



# K-2/3-5 Reconfiguration Discussion

11-17-25—FRSD BOARD WORK SESSION

# History

- ▶ FRSD staff have investigated this twice in the past 15 years. Neither time was a recommendation made to the board. Following staff committee conversations it was clear that “buy-in” was low, and the “need” to make a change was not high.

# What had been done so far?

- ▶ A committee was formed with administrators as well as certified and classified staff from each elementary school. 4 admin., 6 teachers, 2 classified. The committee met twice.
- ▶ Based on those meetings and conversations a Pros/Cons list was created by Mr. Carpenter. While input into this list was given from everyone, including the full staffs of both schools, the list is Mr. Carpenter's thoughts/opinions.
- ▶ Meetings were held with elementary, M.S., and H.S. staffs to share information and take questions.
- ▶ A survey was taken to gauge staff buy-in.

# DATA

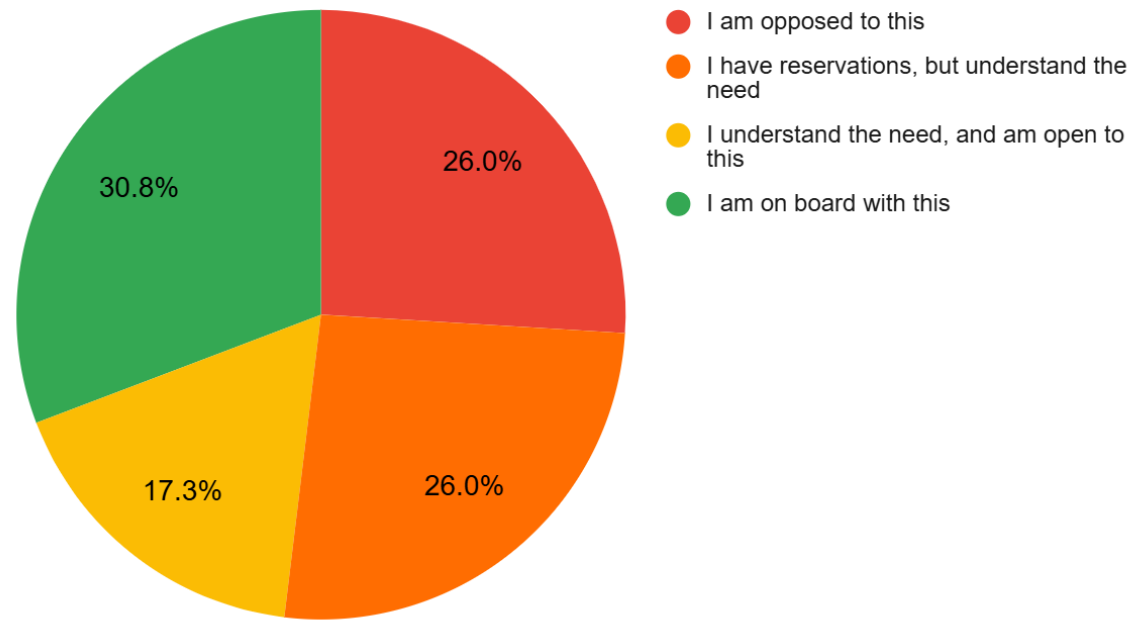
- ▶ Enrollment Trend data K-5
- ▶ 14-15: 625
- ▶ 15-16: 594
- ▶ 16-17: 593
- ▶ 17-18: 617
- ▶ 18-19: 630
- ▶ 19-20: 640
- ▶ 22-23: 643
- ▶ 23-24: 613
- ▶ 24-25: 592
- ▶ 25-26: 569
- ▶ 26-27: (Forecasted)-542

# DATA: Comparison of a single year of class sizes (2025-26)—Have this data for the last 10 years.

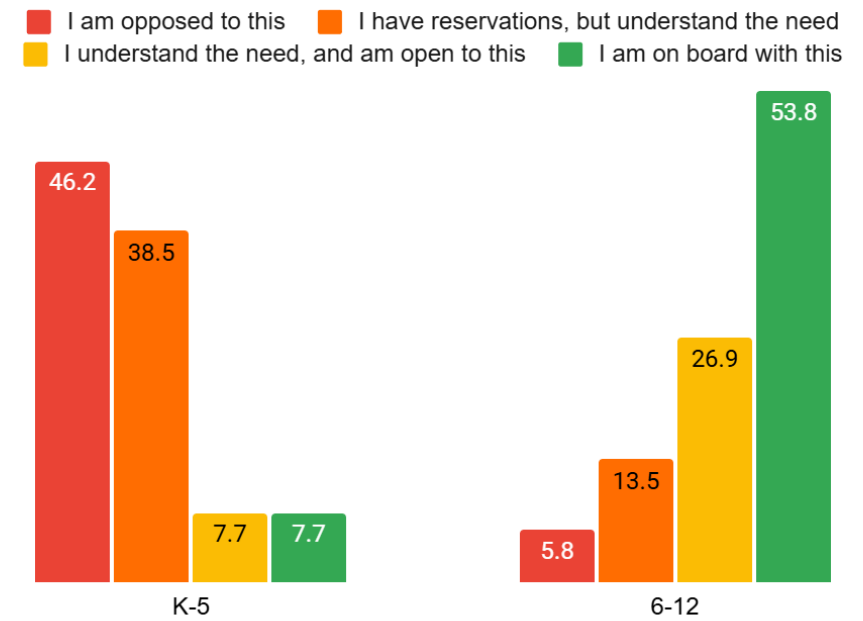
Veneta Elementary				Elmira Elementary			
K-5		K-2 Model		K-5		3-5 Model	
Grade	Class Size	Grade	Class Size	Grade	Class Size	Grade	Class Size
K - Connolly	20	K	20	K - Hood	28	3	25
K - Peirce	22	K	20	1 - Johnson	20	3	24
K/1 - Cutsforth	20	K	19	1/2 - Skenzick	24	3	24
1 - Forsman	21	K	19	2 - Oxenford	24	3	24
1 - Pebworth	22	1	22	3 - Reynolds	22	4	28
2 - Greene	21	1	21	3/4 - Varozza	23	4	28
2 - Foltz	21	1	21	4 - Greene	24	4	28
3 - Brink	21	1	21	4 - Anderson	25	4	28
3 - Guill	22	2	20	5 - Franklin	25	5	27
3 - Moeller	22	2	20	5 - Nienhaus	23	5	27
4 - Chen	25	2	20			5	27
4 - Carey	25	2	20			5	26
5 - Markham	30						
5 - McGuire	29						

# SURVEY RESPONSE DATA

All staff, all buildings

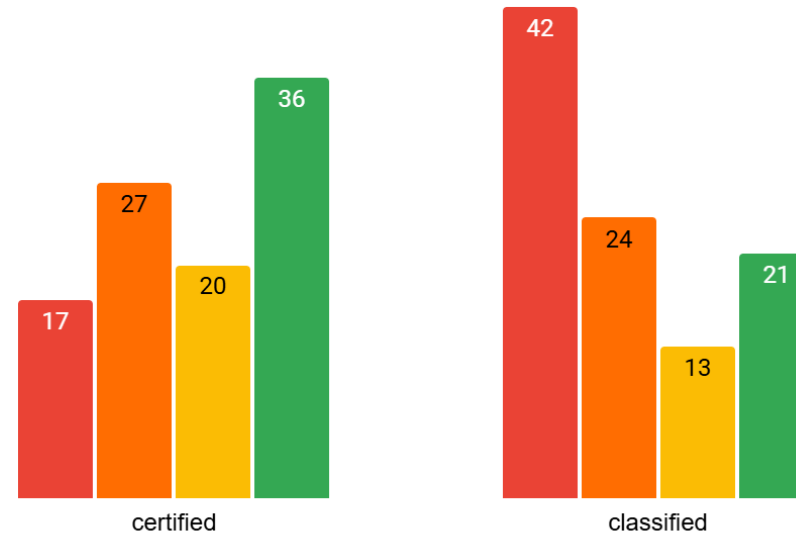


K-5 vs. 6-12, all staff



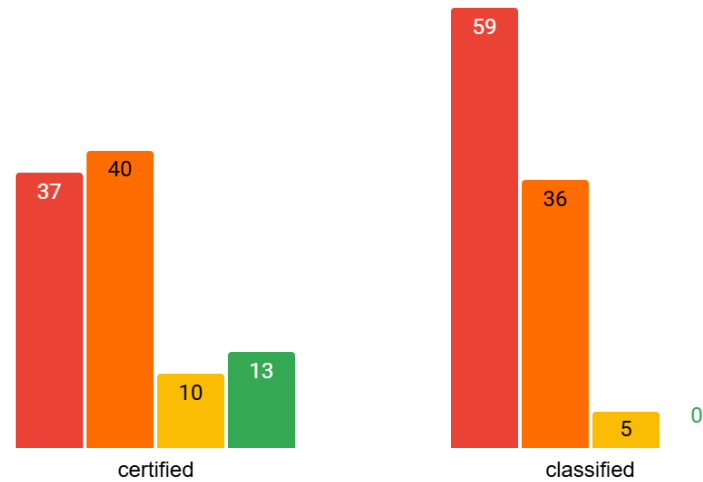
## certified vs. classified, all schools

■ I am opposed to this   ■ I have reservations, but understand the need  
■ I understand the need, and am open to this   ■ I am on board with this



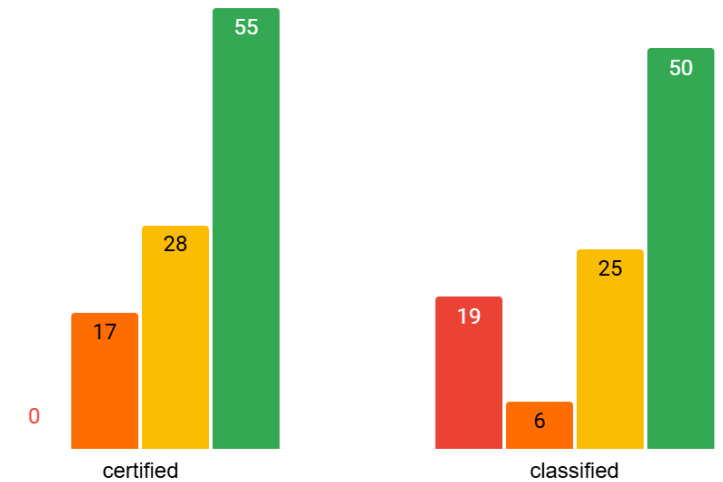
## certified vs. classified, K-5

■ I am opposed to this   ■ I have reservations, but understand the need  
■ I understand the need, and am open to this   ■ I am on board with this



## certified vs. classified, 6-12

■ I am opposed to this   ■ I have reservations, but understand the need  
■ I understand the need, and am open to this   ■ I am on board with this





# What is the reason/need to investigate this again?

- ▶ Continued enrollment decline, in particular at the elementary level.
- ▶ Currently, the smallest 3 grade band of students in our district is K-2. The average class size in those 3 grades is 80. This is a significant change.
- ▶ This is not just Fern Ridge, the reasons for lower public school enrollment is 3 fold
  - ▶ More options for families
  - ▶ Low birth rates: Oregon ranks 47<sup>th</sup> out of 50 states.
  - ▶ Low fertility rates: Oregon ranks 47<sup>th</sup> out of 50 states.
  - ▶ Birth rate measures the overall # of births in a population, while fertility rate focuses specifically on women of childbearing age.



# What is the reason/need to investigate this again?

- ▶ Smaller enrollments at each school will necessitate more blends in the future. We should expect it to continue as our 5<sup>th</sup> grade class is currently at 107. If our kindergarten class in the Fall of 26 is at the 3 year average (80), then we would expect to have 27 less students at K-5 in 25-26. (This years kinder class was 75).
- ▶ Significant reduction in Title 1 funding. Somewhere between 33-50%.
- ▶ With less students, and thus less staff, we can expect even greater bubbles and discrepancies between the schools in regards to class sizes and blends. Blends are a challenge for teachers, and quality instruction.

# Pros/Cons list (Academic Impacts)

## ▶ **Pros:**

- ▶ Balanced class sizes across grade level
- ▶ No blends
- ▶ Teacher planning and P.D.
- ▶ Texts and Curriculum more easily shared
- ▶ Targeted after school enrichment
- ▶ Unified approach to looking at core inst.
- ▶ Walk to Read/Walk to Math (differentiation)
- ▶ Common grading and report cards
- ▶ Significantly helps delivery of ELD services

## ▶ **Cons:**

- ▶ Loss of mentoring opportunities
- ▶ Addition of another transition
- ▶ Reallocation of SPED resources (initial challenge)
- ▶ More challenging state testing schedule in 1 bldg.
- ▶ Library reorganization required
- ▶ Is regular attendance effected? (Unknown)
- ▶ A K-5 SLC in 1 building will create some challenges

# Pros/Cons list (Financial Impacts)

## ▶ **PROS**

- ▶ Helps address changes in Title 1
- ▶ Allocation of resources (testing)
- ▶ Eliminates costs of “bubbles”

## ▶ **CONS**

- ▶ Initial \$ of staff movement/bldg changes
- ▶ May require some facility work
- ▶ Are there additional costs in bussing

# Pros/Cons list (Social Impacts)

## ▶ **PROS**

- ▶ Student relationships before M.S.
- ▶ “Competition” VES vs. EES gone
- ▶ Targeted behavior support
- ▶ K-12 identity - growing up a Falcon
- ▶ More focused PBIS strategies
- ▶ More teachers to spread higher needs students

## ▶ **CONS**

- ▶ Less mentoring & exposure to young students
- ▶ Siblings not in the same building
- ▶ Loss of lengthy relationships with families
- ▶ Physical proximity to neighborhood

# Pros/Cons list (Staff Impacts)

## ▶ **PROS**

- ▶ Ease of collaboration/PD
- ▶ Balance of students in a grade
- ▶ Curriculum alignment (more)
- ▶ Less between building travel

## ▶ **CONS**

- ▶ Initial disruption of change/movement
- ▶ Staff emotional ties to one building
- ▶ Bridges classrooms would be split

# Pros/Cons list (Community/Parent)

## ▶ **PROS**

- ▶ Events more age specific
- ▶ Could streamline fundraising
- ▶ Greater community identity
- ▶ Less talk of which school is “better”

## ▶ **CONS**

- ▶ Complicates the lives of some parents
- ▶ More turnover with PTA's
- ▶ Does it create issues with TSP scheduling
- ▶ After school program difficulties

# Next Steps

- ▶ Decide to continue the exploration of this, or not:
  - ▶ If continuing to investigate: Community survey—would need to talk about how to do that.
  - ▶ Visit/communicate with another Oregon District that is our size, and has done this (Lincoln County about 10 years ago).
  - ▶ If the board would NOT like to pursue this at this time, then I will collect and save all of our data for the board to review again in the future.
  - ▶ In order to implement in the Fall of 2026, I would want a final decision to make this change by the January board meeting.



# Research

- ▶ Research is mixed, however I would caution the use of it's applicability to our specific situation here in Fern Ridge. That being a rural community with 2 elementary schools. I am not sure that all the cons, or pros, apply when looking at larger systems. See handout of articles: