for Mt. View for both boundaries?

Families that live within the Mt. View boundary will be provided transportation to Mt. View for grades K-8. We will also provide transportation to and from Corvallis Junior High from the Mt. View boundary.

If a family transfers to Mt. View and lives within the Crescent Valley High School boundary, they will be offered transportation to Mt. View on the high school bus.

Will Mountain View open next year for 6-8 grades (having students return for 7-8 if this was their home school), or will the current 5th graders expand the school as they advance in grades?

The district needs to evaluate interest in moving to a K-8 program at Mt. View. Based on the proposal, we will be expanding to K-6. Students attending Cheldelin Middle School will be automatically enrolled at Corvallis Junior High unless their parents choose to enroll them at Mt. View K-8.

Expansion at Mt. View for grades 7 & 8 in the 26/27 school year will be dependent on parent interest for enrollment. We need to ensure we have enough students enrolled in each grade to provide a successful start-up.

Why did you select Mt. View as a K-8? Why not KJH? Or why not both?

The decision to transition Mt. View to a K-8 is based on the building capacity. Kathryn Jones Harrison does not have the building capacity to be a K-8.

What will the Mt. View transfer portal look like?

It will utilize the existing Corvallis School District transfer process.

Will Mt. View still be a boundary school?

Yes.

How will this change impact transportation?

The district is investigating transportation opportunities with the proposed changes.

Would Mt. View facility need to be adjusted to accommodate middle school students?

There is already a track, a separate gym, cafeteria, restrooms, and facilities that would work for middle school students.

What about athletics at Mt. View?

This is something we have thought about but not begun to develop.

Why did you select Mt. View to become a K-8 and not Cheldelin?

Mt. View was selected because it is a more recently updated building that received several bond upgrades, already houses grades K-5, and is more centrally located to the students in the Mt. View boundary. The Cheldelin building is designed for middle school students and would not be well-suited for younger students. Cheldelin is also a much larger building and more costly to operate.

Linus Pauling

Linus Pauling has a poor reputation for behavior problems. What is the district going to do about this perception (or reality)? How will we prevent families from sending their kids to alternative middle school options because of this school's reputation?

If community members have this misperception about Linus Pauling, that is unfortunate. LPMS is a vibrant middle school with a thriving dual-language program that sends students to Corvallis High School, ready for AP Spanish as 9th graders. LPMS students participate in huge numbers in our no-cost middle school sports programs as well as orchestra, band, choir, and mariachi. LPMS has an incredibly caring and involved staff who believe in the success of all students.

With more people in the Linus Pauling/Corvallis Junior High area, would that create traffic?

There will be a similar number of students at Corvallis Junior High as there have been at Linus Pauling Middle School. We anticipate that will lead to similar traffic numbers.

What structure is in place to make sure the safety at Corvallis Jr High is maintained, if not exceptional?

All of our school buildings abide by safety standards to ensure our students, staff, and families feel safe. This includes locked vestibules, standard response protocols for emergency situations, and the use of video surveillance cameras.

Franklin

Is the long-term plan for Franklin to move into the Letitia Carson building?

There is no long-term plan for Franklin to move into the Letitia Carson building. The District has engaged in discussions with the Linn Benton Lincoln Educational

Service District (LBL-ESD) to explore the potential for developing a dedicated early childhood center at this site, while maintaining the Letitia Carson name.

Why is there only a cap on class sizes at Franklin?

Franklin only has one classroom per grade at K-5. Classroom enrollment at those grades is aligned with our class size targets for grades K-5 across the district. At grades 6, 7, and 8, Franklin has two “classrooms” of students per grade and aligns that enrollment with class size targets for grades 6-8 across the district. Franklin’s current average class size is consistent with all other schools in the district.

Is the waitlist at Franklin because of an interest in K-8? Or an interest in Franklin?

There are unique aspects of a K-8 school. Based on the interest in Franklin K-8, we are providing a second option for families interested in the K-8 model.

Is Franklin a charter school like Muddy Creek?

No, Franklin is not a charter school. It is a public school without a neighborhood boundary. Families choose to enroll there through a lottery process. The district does not provide transportation to Franklin School.

Will Franklin remain a school of choice?

The current proposal maintains Franklin's status as a school of choice.

Why are we not planning to close Franklin?

Franklin, our single K-8 school, frequently has a waitlist. This proposal includes adding a second K-8 school to potentially address this interest.

The current proposal also considers the potential impact on student enrollment. As districts are funded based on the number of students they serve, there is a concern that if Franklin were to close, some of these students might not enroll in their assigned boundary school.

High Schools

What will happen to all the CV electives and CTE facilities if that school is closed?

The district has no plans to close either high school at this time because neither high school currently has room for all of our students. The recommendation is to review the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.

If the district reached a point where a high school needed to close, we would assess the closing facility to determine if we could still provide electives in another way and how to utilize or transition CTE facilities.

How is it decided where people go to high school after Jr High?

Students who live in the Corvallis High School boundary will go to Corvallis High School, and students who live in the Crescent Valley boundary will go to Crescent Valley.

Are there rules in place for electing to send your student to CHS when living in a CVHS address?

Rules and process for resident transfers can be found in Board Policy [JECBB](#) and [JECBB-AR](#).

Will the kids in CVHS boundary go to CVHS after 2 years at LP?

The current proposal does not adjust the high school boundary. Students within the CVHS boundary will attend CVHS unless they have an approved transfer.

Some parents are considering moving their students to CHS preemptively- what will the district do to prevent that exodus/ flight?

An exodus/flight from CV to CHS would be governed by [School Board Policy JC-AR School Boundary Areas](#). This AR states that the superintendent can set enrollment capacities at each school, and we do that each year during the transfer windows for resident and non-resident transfers.

When you say the school board reviews the feasibility of two high schools when enrollment falls below 2,025 students, is that total district enrollment?

The 2,025 student enrollment in this statement refers to the number of high school students.

How will the district conduct the feasibility study for the two high schools, and when will any recommendations be implemented?

The district has not established a process for reviewing the high schools. Review would be in the 28/29 school year, and the earliest it could be implemented in the 29/30 school year.

This plan does not address high schools. What is your plan to address high schools?

The district has no plans to close either high school at this time because neither high school currently has room for all of our students. The recommendation is to review the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.

If you are mentioning "revisiting" closing Crescent Valley High School in a couple years, why isn't that decision being made now? If you have too many students to close it now, you probably already know the year that it will need to be closed.

Why not pick that date this year so families can make future plans?

The district will review many factors when deciding whether to close a high school. The intent is to say we are going to come back and look. We recognize this does not feel specific enough now. With rumors swirling about high school closure, it was important to acknowledge the concerns through the proposal. We want to make sure there is a time we have identified to come back to this conversation.

If, once again, you aren't closing CV because it might not actually be feasible to fit all the high school students in one high school, but for budget reasons, you know you need to close more than one school, then why aren't we talking about redistricting?

While adjusting boundaries could create more equal numbers of students at each school, we would still have the same number of students overall in our district. The problem we are trying to address is the underutilization of our facilities, which stretches our resources over too many buildings.

Muddy Creek

Why not close Muddy Creek?

The school district owns the building in which Muddy Creek operates, but we do not own the program. As a charter school, it has its own board. Muddy Creek has a

contractual agreement (charter) with the Corvallis School District. Not only would there be no cost savings in closing Muddy Creek, but the district would also be required to return the property to farmland if it is not used as a school. There would be a significant cost to demolishing the building and returning the property to farmland.

Why are you not fully funding Muddy Creek when they have room for more students?

Muddy Creek funding is 87.5% of the amount of the District's General Fund per student at Muddy Creek as calculated under ORS 327.013. The remaining 12.5% remains with the district in order to provide special education services to Muddy Creek as required by state law. Muddy Creek only has room for about 20 more students.

Does the school district own Muddy Creek?

The school district owns the building in which Muddy Creek operates, but we do not own the program. As a charter school, it has its own board. Muddy Creek has a contractual agreement (charter) with the Corvallis School District.

Is Muddy Creek a factor in school consolidation?

No, it is a charter school. They have their own board, and it is separate from us.

Muddy Creek-- Will they go to a 6th grade? Will they go to Adams as well? There are 3 full elementary classes.

Muddy Creek is a charter school with their own board and would need to make this decision. The current practice is for Muddy Creek students entering 6th grade who reside in the Corvallis boundaries to attend the middle school in their boundary area.

Muddy Creek has a contractual agreement (charter) with the Corvallis School District, signed by both the Inavale Community Partners Board and the Corvallis School Board. The charter would need to be negotiated to adjust their elementary program to K-6.

Sister Schools

Will the district consider adjusting "sister" schools for Garfield and Lincoln?

This proposal does not modify the current sister school model.

Staff

How is the district getting input from staff on the consolidation proposal?

Staff have been able to complete the district survey to provide suggestions, ask questions, and respond to the initial proposal. There have been Q&A opportunities at the schools impacted most directly. In addition, each school has representatives on the Innovation Team, which continues to meet over the next two years and will have opportunities for staff input.

Which teachers go where, and how do we make those decisions?

Decisions about job rights and placement of classified and licensed staff are governed by collective bargaining agreements for each group, which center on employee seniority.

What district office cuts are planned or likely? At what point are we so small that we can't justify two superintendents?

Each budget season, the district office looks to reduce and consolidate staff for cost savings. The district has one Superintendent and one Assistant Superintendent. The Assistant Superintendent also serves as the HR Director.

How many staff will lose jobs with the current proposal?

The proposal will reduce the equivalent of 11.28 full-time positions.

Should a shrinking district have 2 DLI elementary schools?

The district DLI programs were intended to support our Spanish-speaking students in maintaining their heritage language while gaining English proficiency. We continue to closely monitor the number of Spanish-speaking students at each of our DLI schools.

With a shrinking district, why does our district office add new positions every year? What new district office positions have you added in the last 3 years?

The district has reduced district office staff FTE by 8.65 FTE over the last 3 years. This includes administration, business services, operations, transportation, human resources, and technology.

How will staffing be affected? Will current Cheldelin/LP staff teach 6th grade classes at the elementary schools or will additional Elementary teachers be hired and current middle school staff lose their positions?

The district is working to support staff impacted by a potential closure, ensuring they have the opportunity to obtain certifications to teach the subjects needed within the closure proposal. We anticipate that our middle school staff hold multiple licensures and endorsements, which enable them to teach at elementary, middle, and high schools.

What does this mean for staff at a school that is closing?

Staffing is based on seniority and endorsements. The district will work with local universities to support staff to gain additional endorsements if needed.

Is the district looking at offering an early retirement package for staff?

Yes, this is one option we are considering as we look ahead to staffing.

Students

Besides money, are the expected effects on students' mental health being evaluated by a third-party professional?

No third party has been engaged to evaluate our students' mental health with regard to consolidation. If you believe your student needs mental health support, please contact your school.

Facilities/Capacity

Why are we unable to liquidate school property holdings if the enrollment trend has been in significant decline since the 1970s?

We have sold multiple properties since the closure of schools in 2002. Properties that were sold include:

- Fairplay School (corner of Conifer & 99 W)
- Pleasant View Tree Farm (Country Club Drive between 49th & 53rd)
- A dedicated property at the north end of 29th Street (too small for a school and had a reversionary clause to the City of Corvallis for park land).

Inavale School, the current home of Muddy Creek Charter School, has a reversionary clause on the Deed. If it isn't used as an educational facility, the

district must revert the property to farmland and sign the deed back to the heirs of the property donor.

It is the board's decision about how surplus buildings or properties will be handled in the future.

How many students are predicted to be at CJH?

Enrollment for Corvallis Junior High would be similar to the average enrollment at Linus Pauling Middle School over the years.

Will we have enough classrooms if we rotate classrooms for 6th grade?

Yes. Similar to how we use middle school classrooms, the elementary 6th-grade classrooms will serve multiple functions. As a reminder, when we remodeled our elementary schools, we specially designed music, art/science, and maker spaces at all of our elementary buildings. These spaces will support content-specific electives for our 6th graders.

Why didn't we expand the highschool and Linus Pauling when we were remodeling schools? Did the district expect the declining student population to be an issue before we passed those bonds to build and remodel schools years ago?

The purpose of our bond was to improve aging infrastructure, safety and security, modernize educational spaces, and improve ADA accessibility. We focused attention on our elementary schools by removing all modular buildings and creating separate spaces for cafeterias.

In 2018, we did not anticipate the significant decline in birth rates that we are currently seeing in many parts of the country.

What happened with the Western View Middle School building? Could it be used as a site for another K-8 school?

The previous Western View Middle School Building was closed in 2002 and torn down. The site of its previous library now houses the district's Bridges Program.

How can you prioritize decommissioning facilities built in the 1960s, ala Crescent Valley, before buildings built in the 1920s, ala College Hill?

There are no plans to close Crescent Valley at this time.

Why hasn't the district followed its own recommendation to balance student populations within +/- seven percent of the average enrollment of the two high schools? (see policy [JC-AR](#))

Policy JC-AR states that the superintendent sets the enrollment capacity, which we do annually during the transfer process. The policy also states that the superintendent may use this calculation to balance enrollment at secondary schools. Historically, the +/- 7% option has been used concerning transfers. Before 2021, transfers to Corvallis High School (CHS) were extremely limited.

Since 2021, transfer requests from CV to CHS have been reviewed to ensure that no imbalance exists that would create further disparity in enrollment totals. This year, 17 CV boundary students transferred to CHS, and 27 CHS boundary students transferred to CV. Additionally, CV received twice as many nonresident transfers this year as CHS did.

Will there be enough space in elementary schools to accommodate 6th graders while still maintaining the 27-student elementary school classroom caps?

Yes, however, there are many factors that play into staffing and actual class sizes. It is not a guarantee that every class will be less than 27 students, as that is a school average.

What is the student capacity LP was built for and what capacity it would be at if the “Corvallis Junior High” goes forward?

The overall building capacity, excluding space reserved for building programming, is 953 students. With space set aside for building and district-level programming, capacity is 714 at 75% utilization and 810 at 85% utilization. We currently have two modular classrooms on the campus that are not included in those calculations, which could add an additional 46-52 students.

Based on current enrollment, we have space for all 7th & 8th graders currently enrolled at Linus Pauling & Cheldelin to attend Corvallis Junior High next year.

Can you explain, with numbers from [this reference](#), how the new junior high will still be below capacity?

See answers above.

What will we do with the Cheldelin facility if we close it?

This would need to be returned to the Long Range Facilities Planning Committee for review. The current recommendation is that teams and the community continue to access the Cheldelin gyms.

Will the district rent out empty facilities to the community to generate revenue?

The Long Range Facilities Planning Committee will bring forward a recommendation to Superintendent Noss in the future regarding the use of any closed facilities.

Do we know that the elementaries can absorb 6th graders? Do we know that Mt. View can absorb 6-8th graders?

Yes, there is space, even with fluctuations in enrollment.

Where are the other staff (tech, family advocates, etc.) going to be where there are multiple staff members in one space (that are classroom spaces).

Prioritizing classroom spaces currently used for non-instructional purposes will be necessary.

Can all the 7th and 8th graders fit in Linus Pauling without using modular classrooms (which everyone knows are pretty miserable to be in—too cold in the winter and too hot in the spring/fall). If not, does it actually make sense to close a building if the kids won't fit into one?

The building capacity at Linus Pauling Middle School is 810, with an 85% utilization factor. This number does not include the two modular classrooms currently used at the school. Based on current enrollment, all students would fit within the main building without using the modular classrooms.

What about elementaries that won't have a lot of 6th graders? This feels like an unequal distribution.

This is an unequal distribution. However, the district will work to create similar experiences for 6th-grade students across the district.

Programming/Electives

How will you ensure that the closing of this school does not perpetuate or exacerbate existing educational inequities in the district?

The district will monitor outcomes over time, tracking key indicators such as attendance, academic performance, and belonging for students impacted by the closure, so that adjustments can be made proactively if disparities emerge.

Research shows that moving schools affects academic performance and the Cheldelin cohort will likely have to move twice. How will the district counteract this burden on this particular group of kids? Will they use interventions backed up by clear data, including after-school tutoring and small group interventions? Do we have the funds to provide those academic interventions?

We currently use interventions backed by research in our schools. Summer programming is one example of how we provide additional time and support for students. We also understand this question as a request to pay particular attention to this cohort of students.

What will the band/orchestra opportunities be for 6th grade?

We understand this is important to students and families. We will continue to develop a plan for student access.

How do we get back to being excellent academically?

As a district, we have heard concerns regarding rigor. The innovation team will incorporate this feedback into their work over the next two years.

Can access to track and field, music, and electives be addressed in a K-8 model?

We understand this is important to students and families. We will continue to develop a plan for student access.

What curricular changes (rigor) could happen to improve student learning outcomes?

The innovation team, made up of educators from across the district, is focused on enhancing programs that focus on the knowledge and skills our students will need for their future. A key emphasis of junior high is preparing students for high school.

I am eager to hear how a supersized Corvallis Junior High will support academics for a unique cohort of kids who missed out on foundational years of learning because of the pandemic, and are still behind academically because of that. (District data backs this up). I have heard no discussion of this issue.

The enrollment of Corvallis Junior High will be similar to that of Linus Pauling Middle School. The junior high model focuses on preparing students for high school success.

There has already been a decline in electives; will consolidation allow space to push growth in direction we want to go in?

Consolidating resources into fewer buildings lowers operating costs. Being more cost-efficient with our resources could allow for more opportunities for our students.

What is the academic plan for 6th graders at the elementary schools? Will it be different?

We are currently reviewing different models to support both 6th and 5th-grade students successfully.

The discussion slides mention District-level programming. Is this programming also being cut at similar levels to the remainder of school funding?

District-level programming is not anticipated to be cut for the 26/27 school year.

Will there be more cuts to arts and music with this change, or will the instructional minutes remain the same?

Changes outlined in this proposal do not change instructional minutes.

Will there be any changes to the DLI model?

This proposal does not include any changes to the current DLI model.

What are the good things that come out of the K-8 student experience?

A K-8 student experience fosters positive outcomes through continuity of instruction that deeply aligns academics, sustained relationships with peers and adults that build a supportive community, and fewer transitions.

How will moving 6th grade to elementary school impact things such as STEAM, sports, band, orchestra, choir, drama, PRIDE, SAFE, etc.?

These are all important considerations and things that our Innovation Team will review as they determine what programming opportunities our students will have.

Do we know yet whether 6th grade will be all self-contained, or partially self-contained, with maybe a Math/Science teacher and an ELA/Social Studies teacher? If not, when would that decision be on the timeline?

We do not have that information at this time and would need a final decision from the board first. These types of specifics are work for our Innovation Team.

What will 6th-grade programming look like at the elementary level? For example, will 6th grade math be taught by math teachers?

These are all important considerations and things that our Innovation Team will review as they determine what programming opportunities our students will have.

I am very intrigued by the idea of K-6 and like the idea. I am curious how adding another grade level into elementary buildings will impact master scheduling of specials. I want to make sure this wouldn't compromise the amount of specials all kids receive even more. I recognize the innovation work is going to try to address this, and I just want to make sure to voice this, as it's something myself and others have been wondering.

We want to be thoughtful about this as well. This is why we want input and the Innovation Team to provide their expertise.

If the board decided to pursue the K-6 options, I am curious if there are plans to offer elective choices? Or would they stick with the predetermined elective model in primary schools? (I know things are fluid, just curious where things are leaning toward)

This would be the work of the Innovation Team, and we would need to review different models.

Class Size

Looking at the class size targets in the [Consolidation Proposal Capacity Summary](#), it looks like there is the same class target for K-5 and K-8, with blends, and for both middle schools.

The 24 listed on the Consolidation Proposal Capacity Summary is an average. Our staffing allocation for classroom teachers is based on:

- Kindergarten and 1st grade - 22 students
- 2nd and 3rd grade - 24 students
- 4th and 5th grade - 27 students
- 6th through 8th grade - 29 students
- High School - 31

What is the likelihood that returning 6th grade to the elementary level will increase the number of blended grade classes? Will the district commit to hiring/placing appropriate numbers of staff to avoid this?

Adding 6th-grade classes to elementary schools should not increase the number of blended classrooms in our elementary schools. Additionally, creating more content-specific instruction (the humanities or STEM) has the potential to increase opportunities and rigor for students.

Even with closing schools, are we looking at leaving space in our classes for kids so that class sizes do not max out?

The proposal continues to use the same class size averages we are currently using.

Enrollment

Do the 10-day enrollment numbers change anything?

This will provide additional funding in the future. When receiving funding based on student enrollment, school districts are funded on the higher enrollment of the current year projection or the prior year enrollment. That means the funding we receive for the 26-27 school year will be higher than we projected.

What is the enrollment prediction for the 7/8.

Enrollment for Corvallis Junior High would be similar to the average enrollment at Linus Pauling Middle School over the years.

What are we doing to recruit and retain students in CSD?

The innovation team, made up of educators from across the district, are focused on enhancing programs that focus on the knowledge and skills our students will need for their future.

Has consideration been given that this proposal will result in further loss of students out of the district due to loss of opportunities for students?

We are committed to providing high-quality educational programming at all grade levels. As we continue to gather feedback from our community, the Innovation Team will research and implement innovative and rigorous educational programming to ensure that all students are challenged in our schools.

Why did the district not look at closing schools sooner if they knew enrollment was declining?

School districts across the State of Oregon saw a decline in enrollment post-pandemic. Since 2020, we have been monitoring the decrease in enrollment to determine whether we would recover or continue declining. In the spring of 2025, our ability to continue operating schools without loss of services was apparent, thus beginning our review of facilities, enrollment & demographics, and building capacity by our Long Range Facilities Planning Committee.

Are the enrollment numbers in the presentation the 10-day drop numbers?

The enrollment numbers in the Community Listening Session presentation were based on projected enrollment for the 25/26 school year.

How many district students are currently enrolled at Philomath? Is their enrollment not in decline because the schools are full of our district students?

How many students are enrolled in other out of district schools or charters?

Over the past five years, the transfer rate to Philomath has stayed fairly consistent, with approximately 55 to 60 students per year. We track numbers of students enrolled in virtual public charters. In May of 2025, this number was 197.

Can the district share more information about homeschool/private school enrollment numbers?

Private school numbers are provided to us by each private school. The data they provide does not include details on how many students enrolled at their schools live within the Corvallis School District boundaries.

- It's important to note that not all students attending a private school in Corvallis are CSD students. These private schools have students attending from all over the Willamette Valley.

Private schools

	2018/2019	2024/2025	2025/2026
Students Enrolled in CSD	6668	5898	5,751
Students enrolled in private schools located within the district	946	1,176	1,100

Since the 2018/19 school year, CSD enrollment has declined by 917 students, whereas private school enrollment has increased by 154 students. The largest private school in CSD boundaries is Santiam Christian, which makes up approximately 681 of the 1100 private school students. Of those approximately 681 students that attend Santiam Christian, we know that 26% (177) live in the Corvallis or Philomath boundary.

Accounting for Santiam Christian, with approximately 177 Corvallis and Philomath students, there are an additional 419 students attending other private schools that are located within the CSD boundary, yet not all of those students reside in Corvallis.

Homeschool

Home school data is collected by the Linn Benton Lincoln Educational Service District. The data below represents students who live in the Corvallis School District boundary.

	2020	2021	2022	2023	2024	2025
Students enrolled in homeschool	344	271	270	234	244	209

What of this proposal, if anything, do you think will draw families back to the district that have left for private school, other districts, and home schooling?

The district's innovation team is focusing on:

- Identifying key educational trends to guide future programming and student learning.
- Developing recommendations that promote equity, academic success, and sustainability.
- Considering new models and programs to enhance student engagement and rigor.

These are areas highly valued by families, according to their feedback.

What is the enrollment? Is it dropping as fast as projected? What is enrollment at 10 days?

Our current district-wide enrollment is 5,810. Our district will present information on our enrollment numbers after our 10-day drop date at the October 16 school board meeting.

Is the School Board looking at understanding why the enrollment is dropping? It feels like the district has not looked into why our enrollment numbers are down/decreasing. Why isn't the district looking into this? Has the quality of the schools in Corvallis declined? Have class sizes gone up, even with enrollment going down? Are there other factors that could impact long-term enrollment that should be considered?

The district and the school board have been reviewing information on declining enrollment over the last two budget cycles. ([See information provided in last year's Budget FAQ](#)).

What are the projected enrollment numbers for the 2026-27 6th graders?

This number is based on the 2025-26 enrollment of district 5th graders. Our district will present information on our enrollment numbers after our 10-day drop date at the October 16 school board meeting.

Why are there different numbers of teachers at elementary schools that doesn't match enrollment?

We assign the number of teaching positions at each school based on enrollment and our class size ratios.

Boundaries

Does the new proposal affect transfer requests in any way?

This proposal does not change the existing [Corvallis School District transfer process](#). We approve transfers based on current enrollment and school capacity.

This is concerning the answer to my question about why isn't the district following policy JC-AR. You stated "historically the +/- 7% option has been used concerning transfers". However policy JC-AR is mainly about school boundaries

and adjusting those to keep within the +/- 7%. Why haven't you adjusted boundaries to keep within these numbers?

We attempted to adjust boundaries in the 2019 - 2020 school year. A boundary committee was formed and tasked with creating a solution to the imbalance at both middle and high schools by adjusting elementary school boundaries. Boundary adjustments at the elementary level proved to be incredibly challenging, given the freedom families have to transfer out of their neighborhood elementary school (Policy JECBB and JECBB-AR). The onset of the COVID pandemic ended the boundary adjustment process.

When will the district deal with the unequal school populations/outdated boundary lines? How does redrawing the boundary lines fit into the schedule of school closures?

The District does not have a plan to redraw boundary lines. Boundary lines are not the only factor impacting unequal school populations because the district's transfer policy allows families to choose the school that works best for their student/family.

Why has the district ignored the recommendation of the long range planning committee to redraw the school boundaries?

While adjusting boundaries could adjust the numbers of students at each school, we would still have the same number of students overall in our district. The problem we are trying to address is the underutilization of our facilities, which stretches our resources over too many buildings. Adjusting boundaries also does not address the budgetary shortfall our district is experiencing due to declining enrollment over the last several years.

School boundaries are only one factor in creating more equal enrollment district-wide due to our transfer policy. Boundaries are built based on student residence. In our district, families choose which school they want their student to attend and apply for transfers. We approve transfers based on current enrollment, which can be impacted by families moving into the boundary over time.

Why is the district not considering boundary review? Why could we not adjust these yearly to help schools have balanced numbers?

Reviewing boundaries is a costly and time-consuming process that creates division in our community and would delay our transition planning for the coming year. We

believe that the consolidation proposal is the first step in right-sizing our schools to maintain high-quality educational offerings for all students.

Innovation Team

Will the district revisit the structure of the Innovation Team to ensure it can truly guide bold, student-centered change?

Throughout the Innovation Team process, community members and business partners will join to help with planning and providing feedback. As plans are developed, community input will be gathered. The team is also working to actively engage students in providing feedback and input.

Will there be community members on the innovation team?

The innovation team will be working together for two school years. Throughout the process, community members and business partners will join to help with planning and providing feedback. As plans are developed, community input will be gathered.

How much/what power for decision-making does the Innovation Team ultimately have?

The innovation team serves as an advisory group, developing plans, gathering feedback, and providing input on operational programming.

Is the innovation team considering CV as an opportunity and thinking about the future?

Our district continues to support and invest in learning spaces and opportunities at Crescent Valley High School. We do not have space at either high school for all of our high school students, and this includes spaces such as our Career and Technical Education spaces and our science lab spaces.

What is the innovation team going to address? Academics? Facilities? Data and correction (of the problems)? How will the change be measured?

The purpose of the Innovation Team is to explore educational programming opportunities that align student interests with future workforce needs. The group of staff will:

- Identify key educational trends to guide future programming and student learning.

- Develop recommendations that promote equity, academic success, and sustainability.
- Consider new models and programs to enhance student engagement and rigor.
- Ensure all work supports the district's mission and strategic vision.

Long Range Facilities Planning

Why haven't the long range planning committee's (LRPC) conclusions been published on the LRPC page?

This information is now included on the [Long Range Facilities Planning Committee webpage](#).

Who was on the Long Range Facilities Planning Committee?

The planning committee included:

- A business representative
- A City of Corvallis representative
- A Benton County representative
- Two members from the 2018 Long Range Facilities Planning Committee
- Five district staff members
- One school board representative
- Three district parents

While this group provided Superintendent Noss with conclusions about the district's facilities, they did not make the decision about school consolidation.

Did the calculations for long-term facilities planning take into account specialized spaces, such as spaces for de-escalation? Will we lose some of these specialized spaces with consolidation?

While de-escalation spaces weren't a specific design consideration, the building's capacity was designed to support building-level programming needs. At the elementary level, these programming spaces include the gym, cafeteria, art room, music room, and a flexible-use classroom.

Walk to School

Are you considering how we maintain kids being able to walk & bike to school?

Yes, this is a factor that was considered when developing this proposal.

Housing

Why don't you include new family housing growth paths especially in high-priced North Corvallis as an option to avoid school closures?

We completed a demographics study that was shared with the Long Range Facilities Planning Committee and School Board in the spring of this year.

Is this district working with Oregon State University to advocate for better housing in the Corvallis Community?

Yes, the district is working with a group that includes Oregon State University, the City of Corvallis, the Corvallis Boys and Girls Club, Benton County, and Hewlett-Packard to advocate for more affordable housing in Corvallis.

There is a lot of construction in south town, wondering if this proposal accounts for growth from those developments?

Areas of Corvallis with housing developments were considered when developing this proposal. Part of our long-range facilities planning process looked at the number of K-12-aged students generated by different types of housing. Student Growth Rate data showed that single-family homes attract more families with students than multi-family housing, which is not the primary housing type generated by current construction in South Corvallis.

Have you taken into consideration areas where families may move with new students?

When developing this proposal, we considered areas of Corvallis with housing developments. Part of our long-range facilities planning process looked at the number of K-12-aged students generated by different types of housing.

If apartments are being built and not taxed, what level of city planning has the district been part of?

School districts across Oregon are primarily funded at the state level. Taxing from a local development has a limited impact on district funds.

Multi-Unit Property Tax Exemption (MUPTE) applications are shared with the school district.

Other

How many Title 1 schools does the district have?

Corvallis School District currently has four Title I schools:

- Garfield Elementary
- Letitia Carson Elementary
- Lincoln Elementary
- Mt. View Elementary

What would happen to Wildcat Park if Letitia Carson closes?

Wildcat Park will continue to be part-owned and operated by the District. The function of the school in this building does not change the function or accessibility of Wildcat Park for our community.

What does the Corvallis Public Schools Foundation do? Can they raise money for the district?

The Corvallis Public Schools Foundation supports Corvallis public schools by providing resources and opportunities that help every student succeed. They support innovation and enrichment in our classrooms through Imagine Grants, empower our students through Youth Empowerment and Action Grants, support summer programming across the district, and respond to emerging needs through special project grants.

What do CSD teachers think of the proposed plan? Especially middle and HS teachers? How do they see it impacting academic rigor and college/career readiness in our district?

The primary feedback we have received from staff has been concerns regarding when they will know their assignment for the next school year and matters of seniority. The innovation team is focused on the knowledge and skills our students need for their future.

Where was the input/community feedback about elementary schools being community hubs?

We have received feedback supporting elementary schools as community hubs during our bond planning in 2017/18, during the 2019 boundary review, and during our most recent feedback regarding the Consolidation proposal.

Getting rid of a middle school, what do we do if there is a major incident (fire, flood) - where would they go?

Our Long Range Planning Committee has recommended that the district retain all district property. Under this plan, we would move the students back to Cheldelin Middle School.

Have we considered transportation issues, since students will have a longer way to go with CMS closed and 6th graders going to other schools?

Sixth graders will remain at their neighborhood school, likely making their bus ride shorter. We have evaluated the transportation scenario for the proposed model with our transportation services contractor, STA, and believe that we will have minimal changes to our bus routes.

Will consolidation improve class size, staff experience, student growth and experience, and academic rigor/differentiation?

Consolidating resources into fewer buildings lowers operating costs. Being more cost-efficient with our resources could allow for more opportunities for our students.

Would K-8 kids all follow the same start time?

Both K-8 schools would run on the same schedule; however the bell schedule has not been set.

How much coordination has 509-J done with City of Corvallis, City of Philomath, Benton County, Oregon State University, Samaritan Health, HP and others to fully understand the likely future demand for schools?

The superintendent meets with regional employers and municipalities. The focus of these meetings are primarily related to housing both for residents and employees.

The district's demographic study included information shared by our municipalities.

Have you done any research for evidence-based studies on the impact of school consolidation on students?

An important aspect of school consolidation on students is the development of a positive school culture. The Corvallis School District continues to investigate ways

of ensuring we are developing this culture for students who will transition to new schools.

How many elementary schools have on-site preschool?

We have four elementary schools that currently house inclusive pre-k classrooms operated by Kidco Headstart. Both Corvallis High School and Crescent Valley High School have student-run preschool programs.

What is the Dixie school, and why is it in such an out-of-the-way location?

The Dixie School is an Early Intervention and Early Childhood Special Education School in Corvallis, owned by the Linn-Benton Lincoln Educational Services District. It is in the former Dixie Elementary School, previously owned by the Corvallis School District.

What benchmarks have been done in other districts around when to close a school? What have other districts done?

School consolidation will become a more common action across the state. Districts typically consider a school consolidation when there is declining enrollment, impact on programming, elementary schools with approximately 200 students, and financial considerations.

How will we address the cultures of the 'new' schools or/and consolidated schools?

District staff are collaborating with building administrators and staff to identify the necessary supports to establish a positive new school culture. We have also spoken with other districts that have gone through consolidations to hear what has worked for them and what they wish they had done more successfully.

Can we have more student teachers in art, music, PE?

This proposal does not address student teachers.

How many volunteers does the Corvallis school district utilize?

Currently, we have a total of 2496 volunteers across the district.

What support is needed to help staff and students with these transitions as we move forward with consolidation?

District staff are working with building administrators and staff to determine what supports are necessary to help with successful transitions for staff, students, and families. We have also spoken with other districts that have gone through consolidations to hear what has worked for them or what they wish they had done more successfully.

An example of a strategy we are considering right now (based on the current proposal) is talking with our current 5th-grade students to learn what they are looking forward to as 6th graders. We will take their perspectives into account as we plan for 6th grade.

What is the 10 year/long term projected plan?

The current recommendation addresses the impact of our buildings' current underutilization. It includes a recommendation to review building utilization at the high schools on 28/29 or when high school enrollment drops below 2,025 students.

How does Corvallis School District's plan for school consolidation align with what other school districts are doing in Oregon and nationally?

School districts across the nation are responding to declining enrollment and funding resources. There are many school districts that utilize K-6 and junior high models across the country.