



Sustainable Schools

Questions We Heard

Listening & Learning Sessions October 14–17, 2026

About This Document

This companion document brings together the questions included in the five session-specific What We Heard reports. Questions are grouped by session, retaining their original wording and order from those reports. Some questions cover similar topics across sessions. They are summarized questions, not a verbatim record of every question asked or a list of verified district findings. Answers are not included here; questions needing follow-up may inform district FAQs and other public updates.

Leslie Middle School October 14, 2026

- How were schools selected, how were academic performance and research considered, and what alternatives or independent reviews were evaluated?
- Why do school-capacity figures differ from earlier facilities reports, and why consider closing schools that recently received building improvements?
- How will proposed boundaries preserve neighborhood connections and elementary-to-middle-school friendships, including in the Richmond area?
- When will families know school assignments, bell schedules, bus routes and safe walking options?
- How will receiving schools manage class sizes, staffing and programs, including Richmond language immersion, after-school activities and preschool offerings?
- How will students with IEPs or autism receive consistent services and support during a transition?
- What savings are expected from closures, how would those funds be used, and how will the plan address longer-term enrollment and school funding?
- How will public input affect the proposal, what will happen to closed buildings, and could the district reconsider the timeline or approach?

Claggett Creek Middle School October 15, 2026

- Decision-making and public input: How were schools selected for possible closure? Were other options, including keeping schools open with different staffing arrangements, evaluated in comparable detail?
- Buildings, capacity and past investments: Why do school capacity figures differ from earlier reports? Which rooms are counted as classrooms, and how would special education services be affected?
- School boundaries and neighborhood connections: Why are Cummings students proposed to move to other schools? Could different boundary changes involving Kennedy, Keizer or Weddle keep Cummings open?



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- Transportation and access: How would transportation costs, bus-driver needs, travel distances and safe routes change? What options would families have to request another school?
 - Student support and safety: What will happen to class sizes, teachers, principals and specialized staff? How will receiving schools manage IEPs, behavioral supports and student transitions?
 - Funding, transportation and student opportunities: Will music, extracurricular activities, Head Start, childcare and other school-based programs continue? How will differences in academic performance between schools be addressed?
 - Funding and long-term planning: How much would closures save after transportation and building maintenance costs? What happens to closed buildings and neighborhood property values? Could more schools close later?
 - Public engagement and advocacy: Could the district allow more time for public engagement, legislative advocacy or alternative funding? How can families take part in the boundary review task force?

Crossler Middle School October 16, 2026

- How much money would closing six schools save? When will the district share its 2027–28 budget request?
- Could the district allow more time and consider ways to keep schools open? Could the Board vote on each school separately?
- Could one outside company review all school buildings using the same standards? What would happen to closed buildings, playgrounds and fields?
- How will bus routes, drivers, bell times and safe walking routes change? Who can use the option to stay at a current school?
- Can larger schools provide enough space and staff for lunch, PE, choir, orchestra, counseling and behavior support?
- How will special education programs move? Can teachers and assistants move with students? What happens to English learner and Title I services?
- How many students would be affected, including at receiving schools? What if enrollment grows again? Could middle schools close later?
- How will school traditions, learning and staff relationships be protected? When will staff know their assignments?

Straub Middle School October 17, 2026

- What other options did the district consider before proposing closures? Can it share the options, evidence and reasons for rejecting them? How will public feedback change the proposal?
- What research shows how school size affects learning and student relationships? How were academic results considered when choosing schools?
- How do enrollment forecasts account for new housing near Brush College and growth over the next 8–10 years? Could closures cause more families to leave district schools?
- What is Kalapuya's capacity? How will continuity exemptions and future boundary changes affect students and families?



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- Could Brush College's later start time continue at a receiving school? How will transportation and daily schedules work for families?
 - How will larger schools support student safety, emergency response, nursing needs and children who rely on trusted school staff?
 - How were Cummings and other schools selected? Why do updated capacity figures differ from earlier plans? What will happen to the Brush College building if it closes?
 - On December 8, will the Board vote on all proposed school closures together, on individual schools or on another option? Will there be follow-up sessions with direct answers to unanswered questions?

Waldo Middle School October 17, 2026

- How can families and neighbors help develop options to keep their schools open? How will community input affect the Board's decision?
- Why close schools with strong academic results? How will the district measure and protect student learning when students move?
- How were building conditions and past maintenance considered? What will happen to closed buildings and school grounds?
- What happens if enrollment grows again? Will receiving schools have enough room for future students?
- Can teachers and other staff move with students? Will receiving schools have enough positions for staff from closing schools?
- How will the district protect student safety, trusted relationships and small-group learning? What role will classroom technology play?
- Are closures driven mainly by enrollment, staffing or funding? What other options could help schools remain open?
- How can families and the district advocate for more state funding? How will the district respond if more families choose other school options?

Next Steps

The district will review questions that require follow-up. Confirmed answers may be added to district FAQs or other public information. The School Board is scheduled to consider school closures on December 8, 2026; proposed boundaries are not final.

For current information, FAQs and ways to participate: <https://salkeiz.k12.or.us/schools/closure-consolidation>