



Corvallis
SCHOOL DISTRICT

School Consolidation: Revised Proposal Community Feedback Report

Prepared for: Corvallis School District Board

Prepared by: Superintendent Ryan Noss, Ed.D.

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Executive Summary

Following the release of the revised school consolidation proposal on October 24, 2025, the district gathered feedback from 88 survey responses and a community session attended by approximately 228 people. The community's primary concerns included the closure of Letitia Carson Elementary School, which is perceived by many as an inequitable decision.

The primary concerns in the feedback centered on:

- Letitia Carson is a Title I school
- Logistical challenges (including transportation, grade configuration, and safety)
- A diminished trust in the School Board

A significant number of responses implicitly or explicitly advocate for slowing down the decision-making process to ensure greater community input and more deliberate planning.

Key requests for transition support focus on:

- Comprehensive student orientation
- Logistical clarity
- Early and transparent communication

Background and Context

The [initial consolidation proposal](#), which included only the closure of Cheldelin Middle School, was reviewed by the School Board on October 16, 2025. Based on community feedback, the Board determined the initial plan:

- Delayed an inevitable elementary school decision.
- Did not sufficiently address the projected \$4 million budget shortfall for 2026-27.
- Did not adequately account for long-term trends of reduced elementary enrollment.

The [Revised School Consolidation Proposal](#), released on October 24, 2025, addresses these issues by recommending the closure of both Cheldelin Middle School and Letitia Carson Elementary School. Feedback was gathered through an online survey and a Community Feedback Session on Monday, October 27th, at Letitia Carson Elementary.

Data Utilization Note: The district received 88 survey responses. Responses to questions 1 and 2 form the basis of this report. Responses to Question 3 will be integrated into the [School Consolidation FAQ](#) document, which is updated weekly, with the next release scheduled for Friday, October 31, 2025.

Synthesis of Key Themes:

Community Concerns

The core concerns from the community feedback are grouped by theme:

Equity and Socioeconomic Impact: This is the most critical theme. Many community members view the closure of Letitia Carson Elementary as an inequitable action that disproportionately impacts the district's more diverse and lower-income population, especially in light of other schools (like Franklin Elementary) remaining open.

Logistics, Grade Configuration, and Student Safety: Widespread concerns exist regarding the K-6, K-8, and 7-8 grade models. Concerns include the safety and developmental appropriateness of mixing K-6 students, particularly regarding lunchtime equity (age-appropriate portions) and playground interactions. Logistical issues include fears of increased traffic, overcrowded classrooms, and longer, less safe bus routes.

Loss of Neighborhood School and Community Identity: The repeated consolidation steps are causing significant emotional strain. Families expressed deep concern over the loss of their established, stable neighborhood school, a crucial hub for their community, and the stress this is causing their children.

Trust in the Board and Future Planning: A portion of the feedback expresses a lack of faith in the School Board's decision-making process. The change of the initial proposal to include an elementary school is seen as evidence of not listening to community and staff input. A specific concern was raised about the lack of long-term planning, as demonstrated by questions about potential future disruptions (e.g., the potential eventual closure of Crescent Valley High School).

Key Themes: Community Concerns

Community feedback regarding the potential impacts of the revised proposal (Question 1) fit into six primary themes:

Theme	Summary of Feedback	Sample Quotes/Ideas
Equity and Socioeconomic Impact	A recurring theme is the perceived inequity of closing Letitia Carson Elementary, which many respondents identify as one of the district's most socioeconomically diverse and/or "poorest" schools, while leaving others (like Franklin Elementary, often cited) untouched. This has led to accusations that the district's actions contradict its stated values of equity and supporting neighborhood schools.	"This plan affects one of the poorest elementary schools in the district and leaves the wealthiest (Franklin) untouched." "This district is all talk when it comes to equity." "Closing an elementary school that serves more diverse and lower-income students is a terrible choice."
Grade Configuration, Logistics, and Safety	The revised K-6 and 7-8 grade structures raise multiple practical and safety concerns. The most common logistics issues are: longer travel times/bus routes, increased traffic around receiving schools, and overcrowding in classrooms. The safety concern centers on having significantly older 6th graders (up to 12 years old) integrated with Kindergarteners in an elementary setting, particularly during lunch and recess, and concerns about K-6 students receiving appropriate resources (e.g., lunch portions, facilities).	"Too many grades together at the elementary school... a 12-year-old 6th grader is eating the same portions as a 6-year-old." "Crammed spaces, transportation challenges." "Concerned about safety of my younger student having older students present."
Loss of Community and Identity & Local Access	Many responses expressed emotional pain and a sense of profound loss tied to the dissolution of the "neighborhood school" identity and community established at both Cheldelin and Letitia Carson. The stability of a local school as a hub for families and children is seen as irreplaceable, and the disruption is described as causing fear and stress for students and families. A significant related concern is the loss of local school access, which impacts students' ability to walk to school and reduces family involvement opportunities due to increased travel distances.	"Loss of my neighborhood school. It is the heart of our community." "The stress and anxiety caused by this constant upheaval on our students." "I worry about the loss of a strong school culture that has been built over decades." "Now my child won't be able to walk to school anymore." "It will be much harder to be involved in the school day-to-day when the building is further away."

Theme	Summary of Feedback	Sample Quotes/Ideas
Academic and Programmatic Disruptions	Respondents worry about the impact on specific student needs, particularly those in 6th grade who feel they will be "held back" by the shift to an elementary model, potentially losing access to specialized middle school sports (e.g., Cross Country, soccer) and advanced curricular offerings. There are also concerns about the quality of the new combined 7-8 junior high environment, including potentially hurried schedules and reduced access to extracurricular activities.	"I feel like this is going to hold back our 6th graders." "Important school sports... will be disrupted." "Lack of clear programming for 6th graders in the K-6 model."
Trust, Communication, and Pace of Decision-Making	A significant number of responses conveyed a lack of trust and faith in the School Board, believing the process is moving too quickly and lacks adequate forethought. Respondents perceive the decision to close an elementary school (following the board's request for a revised proposal) as a failure to listen and a rush toward short-sighted solutions. This critique implicitly suggests slowing down the decision-making timeline to allow for more community input and improved planning.	"I have no faith in this school board at the moment." "Your refusal of the last plan and push to close another school shows a lack of forethought and a refusal to listen." "The stress and anxiety caused by this constant upheaval" (indicating a desire to slow the process).
Staffing and Personnel	Concerns about job losses and the negative impact on faculty morale, which is viewed as ultimately harming the student experience.	"This action would cause more job losses." "You are supporting neither the teachers nor the children you are responsible for."

Synthesis of Key Themes: Transition Support Needs

To mitigate the negative impacts and ensure a successful transition, the community offered clear, actionable requests:

Orientation and Social-Emotional Integration: The most frequently requested support is a formalized transition plan. This must include multiple orientation days focused on integrating the displaced student communities (Letitia Carson and Cheldelin) into their new schools, with specific attention to the social-emotional needs of students experiencing displacement, and providing staff training and supports for students with high needs.

Logistical Clarity and Enhancement: The district must provide early and detailed communication regarding new bus routes to assure families of safety and minimal travel time. Furthermore, the district must specifically address the K-6 model's internal logistics, such as ensuring that all students have access to age-appropriate facilities, athletics, music, and meals (e.g., addressing the lunch portion disparity concern).

Proactive and Transparent Communication: Families request a firm commitment to early, consistent, and detailed communication about all pending changes, including staffing assignments, bus schedules, and program continuation.

Program and Staff Assurance: The community seeks explicit assurance that all high-quality academic, arts, and special education programs currently offered will be maintained and robustly funded in the consolidated schools. Supporting the transitioning staff is also viewed as critical to ensuring a successful environment for students.

Key Themes: Transition Support Needs

When asked what would help support the transition (Question 2), the community's requests focused on clear, intentional, and high-quality support in these main areas:

Theme	Summary of Requests	Sample Quotes/Ideas
Orientation and Social-Emotional Integration	The top request is for proactive measures to help students adjust socially and emotionally to the new environment. This includes focused efforts to merge the cultures of the closing schools into the receiving schools.	"Some sort of orientation day for Cheldelin students who have to learn a new middle school." "A week of dedicated transition time with the staff to introduce the new school." "A focus on merging school cultures so students don't feel like outsiders."
Logistical Clarity and Enhancement	Clear, detailed, and enhanced logistical support, particularly for the new transportation routes and the student experience within the K-6 and 7-8 structures. This includes addressing the previously raised concern about age-appropriate resources.	"Better access to lunch. Longer lunch times. These kids need to eat." "Very clear and safe bus routes established early." "A high-quality facility that is not overly crowded."
Early, Consistent, and Detailed Communication	Families are seeking transparent, proactive, and frequent communication from the district on all key decisions, especially staffing, curriculum, and administrative changes.	"Clear communication on staff placement and assignments." "Open, honest communication about the budget process." "Frequent and early notification of all plans—don't wait until the last minute."
Programmatic Assurance and Staff Support	Requests for assurance that valued programs (e.g., arts, special education, gifted programs) will not only be maintained but will be robust in the consolidated schools. Additionally, supporting the staff is seen as a key component of a successful transition for students.	"Commitment to keeping high-quality music/art programs." "Support for the Letitia Carson staff who are transitioning." "Focus on maintaining small class sizes, especially in the younger grades."