

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT BOARD OF EDUCATION  
AGENDA STATEMENT

No. 4.

SPECIAL MEETING OF April 12, 2025

ITEM TITLE:

<b><u>New Business</u></b>	REVIEWED BY:
Motion to approve the revocation of the elementar school specialization structure and implement the multi-age instruction cost saving model for the 2025-2026 school year.	<input checked="" type="checkbox"/> Finance

SUBMITTED BY: Daniel Schuler, Business Manager, 907 247 2116

APPROVED FOR SUBMITTAL: Michael Robbins, Superintendent

**SUMMARY STATEMENT:**

Per Board of Education direction, the Administration has prepared an estimate of cost reductions associated with implementing a multi-age classroom approach as well as other personnel changes per Board Policy 5116.

**ISSUE/BACKGROUND:**

Board Policy 5116 states that "available resources and services, class size, and pupil transportation, along with other reasonable considerations, will be weighed when considering school placement."

Administration has identified that, given the tenuous nature of funding from the State of Alaska, available resources dictate that in order to maintain, to the best of its ability, its current programmatic offerings, Administration has reviewed the concept of multi-age classrooms at the elementary level as well as other cost reductions shown below:

- 5 Elementary Teachers - \$650,000
- 5 Secondary Education - \$650,000
- 5 Teachers - \$650,000 (will be determined at a later date as to location)
- 1 Vice Principal - \$180,000
- 1 Librarian Elementary - \$130,000
- 1 Music Teacher Elementary - \$130,000
- 1 Paraprofessional - \$60,000
- Special Education Services (Grant) - \$100,000
- **Total - \$2,550,000**

**ATTACHMENTS:**

- FY25 Borough Request
- School Board Request on Benefits/Challenges of Programming
- Multi-Age Powerpoint
- Specialization and Multi-Age comparison

RECOMMENDED ACTION:

"I move that the Board of Education rescind prior direction for school specialization and provide new direction to implement a multi-age classroom approach and other cost reductions for School Year 2025-2026"

## Purpose

To outline the Borough's proposed **FY25 school funding approach under Scenario 1** and explain its implications for both the School District and the Borough's broader financial planning strategy.

## Scenario 1 Overview – “Gap to Cap” Paid in Cash; LEF Drawn Down to \$2M Floor

Under **Scenario 1**, the Assembly intends to fully fund the School District “**to the cap**” for FY25, while **maintaining the Legal Education Fund (LEF) at its statutory \$2 million minimum reserve**. The **FY25 supplemental appropriation request** totals **\$714,000** and is scheduled for introduction on **April 21**.

## Funding Breakdown

- **Total available to fund to the cap:** \$939,000
- **Funding sources:**
  - **\$453,000** in **cash appropriation**
  - **\$486,000** in **in-kind support** (credited against the School District's outstanding **health care note receivable**)
- **Post-appropriation health care note balance:** approximately **\$1.3 million**
- **LEF status:** Drawn down to **\$2 million**, but not below

## Rationale & Financial Impact

- **Preserves the LEF's protected floor**, thereby **avoiding the need for a supermajority vote** and a formal finding of "extraordinary need."
- **Reduces future liability** through partial repayment of the health care note receivable.
- Leverages **in-kind contributions** to reduce the **immediate cash impact**, while still fulfilling the Borough's school funding obligations.

## Next Steps

- **April 21** – Assembly introduces **FY25 supplemental appropriation ordinance**.
- Staff will continue development of the **FY26 school funding ordinance**, based on **Scenario 1** and:

- Pending confirmation of **one-time state funding** (\$680 BSA increase)
- Potential **reauthorization of Secure Rural Schools (SRS)** funding

## Conclusion

**Scenario 1** reflects a **prudent, balanced approach** to FY25 education funding that:

- Fully meets the Borough's obligation to the School District,
- Preserves essential financial reserves,
- Reduces liabilities, and
- Positions both the Assembly and School District for more sustainable funding discussions going into FY26.

## Summary of Staff Recommendation FY2026

### Purpose:

To provide clear direction on how to proceed with school funding for **Fiscal Years 2025 and 2026**, based on the likely availability of **\$680 in one-time per-pupil state funding**, while protecting the **Local Education Fund (LEF)** from being drawn below its **\$2 million minimum reserve**.

### Recommended Actions

#### FY25 Funding (Supplemental Ordinance):

- Use **Scenario No. 1**.
- Allow the **LEF to be drawn down to the \$2 million floor**, but **not below**.

#### FY26 Funding (Initial Ordinance – Scenario No. 1, Alt. B Modified):

- Introduction by **April 21**.
- **Cash appropriation of \$5.26M** will be **reduced by \$34,856 (or as needed)** so the LEF does not go below the \$2M floor.
  - This avoids needing a **supermajority vote** or having to declare an **"extraordinary need."**

**If the legislature approves the additional \$680 one-time funding:**

- After the legislative session ends and veto deadlines pass, **prepare a FY26 supplemental ordinance.**
- Provide **additional funding above the \$5960 per-pupil base, minus \$1M**, which will be held back pending Congressional action on SRS.
- 
- Invades LEF \$2M floor by \$.5M, leaving \$1.5M

**If/When SRS (Secure Rural Schools) is Reauthorized:**

- **Prepare another supplemental appropriation** of approximately **\$960K** (projected SRS amount).

**Why This Recommendation Makes Sense**

- **LEF balance is at risk.** Revenue going into the LEF isn't keeping up with school funding needs or the Assembly's discretionary goals.
- **Avoiding supermajority votes and legal hurdles.** Drawing below \$2M requires extra legal steps and higher voting thresholds.
- **SRS reauthorization is uncertain.** It's better to plan cautiously and wait for confirmation before spending.
- **Health care note receivable will likely be paid off in FY26**, removing one source of non-cash school funding — future school appropriations must be in cash.

**Bottom Line**

Staff recommends **minimizing any drawdown below the \$2M LEF floor** to:

- Preserve **financial flexibility**,
- Avoid **complicated legal requirements**, and
- Allow time for the Assembly to make **statutory changes** that can sustainably fund schools in the future.

## **Benefits of Multi-Age Classrooms and Schools**

Multi-age classrooms, where students of different ages and grade levels learn together in the same space, offer several benefits for both students and educators. Here are some key advantages:

### **1. Academic Benefits**

- **Individualized Learning:** Teachers can tailor instruction to meet each child's needs rather than follow a one-size-fits-all approach.
- **Peer Learning:** Younger students benefit from the guidance of older peers, while older students reinforce their understanding by teaching concepts to younger classmates.
- **Continuity of Learning:** Students often stay with the same teacher for multiple years (looping), fostering deeper academic progress and understanding.

### **2. Social and Emotional Growth**

- **Stronger Relationships:** Long-term relationships between students, teachers, and peers enhance emotional security and build a sense of community.
- **Leadership Development:** Older students develop leadership and mentoring skills by supporting younger peers.
- **Empathy and Cooperation:** The environment encourages collaboration, problem-solving, and peer support rather than competition.
- **Neighborhood Schools:** Neighborhood schools have long been a cornerstone of our community, playing an integral role in our school district. They offer families the advantage of nearby educational options, making transportation to and from school more convenient and ensuring greater accessibility for all students.

### **3. Personal Growth and Confidence**

- **Individual Pace:** Students can progress at their own rate without the stigma of grade-level labels.
- **Increased Confidence:** Younger students gain confidence by observing and modeling older peers, while older students build self-esteem through mentorship.
- **Resilience and Adaptability:** Exposure to diverse learning levels fosters adaptability and resilience.

### **4. Enhanced Teaching Practices**

- **Flexible Curriculum:** Teachers are encouraged to adopt more dynamic and hands-on learning experiences that cater to a range of abilities and interests.
- **Reduced Pressure:** With mixed-age groups, there's less pressure to meet rigid grade-level expectations, allowing for a more holistic learning approach.

**Professional Development Needed** To implement multi-age classrooms in elementary schools, educators need targeted professional development in the following areas:

1. Philosophy and Approach: Understanding the benefits, challenges, and research behind multi-age education.
2. Classroom Management: Establishing routines, managing transitions, and fostering student independence.
3. Curriculum and Instruction: Designing flexible, differentiated lessons that meet diverse learning needs.
4. Assessment: Using formative assessments, portfolios, and individualized learning plans.
5. Collaboration: Engaging in co-teaching, team planning, and effective use of support staff.
6. Social-Emotional Learning (SEL): Promoting peer mentoring, leadership, and a positive classroom community.
7. Family and Community Engagement: Communicating with parents and leveraging community resources.

This focused development ensures educators are prepared to create inclusive, effective multi-age classrooms.

## Conclusion

Multi-age classrooms cultivate a supportive, collaborative learning environment where students thrive academically, socially, and emotionally. They encourage individualized learning, peer mentorship, and the development of essential life skills, making them a valuable educational model for fostering well-rounded, confident learners.

## References

- Anderson, R. H., & Pavan, B. N. (1993). *Non-gradedness: Helping Children Learn at Their Own Speed*. Allyn & Bacon.
- Cohen, E. G., & Lotan, R. A. (2014). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. Teachers College Press.
- Cornish, L. (2009). *Multi-Age Teaching: Approaches and Perspectives*. Australian Scholarly Publishing.
- Gaustad, J. (1997). *Mixed-Age Grouping in Elementary Schools*. ERIC Digest.
- Goodlad, J. I., & Anderson, R. H. (1987). *The Nongraded Elementary School: Revisited*. Teachers College Press.
- Grant, J. (2011). *Learning Together: Multiage Grouping in the Primary School*. Routledge.
- Kasten, W. C. (1998). Why Multiage Classrooms Work. *Educational Leadership*, 55(4), 32-35.

- Lloyd, G. M. (1999). Peer Mentoring in Mixed-Age Classrooms. *Journal of Educational Research*, 92(2), 120-126.
- Miller, B. A. (1996). A Review of the Qualitative Research on Multigrade Instruction. Northwest Regional Educational Laboratory.
- Stone, S. J. (1998). *Creating the Multiage Classroom*. Heinemann.
- Stone, S. J. (2004). Multiage Classrooms: A Place for Student Growth and Teacher Renewal. *Childhood Education*, 80(3), 123-127.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

### **Challenges of Multi-Age Classrooms and Schools: Considerations and Implications**

Multi-age classrooms and schools have gained attention as an alternative approach to traditional single-grade education. While they offer benefits such as personalized learning and peer mentoring, they also pose significant challenges. This white paper examines the key disadvantages of multi-age education, including curriculum complexities, classroom management issues, increased teacher workload, social difficulties, limited peer competition, standardized testing challenges, parental concerns, and resource constraints. The paper provides an in-depth analysis of these challenges and offers insights into potential mitigation strategies.

#### **1. Introduction**

Multi-age classrooms group students of different ages and grade levels in a shared learning environment. This educational model is often used in small schools, rural areas, or alternative education settings. While proponents argue that it fosters collaboration, individualized learning, and flexibility, it also introduces significant challenges that impact teachers, students, and parents. This paper explores these challenges in detail and examines their broader implications for education systems.

#### **2. Key Challenges of Multi-Age Classrooms**

##### **2.1 Curriculum Challenges**

One of the primary difficulties of multi-age education is the complexity of designing an effective curriculum.

- **Differentiated Instruction:** Teachers must create lesson plans that cater to a wide range of academic levels, which increases workload and planning time.
- **Grade-Level Standards:** Ensuring that each student meets their respective learning benchmarks can be difficult due to varying abilities within the same classroom.
- **Repetitive or Unbalanced Content:** Older students may become disengaged by repeated content, while younger students may struggle with advanced material.



- Curriculum Director: The KGBSD currently lacks a curriculum director and will continue without one in the upcoming school year. This absence will make it challenging to develop and implement a cohesive curriculum that serves all students effectively and ensures quality professional development. Achieving long-term success for the program will be difficult without these essential components.
- New Program Challenges: This is a brand-new program with minimal administrative support for its implementation. Effective rollout will require extensive staff training, but limited time and funding will make it difficult to conduct this training in an organized and focused manner. Given the current timeline, achieving successful implementation within the first year would be challenging. While the second year may offer a more feasible implementation timeline and a greater chance of success with adequate support, the lack of administrative backing, the reduction of another vice principal, and the absence of central office support will significantly hinder the program's ability to succeed.
- There is no one-size-fits-all approach to delivering CORE instruction in a multi-age classroom. State statutes require CORE reading and interventions to align with the district's DRIP/MTSS plan, but implementation can vary based on school-level staff and systems. Best practice involves teaching grade-level standards to each group while using data to differentiate instruction based on individual needs. Currently, our DRIP/MTSS plan allocates 90 minutes of CORE instruction per grade level. In a split-grade model, adjustments would be necessary to effectively meet these requirements.

## 2.2 Classroom Management Issues

Managing a multi-age classroom presents unique challenges, including:

- Diverse Attention Spans: Younger students require more supervision, while older students may seek more independence, making it difficult to balance classroom engagement.
- Behavioral Differences: Age gaps can lead to issues such as older students dominating discussions or younger students feeling left out.
- Social Conflicts: Students may face difficulty forming friendships with peers of different ages, leading to social isolation or conflicts.

## 2.3 Increased Teacher Workload

Multi-age education places significant demands on teachers:

- Time-Intensive Lesson Planning: Teachers must design instructional materials suitable for multiple age groups.
- Complex Assessment Processes: Evaluating student progress across different learning levels requires extra time and effort.
- Need for Specialized Training: Many teachers are not adequately trained to handle multi-age instruction effectively, requiring additional professional development.

## 2.4 Social Challenges for Students

While multi-age classrooms encourage collaboration, they also pose social difficulties:

- Intimidation and Isolation: Younger students may feel overwhelmed by older classmates, while older students may struggle to find common ground with younger peers.
- Bullying or Peer Pressure: There is a risk of younger students being influenced by older peers in ways that may not always be beneficial.
- Age-Gap Friendships: Forming friendships with peers of significantly different ages can be difficult, affecting social development.

## 2.5 Limited Peer Competition and Motivation

Academic competition can serve as a motivator in traditional classrooms, but this dynamic is often altered in multi-age settings:

- Lack of Challenge for Older Students: If the curriculum is designed to accommodate younger students, older students may not feel sufficiently challenged.
- Reduced Confidence in Younger Students: Younger students may feel discouraged if they consistently see older peers outperforming them.
- Unequal Workload Distribution: Older students may be expected to mentor younger students, leading to frustration or burnout.

## 2.6 Standardized Testing and Assessment Difficulties

Standardized testing presents difficulties in multi-age education systems:

- Misalignment with Curriculum: Tests designed for single-grade levels may not align with the instructional methods used in multi-age classrooms.
- Pressure on Teachers: Ensuring students meet grade-specific benchmarks while catering to different age groups is a significant challenge.
- Potential Learning Gaps: Some students may not receive adequate instruction in key subjects due to the varied focus of the curriculum.

## 2.7 Parental Concerns

Many parents have reservations about placing their children in multi-age settings due to:

- Concerns About Academic Progress: Parents may fear that their children will either be held back or rushed through material too quickly.
- Exposure to Inappropriate Content: Younger students may be exposed to discussions or behaviors that are beyond their maturity level.
- Lack of Individual Attention: Parents may worry that their child will not receive enough personalized instruction due to the teacher's divided focus.

## 2.8 Resource Constraints

Multi-age classrooms often require additional resources that are not always readily available:

- Need for Varied Learning Materials: Schools must invest in a wide range of textbooks, digital resources, and educational tools to accommodate different grade levels.
- Classroom Space Limitations: Organizing a multi-age classroom effectively can be challenging.

- Teacher Training Costs: Schools must provide specialized training for teachers to help them manage multi-age classrooms successfully.

### 3. Implications for Educational Institutions

The challenges outlined above have several implications for schools, educators, and policymakers:

- Teacher Recruitment and Training: Schools must invest in teacher training programs to equip educators with the skills to manage multi-age classrooms.
- Curriculum Development: Education systems must consider developing adaptable curricula that accommodate different age groups while maintaining learning standards.
- Parental Involvement: Schools should engage with parents to address concerns and ensure they understand the benefits and limitations of multi-age education.
- Policy Considerations: Education authorities should evaluate the effectiveness of multi-age classrooms through research and pilot programs before widespread implementation.

### 5. Conclusion

Multi-age classrooms and schools present a unique educational model that has both benefits and challenges. While they promote collaboration and individualized learning, they also introduce significant difficulties in curriculum planning, classroom management, teacher workload, and student socialization. By acknowledging these challenges and implementing targeted solutions, schools and educators can optimize the multi-age learning experience and ensure positive outcomes for students.

### 6. References

- Anderson, R. (2015). The Challenges and Benefits of Multi-Age Classrooms. Educational Review Press.
- Veenman, S. (1996). Effects of Multi-Age and Multi-Grade Classes on Student Progress in Mathematics and Language. American Educational Research Journal.
- Mason, D. & Burns, R. (1997). Reexamining the Effects of Multi-Age Classrooms on Academic Achievement. Educational Psychology Journal.
- Stone, S. (2004). Supporting Teachers in Multi-Age Classrooms: Professional Development Strategies. Teacher Development Quarterly.

## **Benefits of K-3 Elementary Schools and 4-6th Grade Schools**

Educational institutions are often designed to meet the developmental and academic needs of students at various stages. K-3 elementary schools and 4-6th grade schools are two such models that create targeted, age-appropriate learning environments. These schools provide students with personalized learning experiences, ensuring a strong foundation for academic success and emotional well-being. In this comprehensive overview, we will explore the distinct benefits of both K-3 and 4-6th grade schools, as well as the long-term advantages they provide for students, families, and educators.

### **Benefits of K-3 Elementary Schools**

K-3 schools serve students from kindergarten through third grade, a period that is crucial for developing foundational skills. These schools are designed to nurture young learners and establish strong academic and social-emotional foundations.

#### **1. Developmentally Appropriate Environment**

- K-3 schools create a safe and supportive space for early learners, using developmentally appropriate teaching strategies that incorporate play-based and experiential learning.
- Classroom activities often include hands-on experiences that build literacy, numeracy, and problem-solving skills.

#### **2. Early Intervention and Support**

- Teachers can quickly identify learning differences and provide targeted interventions in literacy, language development, and math, preventing long-term learning gaps.
- Support services such as speech therapy, reading intervention programs, and special education are more accessible in this specialized environment.

#### **3. Strong Academic Foundations**

- The early elementary years are critical for language development, phonics, and basic math skills. K-3 schools prioritize these areas, ensuring students are well-prepared for future academic challenges.
- The schools will retain the support of the vice principal, which has contributed to reduced suspension rates and increased academic achievement. The music program will benefit from a dedicated, site-based teacher at each school.
- Through structured SEL (Social and Emotional Learning) programs, students develop essential life skills such as self-regulation, empathy, and conflict resolution.
- Strong teacher-student relationships contribute to a sense of belonging and emotional security.

## 5. Parental Involvement

- K-3 schools encourage active parental participation through parent-teacher conferences, volunteer opportunities, and family engagement events. Strong family-school partnerships are linked to improved academic outcomes.

## 6. Safe and Nurturing Environment

- Younger children often thrive in smaller, community-centered schools. K-3 schools are designed with age-appropriate playgrounds, classrooms, and safety measures, creating a comforting and secure environment.

## **Benefits of 4-6th Grade Schools**

4-6th grade schools serve as an intermediate step between elementary and middle school. This model provides students in grades four through six with a structured environment where they can develop independence while receiving the necessary academic and emotional support.

### 1. Gradual Transition to Middle School

- Rather than facing the abrupt transition from elementary to middle school, students in a 4-6 school benefit from a gradual increase in academic rigor and responsibility.
- Schools often introduce middle school elements like switching classes for different subjects while maintaining supportive teacher guidance.

### 2. Developmentally Appropriate Learning

- The pre-adolescent years (ages 9-12) are a time of rapid cognitive and emotional growth. 4-6 schools provide specialized instruction that challenges students intellectually while offering emotional support.
- Educators in these schools often have training in upper elementary and early adolescent education, ensuring effective teaching methods.

### 3. Leadership and Responsibility Opportunities

- Being the oldest students in the school allows 4-6 graders to take on leadership roles, participate in student government, and mentor younger peers.
- These leadership opportunities build confidence, collaboration skills, and a sense of school pride.

#### 4. Enhanced Social-Emotional Support

- Schools often implement social-emotional learning programs, conflict resolution workshops, and peer mentoring initiatives to support students' emotional well-being.
- Social work services and behavioral support programs are tailored to the unique challenges preteens face.
- Strong relationships with caring adults foster resilience and academic perseverance.

#### 5. Academic Specialization and Enrichment

- The curriculum will be tailored to meet the specific needs of these grade levels, with professional development efforts concentrated on enhancing instruction in these areas.
- Schools may offer enrichment programs, project-based learning, and extracurricular activities to keep students engaged and challenged.
- Additionally, the RTI program will have two teachers specifically assigned to support 4th-6th grade students, who are among the most vulnerable due to the impact of the COVID-19 pandemic.

#### 6. Strong Teacher-Student Relationships

- Strong relationships with caring adults foster resilience and academic perseverance.

### **Long-Term Benefits of K-3 and 4-6 Schools**

When students receive targeted support in developmentally appropriate school settings, the long-term outcomes are significant.

1. Academic Success:
  - Early literacy and numeracy gains in K-3 are sustained and enhanced in 4-6 schools, setting students up for continued success in middle and high school.
2. Social-Emotional Growth:
  - Participation in SEL programs across these school settings equips students with emotional intelligence, conflict resolution skills, and self-regulation abilities.
3. Smoother Transitions:
  - Students experience fewer academic and emotional disruptions when transitioning between school levels. They develop resilience and adaptability.
4. Increased Confidence and Independence:
  - Gradual increases in responsibility, leadership opportunities, and exposure to specialized subjects empower students to take ownership of their learning.
5. Strong Family-School Partnerships:
  - Schools that prioritize parental involvement in early and upper elementary grades see long-term academic and behavioral benefits for students.

## References

- American Psychological Association (APA). (2022). Promoting Student Success in Transition Years. Retrieved from <https://www.apa.org>
- Edutopia. (2020). Supporting Students in Transition: Tips for Educators and Parents. Retrieved from <https://www.edutopia.org>
- National Association of Elementary School Principals (NAESP). (2021). Leading Learning Communities: Pillars for Successful Practice. Retrieved from <https://www.naesp.org>
- National Middle School Association (NMSA). (2010). This We Believe: Keys to Educating Young Adolescents. Retrieved from <https://www.amle.org>
- U.S. Department of Education. (2021). Best Practices in K-8 and Middle School Transitions. Retrieved from <https://www.ed.gov>

### **Challenges of K-3rd Grade and 4th-6th grade**

K-3rd grade schools and 4th-6th grade schools, often referred to as "primary" and "intermediate" schools, can have some drawbacks compared to traditional K-5 or K-6 models. Here are some of the common challenges associated with this structure:

#### 1. Increased School Transitions

- Disruption: Students experience more transitions, which can lead to anxiety and difficulty adjusting. Also, this would be a change in the current system that students, staff and our community have grown accustomed to attending.
- Learning Gaps: Transition periods may lead to gaps in academic progress as students adapt to new environments and expectations.
- Social Adjustment: Making new friends and forming relationships with teachers repeatedly can be emotionally challenging.

#### 2. Limited Continuity

- Curriculum Gaps: Curriculum alignment between schools may not be seamless, leading to inconsistent learning experiences.
- Teacher Collaboration: Teachers may have less opportunity to collaborate across grade levels, reducing curriculum continuity.

### 3. Logistical Challenges

- Transportation: Separate schools for different age groups may increase transportation complexity and costs.
- Scheduling: Families with children in both schools may face difficulties with different start and end times.

### 4. Reduced Sense of Community

- Shorter Relationships: Students and families have less time to form lasting relationships with teachers, staff, and peers.
- Weaker School Identity: Frequent transitions can limit a sense of belonging and school pride.

### 5. Social and Emotional Concerns

- Peer Relationships: Students may face challenges maintaining friendships when peers are separated into different schools.
- Bullying: Changes in social dynamics can increase vulnerability to bullying, particularly during transitional years.

Despite these drawbacks, this model can also provide targeted environments tailored to developmental stages, smaller class sizes, and focused support. The success of this structure often depends on how well transitions are managed and how effectively schools collaborate.

Here are some references that provide insights into the drawbacks of K-3rd grade and 4th-6th grade school structures:

1. Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48(2), 90-101.
  - This study discusses how frequent school transitions can negatively impact student adjustment and academic performance.
2. Schwerdt, G., & West, M. R. (2013). The impact of alternative grade configurations on student outcomes through middle and high school. *Economics of Education Review*, 33, 1-13.
  - Examines how multiple school transitions can disrupt academic achievement and contribute to negative behavioral outcomes.
3. Anderman, E. M. (2002). School effects on psychological outcomes during adolescence. *Journal of Educational Psychology*, 94(4),



795-809.

4. Lee, V. E., & Burkam, D. T. (2003).  
Dropping out of high school: The role of school organization and structure. *American Educational Research Journal*, 40(2), 353-393.
5. Alspaugh, J. W. (1998).  
Achievement loss associated with the transition to middle school and high school. *The Journal of Educational Research*, 92(1), 20-25.

# *District Cost Savings Options*



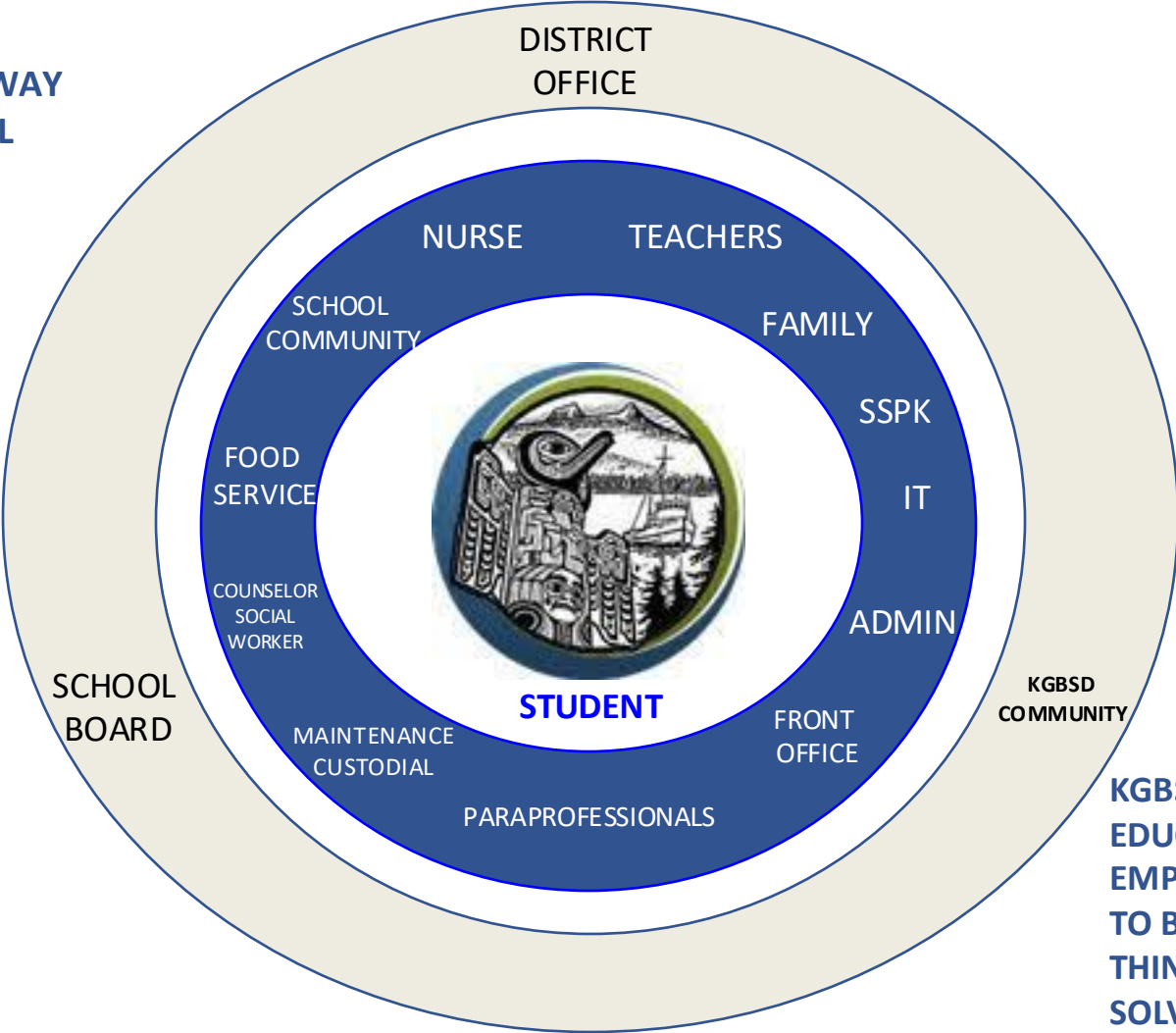
## *Ketchikan Gateway Borough School District*

April 2025

Version 2 – Modified After Borough Packet Released

Relationships – Engagement – Student Centered

**KETCHIKAN GATEWAY  
BOROUGH SCHOOL  
DISTRICT**



**KGBSD GRADUATE:  
EDUCATING AND  
EMPOWERING STUDENTS  
TO BE LEADERS, CRITICAL  
THINKERS AND PROBLEM  
SOLVERS.**

# ***Multi-Age Teaching Model***



***Ketchikan Gateway  
Borough School District***

**Short Term Solution**

Relationships – Engagement – Student Centered

## Student Numbers

Grade	FME	HTE	PHE
Kindergarten	40 (Projected)	40 (Projected)	40 (Projected)
1st Grade	23	35	25
2nd Grade	31	36	32
3rd Grade	27	41	15
4th Grade	31	43	26
5th Grade	32	41	36
6th Grade	24	48	33



\* Projected numbers based on this year's school population (subject to change in the fall)

# Staff Numbers

Grade	FME	FME Staff	HTE	HTE Staff	PHE	PHE Staff
Kindergarten	40 (Projected)	2	40 (Projected)	2	40 (Projected)	2
1st Grade/2nd Grade	54	3	71	4	57	3
3rd Grade/4th Grade	58	3	84	4	41	2
5th Grade/6th Grade	56	3	89	4	69	3
Total Staff		11		14		10



\* Projected numbers based on this year's school population subject to change in the fall

## Staff Reductions

- 5 Elementary Teachers - \$650,000
- 5 Secondary Education - \$650,000
- 5 Teachers - \$650,000 (will be determined at a later date as to location)
- 1 Vice Principal - \$180,000
- 1 Librarian Elementary - \$130,000
- 1 Music Teacher Elementary - \$130,000
- 1 Paraprofessional - \$60,000
- Special Education Services (Grant) - \$100,000
- **Total - \$2,550,000**

\* Projected salary numbers based on average salaries. Number of positions may change based on new salary data.

*Initially, this Multi-Age Plan included a Borough Local Discretionary Contribution of \$500,000 in cash, a reduction in the discussed \$1,000,000 in-kind contribution to write down the current health care note receivable. However, in a document that will be reviewed by the Borough Assembly on April 7<sup>th</sup>, the Borough is not considering a reduction in the \$1,000,000 in-kind contribution and could look to increase the in-kind contribution to either approximately \$1,400,000 to \$1,700,000 due to emerging funding shortfalls in the Borough LEF and General Fund.*

# *Elementary Specialization Model*



## *Ketchikan Gateway Borough School District*

Long Term Solution

Relationships – Engagement – Student Centered



# Specialization of Schools for K-6 Students



Grades: K-3

Boundary: North of  
North Jefferson St.

Projected Enrollment:  
176 Students



Grades: 4-6

Boundary: Island-  
Wide

Projected Enrollment:  
331 Students



Grades: K-3

Boundary: South of  
South Jefferson St.

Projected Enrollment:  
172 Students

# Enrollment



**Grades: K-3      Projected Total Enrollment: 176**

112 Students = Current Pt. Higgins Students Remaining at PHE

64 Students = Current Houghtaling Students Moving from HTE to PHE



**Grades: 4-6      Projected Total Enrollment: 331**

All 4th-6th Graders Who Would Attend PHE, HTE, or FME

Attend Houghtaling



**Grades: K-3      Projected Total Enrollment: 172**

128 Students = Current Fawn Mountain Students Remaining at FME

44 Students = Current Houghtaling Students Moving from HTE to FME

# Enrollment & Staffing



Grades: K-3

Projections:

Enrollment: 176

Pupil to Teacher Ratio: 20:1

Certified Staff: 17

K-3 Teachers: 9

Special Ed Teachers: 2

RTI Teacher: 1

P.E. Teacher: 1

Music Teacher: 1

Library/Media Teacher: 1

Split Assistant Principal: 1

Principal: 1



Grades: 4-6

Projections:

Enrollment: 331

Pupil to Teacher Ratio: 22:1

Certified Staff: 24

4-6 Teachers: 15

Special Ed Teachers: 3

RTI Teacher: 1

P.E. Teacher: 1

Music Teacher: 1

Library/Media Teacher: 1

Assistant Principal: 1

Principal: 1



Grades: K-3

Projections:

Enrollment: 172

Pupil to Teacher Ratio: 21:1

Certified Staff: 16

K-3 Teachers: 8

Special Ed Teachers: 2

RTI Teacher: 1

P.E. Teacher: 1

Music Teacher: 1

Library/Media Teacher: 1

Split Assistant Principal: 1

Principal: 1

PreK will stay as currently structured

# Staff Reductions

- 8 Elementary Teachers - \$1,040,000
- 1 Special Education Teacher - \$130,000
- 3.5 Secondary Teachers - \$455,000
- 12 Paraprofessional - \$720,000
- Special Education Services (Grant) - \$100,000
- **Total - \$2,447,000**



\* Projected salary numbers based on average salaries. Number of positions may change based on new salary data.

## Specialization:

### Staff Reductions (12.5 Teachers – 12 Para's)

- 8 Elementary Teachers - \$1,040,000
- 1 Special Education Teacher - \$130,000
- 3.5 Secondary Teachers - \$455,000
- 12 Paraprofessionals - \$720,000
- Special Education Services (Grant) - \$100,000
- **Total - \$2,447,000**

## Multi-Age:

### Staff Reductions (17 Teachers – 1 VP - 1 Para)

- 5 Elementary Teachers - \$650,000
- 5 Secondary Education - \$650,000
- 5 Teachers - \$650,000 (will be determined at a later date as to location)
- 1 Vice Principal - \$180,000
- 1 Librarian Elementary - \$130,000
- 1 Music Teacher Elementary - \$130,000
- 1 Paraprofessional - \$60,000
- Special Education Services (Grant) - \$100,000
- **Total - \$2,550,000**

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