
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

To: School Board Members

From: Dr. Karen Gaborik, Superintendent

Date: September 6, 2016

Re: K8 Transition Report



The attached packet contains updated information regarding the potential transition of district elementary schools to a K8 model. Assistant superintendent Sandy Kowalski will present the report telephonically and answer questions. The superintendent and staff will assist if technology or connectivity issues arise.

District administration continues to forward the following options for the school board's consideration:

- Status Quo: Continuation of current schools and structures.
- Self-selection to K8: Option for current elementary schools to shift to a K8 structure. Principals will apply to change from a K6 to a K8 model. District administration will make the determination regarding appropriateness, timeline and processes. A minimum of one year of planning is recommended for each school that is selected to make this shift. A multi-year approach to transition may be necessary.
- Tanana Feeder System: Re-configuration of the current Tanana elementary feeder schools to K8. This would include options for parents to apply for placement of their children at a K8 or a traditional middle school setting for 7th and 8th grades.
- K8 Magnet: Development of a new K8 magnet school at a location to be determined.

District Recommendation

District administration recommends the school board move forward with the K8 initiative for Tanana feeder elementary schools and other approved elementary schools. It is also recommended the timeline be extended. Specifically, a Fall 2018 target start date is recommended for implementation of the K8 model at the elementary level.

It is anticipated that the K8 initiative will be presented for the school board's consideration as an action item at the September 20 regular meeting.

Tanana Feeder System

Re-configuring the Tanana feeder system to a K8 model has the potential to fulfill multiple aspects of the school board's personalized learning goal and objectives in the school district strategic plan. Once Tanana is vacated the building could be re-envisioned for programs such as an Innovation High School and/or Independent Learning Center, BEST, Teen Options, career technical education programming expansion, or other personalized learning programs.

Primary factors for consideration include student transitions, budget implications and stakeholder involvement.

If the current cohort of Tanana 7th graders remain at Tanana for their 8th grade year, fewer transitions will be required for that group of students. Redundant staffing (i.e. secretaries, administrators, custodians), however, will be necessary to accommodate the ability to retain current 7th graders at Tanana a second year. Due to certification and staffing configurations, it is also possible there would be program impact in such areas as electives and activities.

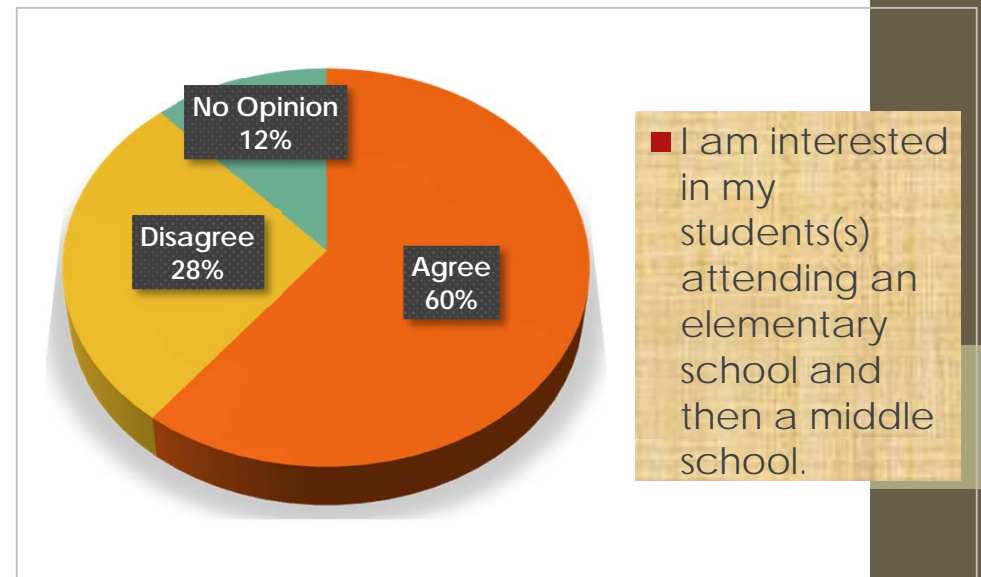
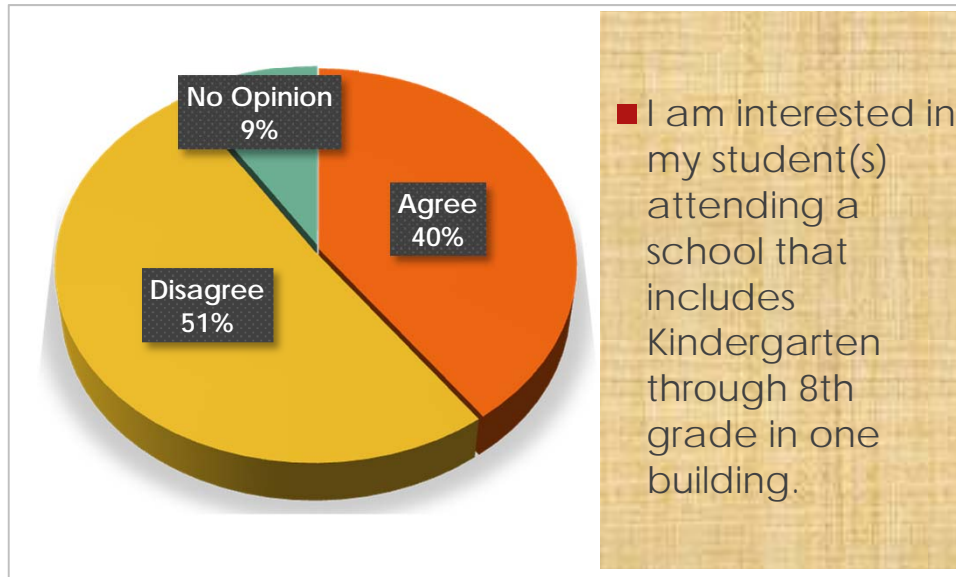
An expanded timeline that extends the K8 implementation at the elementary level to Fall 2018 will allow greater stakeholder engagement at the elementary level to design and plan for K8 programs at each site. A longer planning period will allow more comprehensive program development, more extensive communication, and a better understanding of options for parents and staff when the time comes to make transition decisions.

K-8 Flow

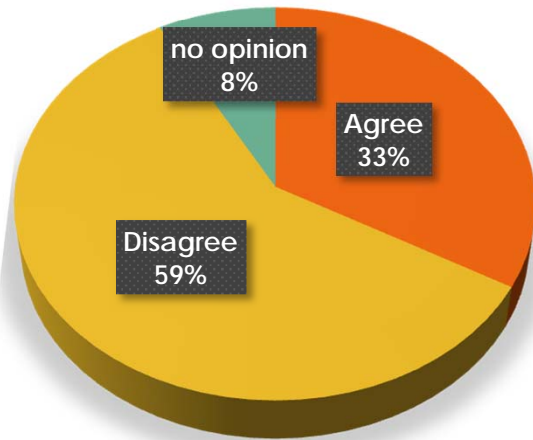
Various timeline and scenarios for K-8 conversion of Tanana Feeder System Schools



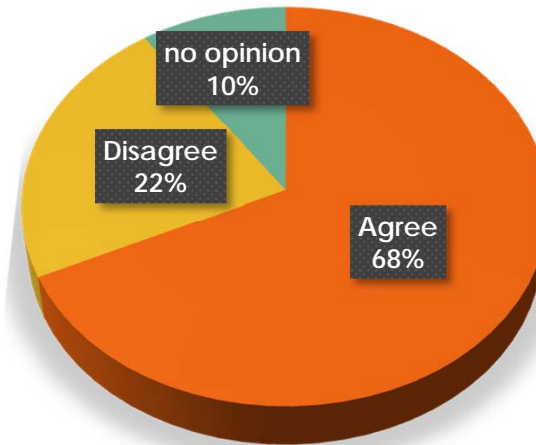
Based on all elementary responses



Tanana Feeder Schools

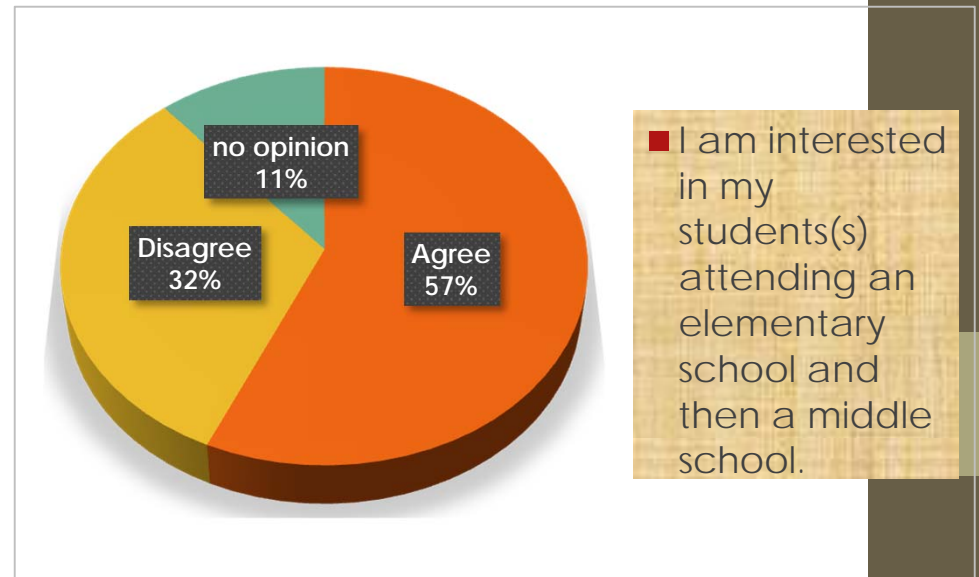
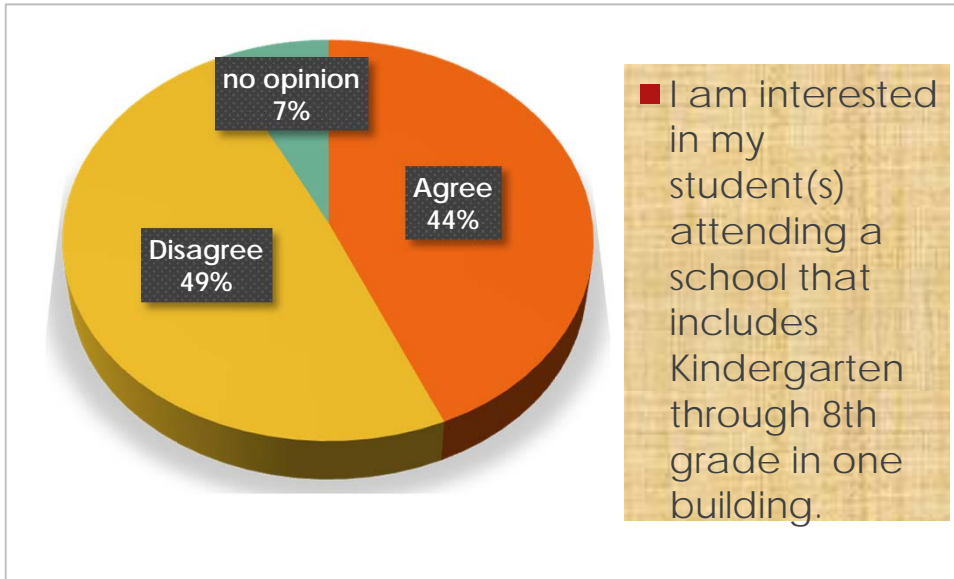


■ I am interested in my student(s) attending a school that includes Kindergarten through 8th grade in one building.

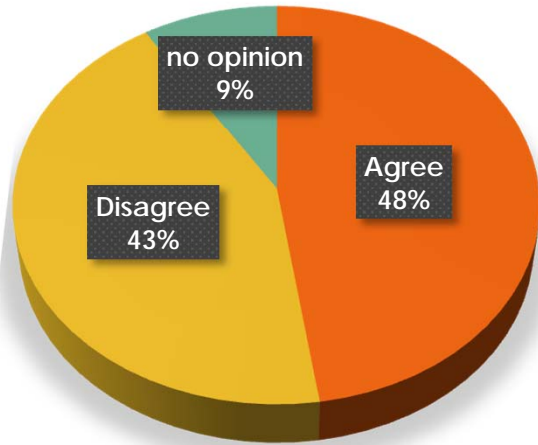


■ I am interested in my students(s) attending an elementary school and then a middle school.

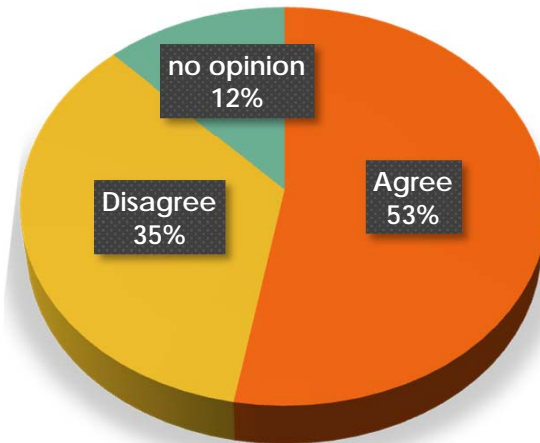
Randy Smith Feeder Schools



Ryan Feeder Schools

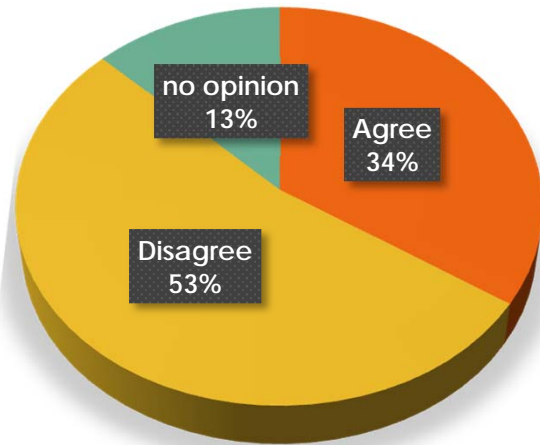


■ I am interested in my student(s) attending a school that includes Kindergarten through 8th grade in one building.

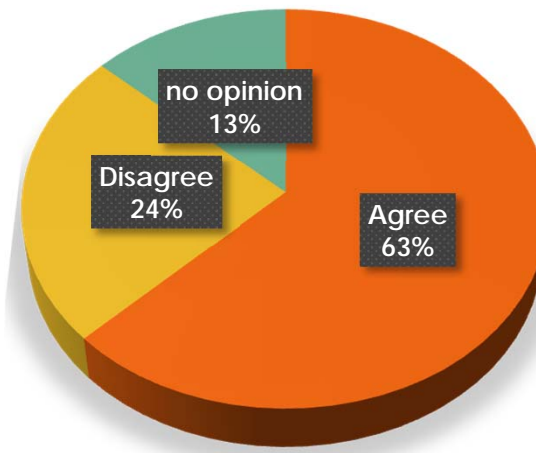


■ I am interested in my students(s) attending an elementary school and then a middle school.

North Pole Middle Feeder Schools

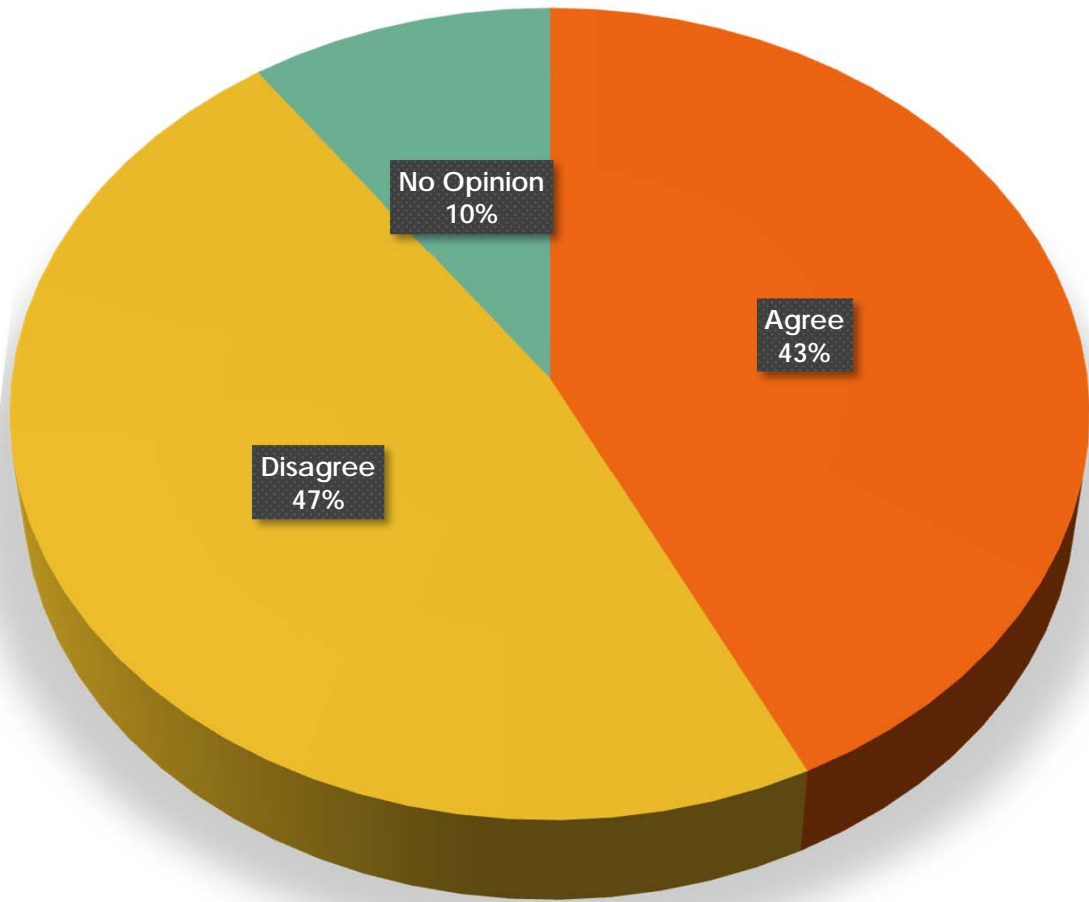


■ I am interested in my student(s) attending a school that includes Kindergarten through 8th grade in one building.



■ I am interested in my students(s) attending an elementary school and then a middle school.

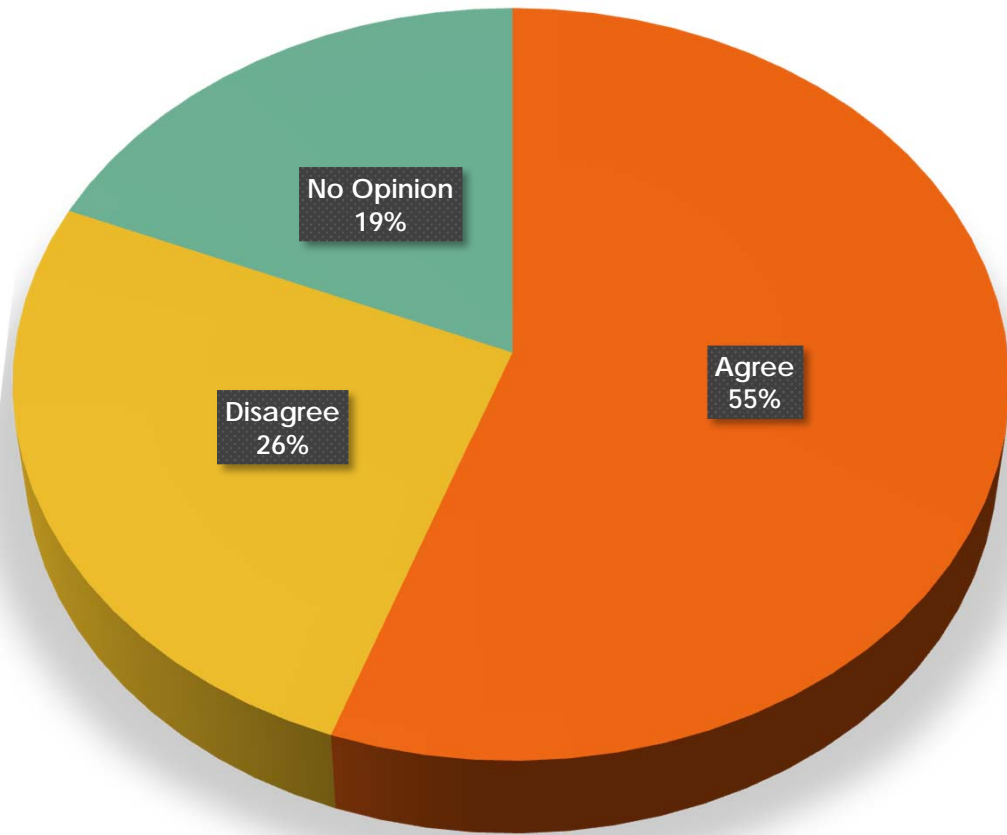
K-8 Model Benefits



■ Overall, I believe a K-8 school is advantageous to my student

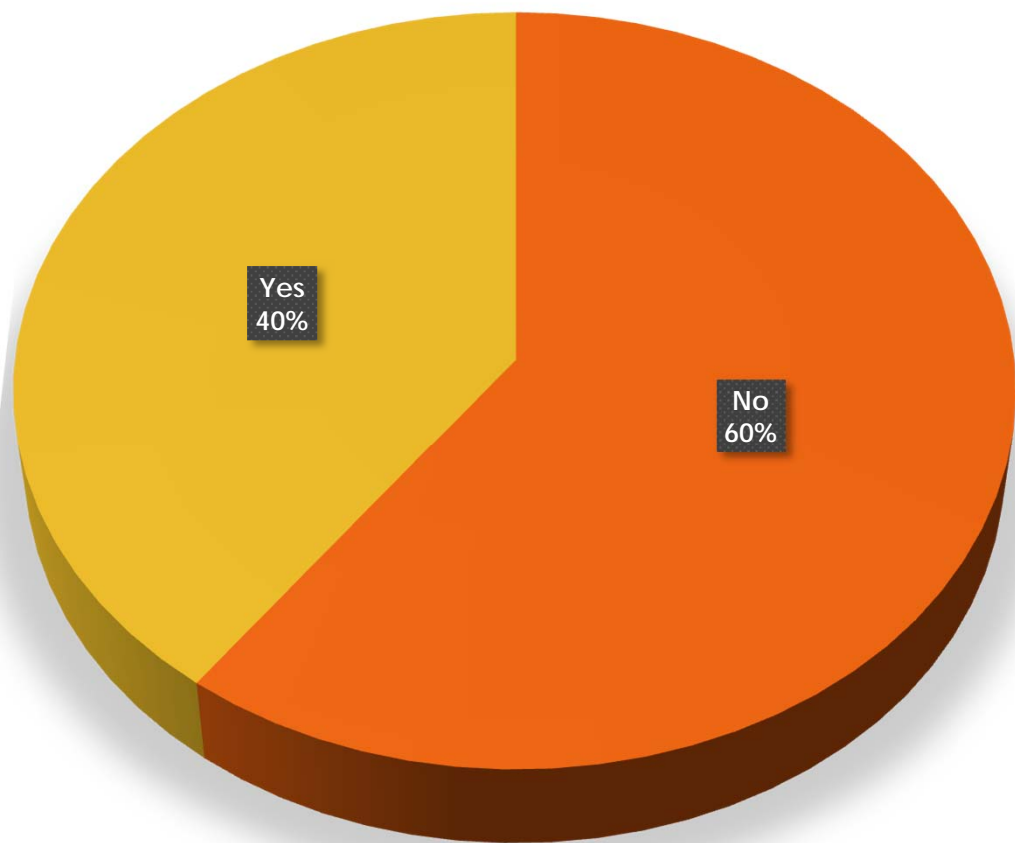


Current Model Benefits

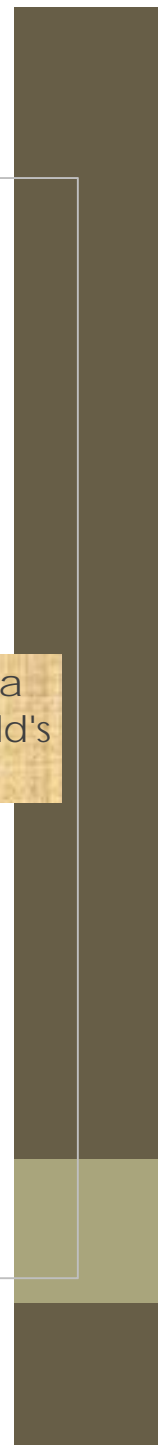


■ The current middle school structure is advantageous to my student





■ Have you ever applied to a school other than your child's neighborhood school?



Legend

Graduating Class	Current Grade This Year
Class of 2021	8th Grade
Class of 2022	7th Grade
Class of 2023	6th Grade
Class of 2024	5th Grade
Class of 2025	4th Grade
Class of 2026	3rd Grade
Class of 2027	2nd Grade
Class of 2028	1st Grade
Class of 2029	Kindergarten



247
students
Class of
2023



205
students
Class of
2022

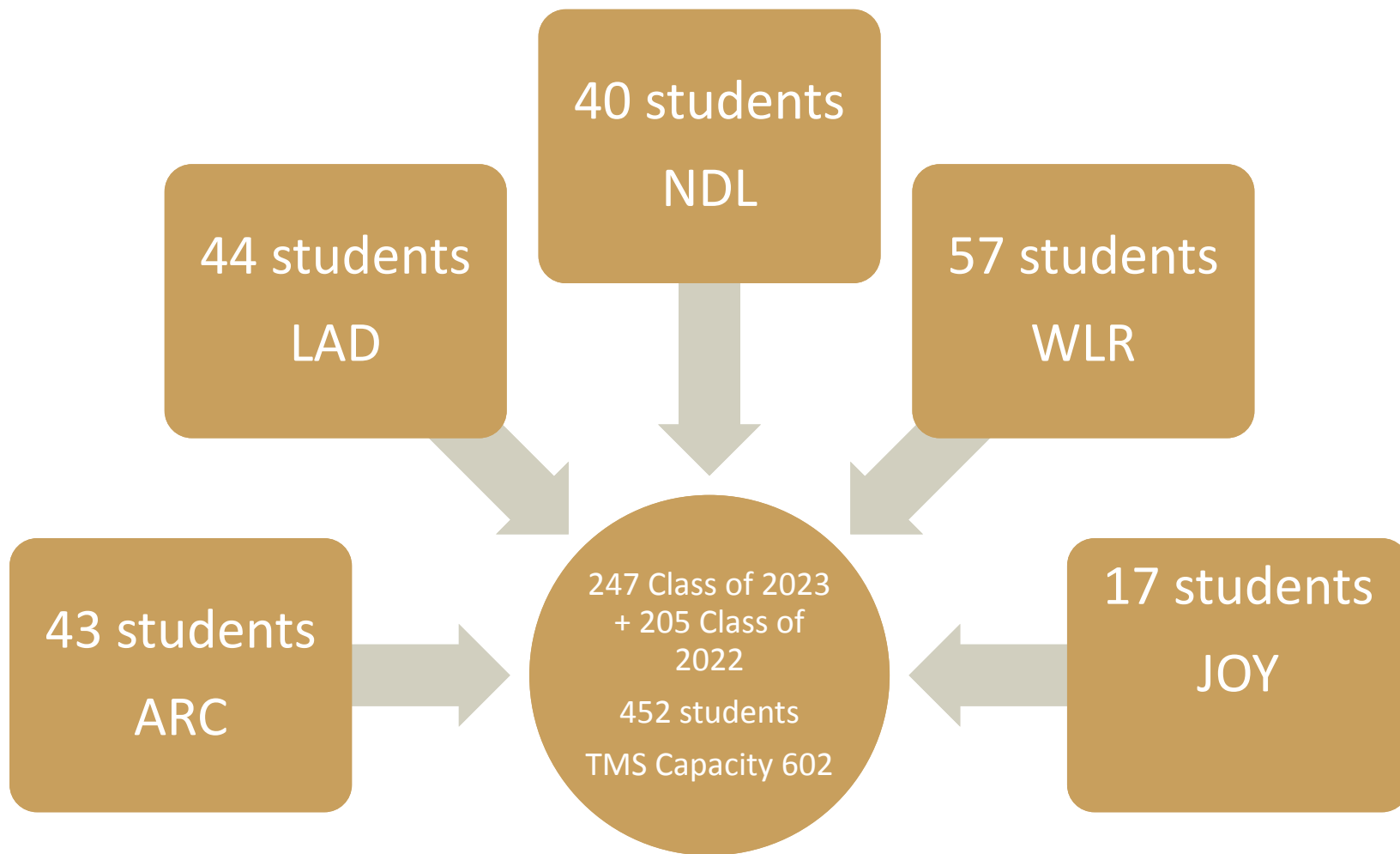


452
students
TMS
Capacity 602

Status Quo

Fall of 2017

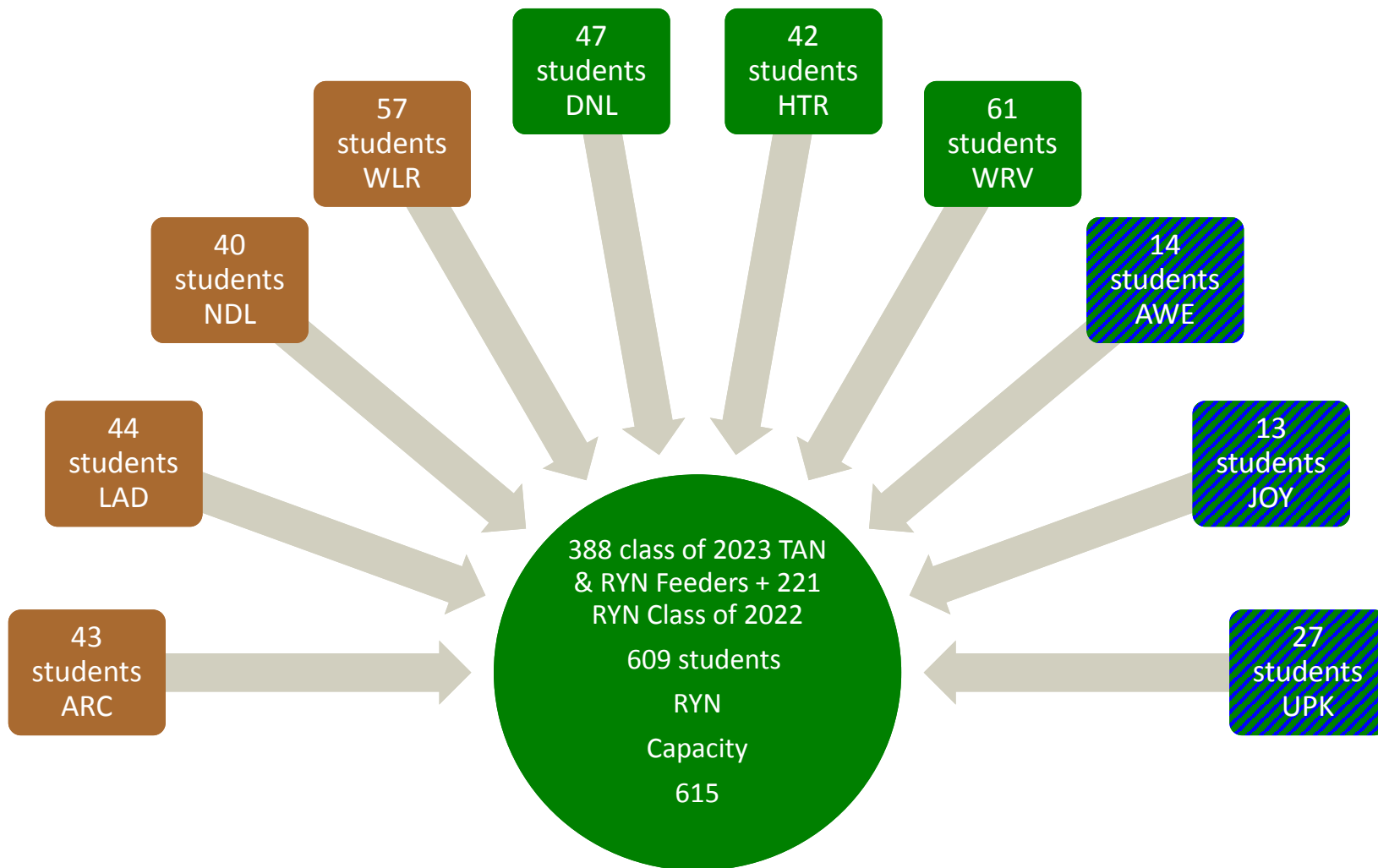




Status Quo Feeder

Class of 2022 at Tanana and Class of 2023 feeder schools into Tanana

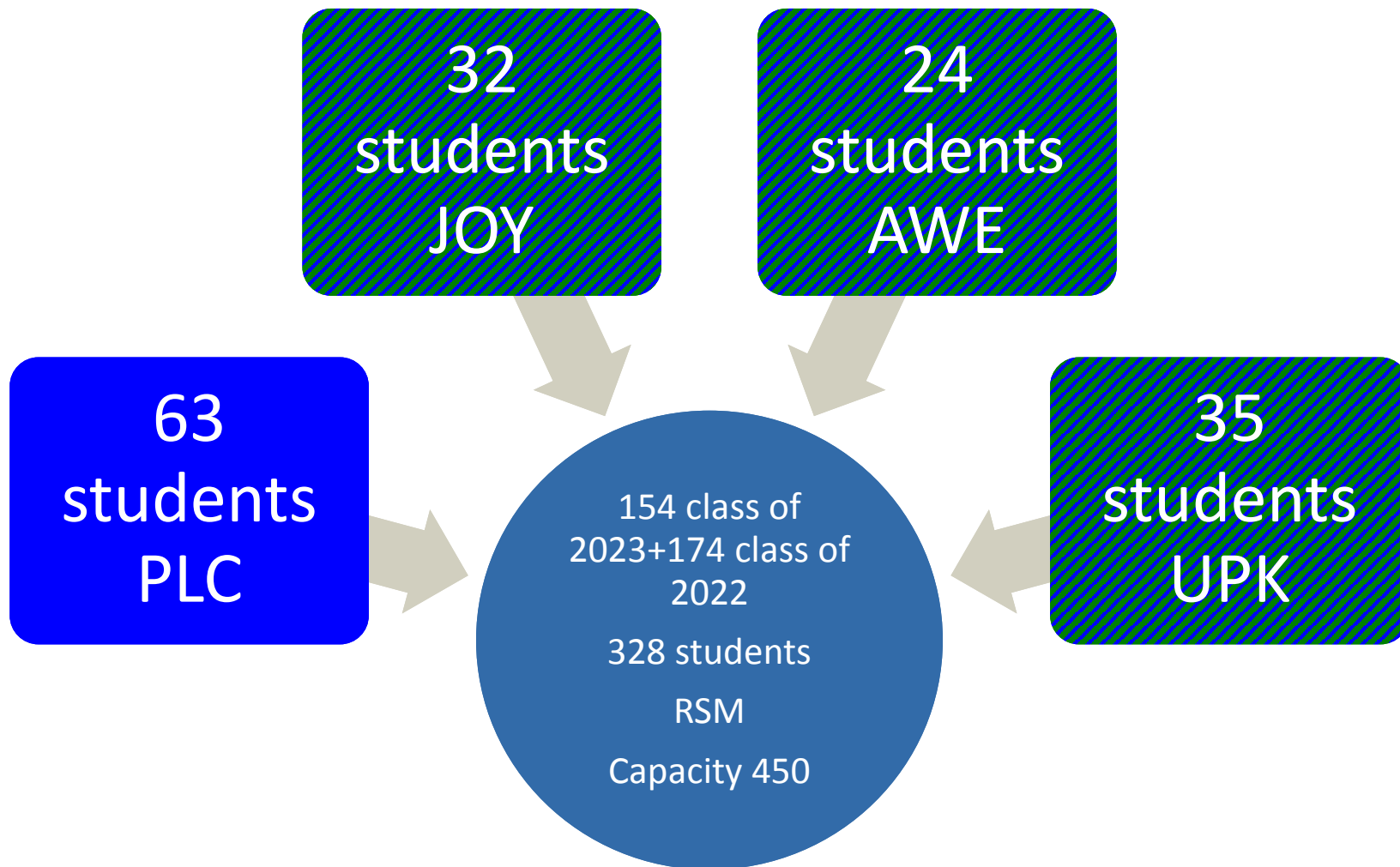




Fall 2017 Ryan Middle School Capacity

Class of 2022 at Tanana and Class of 2023 from Ryan and Tanana Feeders

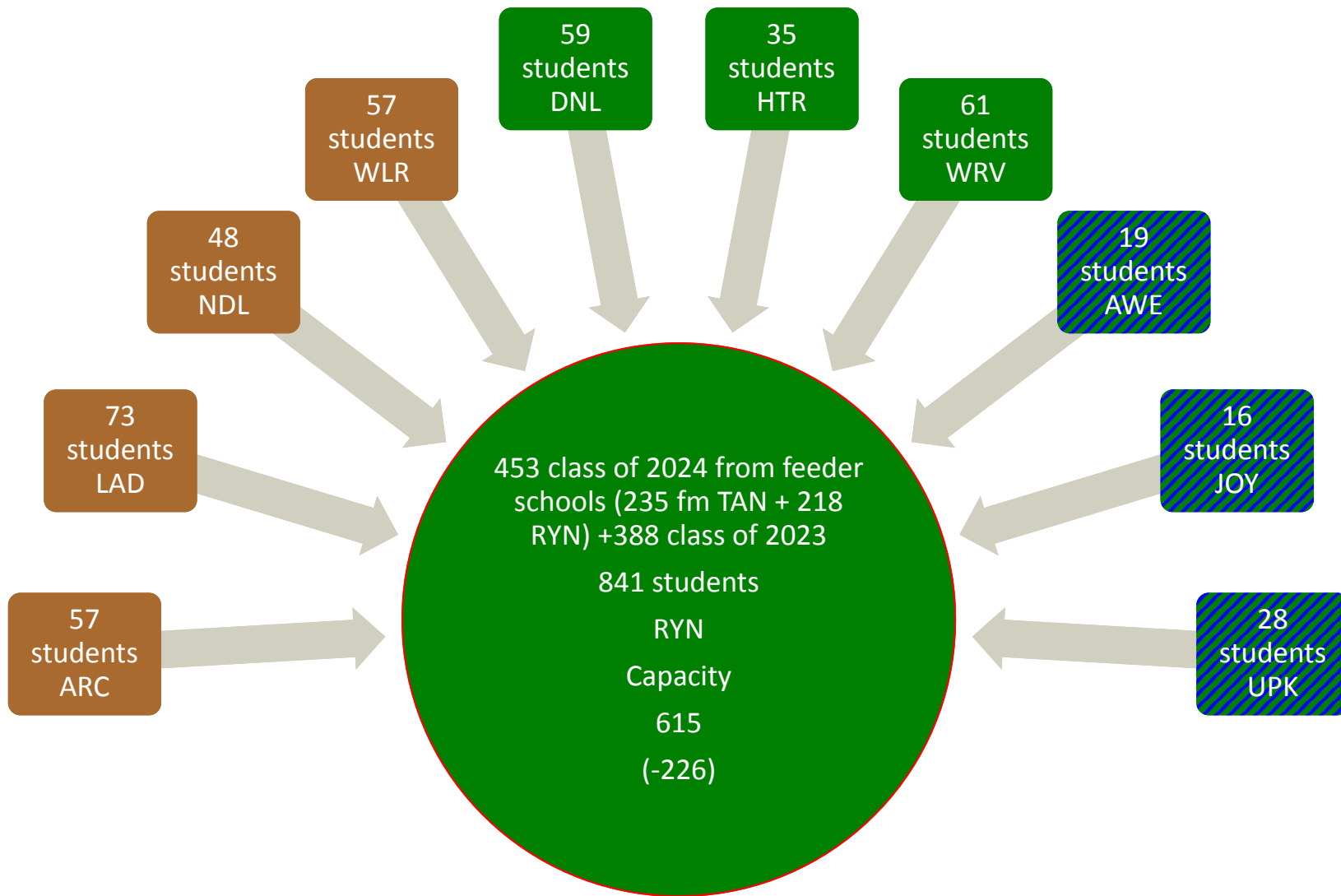




Fall 2017 Randy Smith Middle School Capacity

Class of 2022 at RSM and Class of 2023 from Randy and Tanana's Joy Feeder

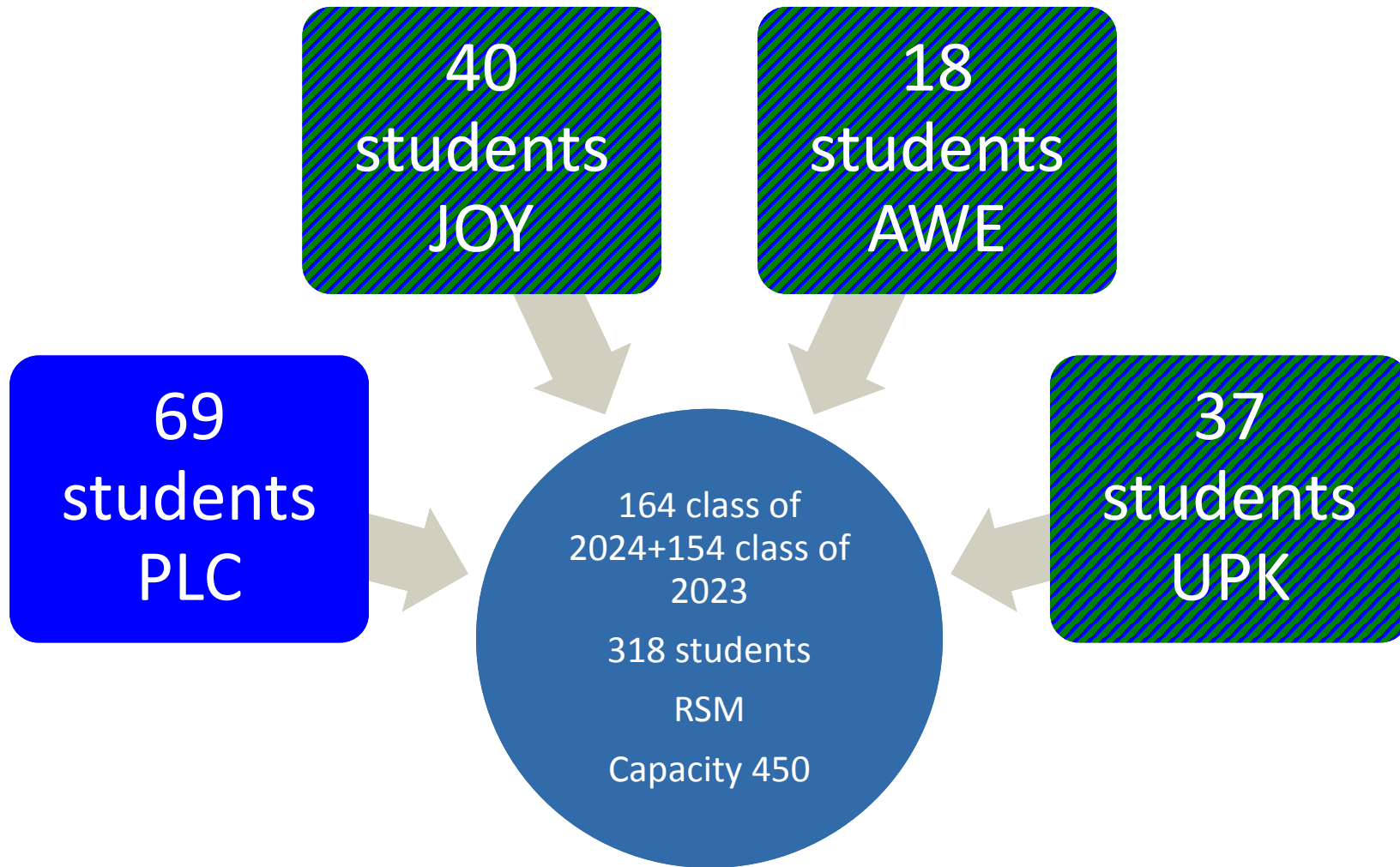




Fall 2018 Ryan Middle School Capacity

Class of 2023 at Tanana and Class of 2024 from Ryan and Tanana Feeders

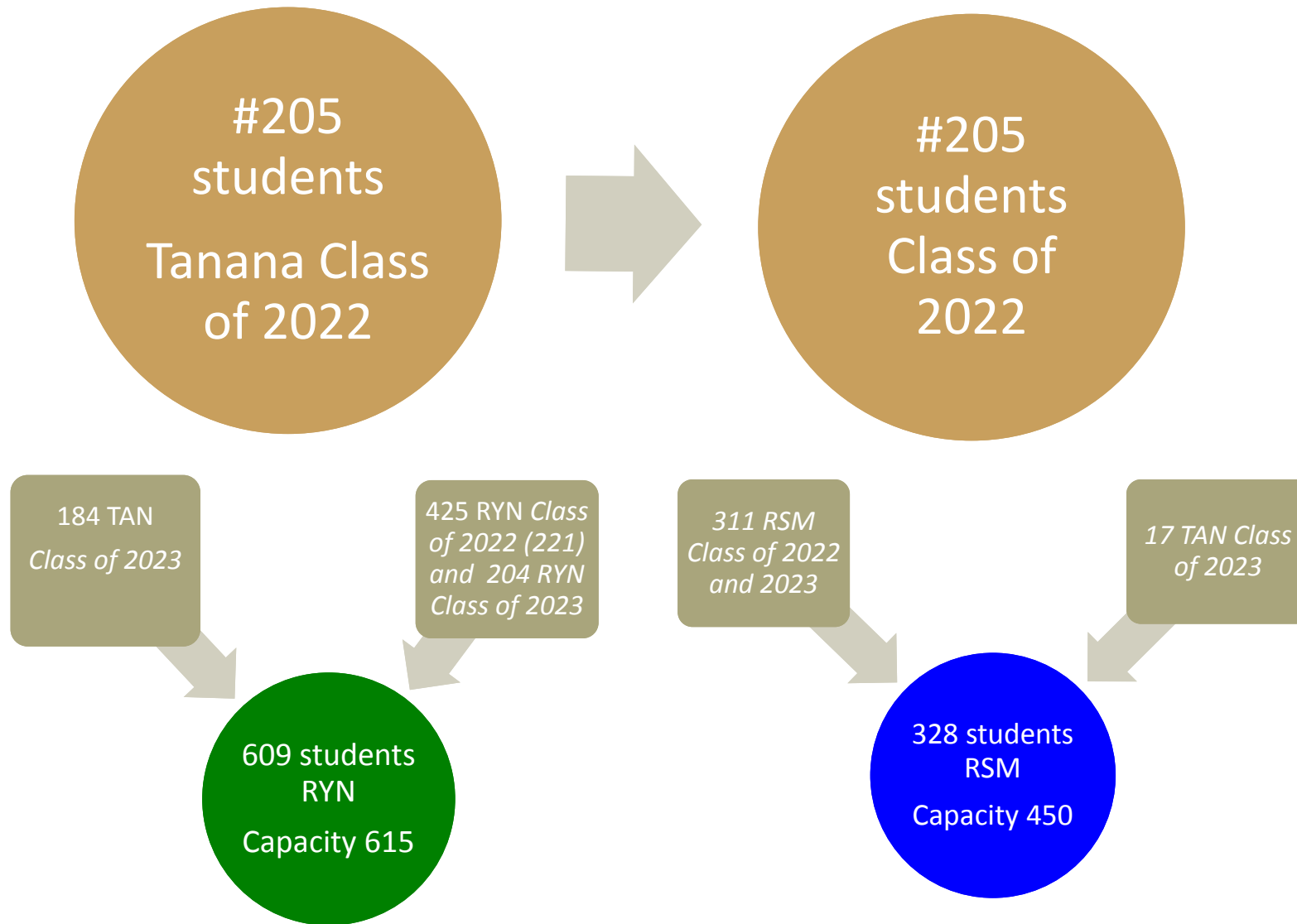




Fall 2018 Randy Smith Middle School Capacity

Class of 2023 at RSM and Class of 2024 from Randy and Tanana's Joy Feeder

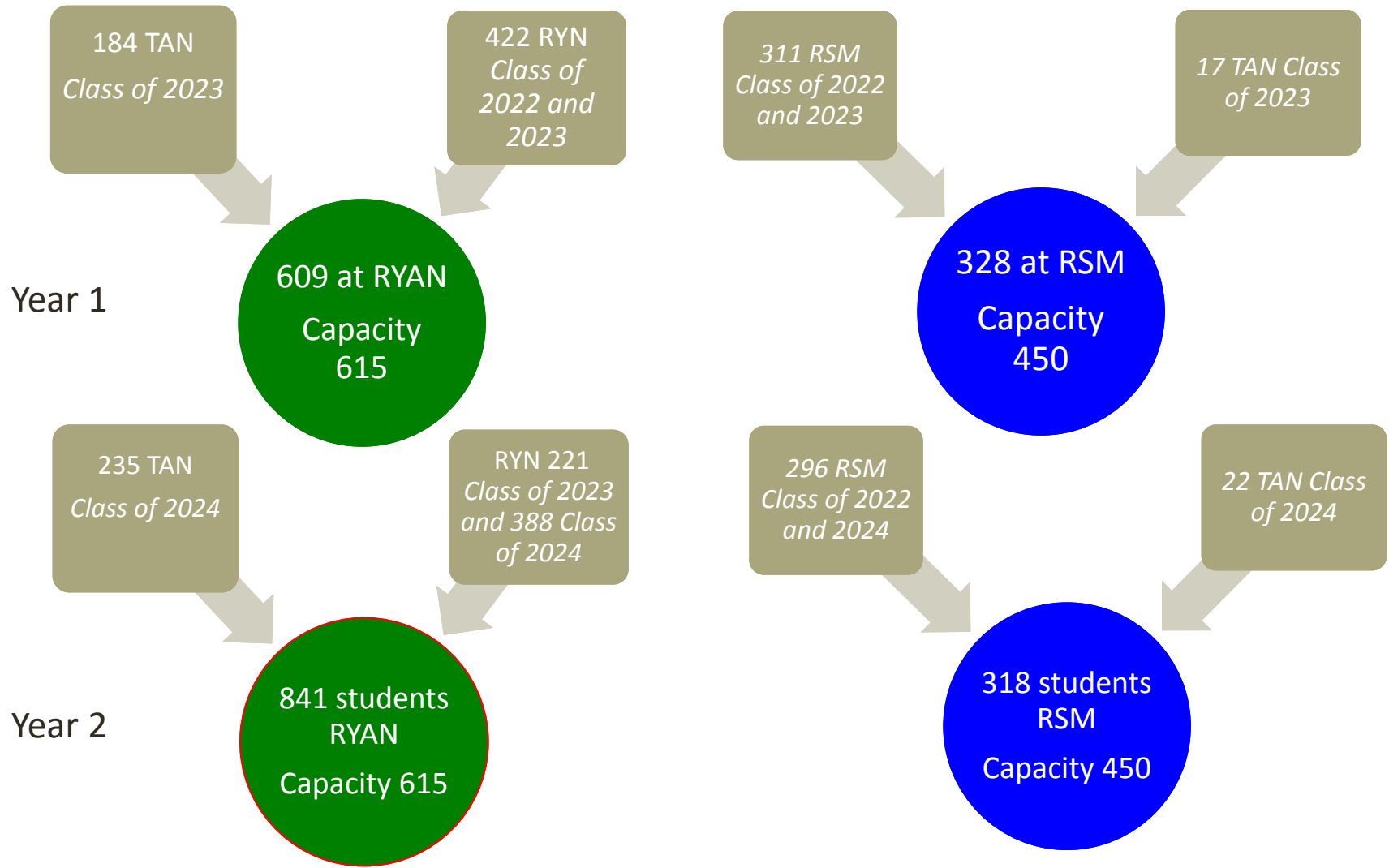




If Class of 2022 stays at TAN, and Class of 2023 sent to RYN & RSM

Fall of 2017





If Class of 2024 and Class of 2023 sent to RYN and RSM

Two Year Model



K-6



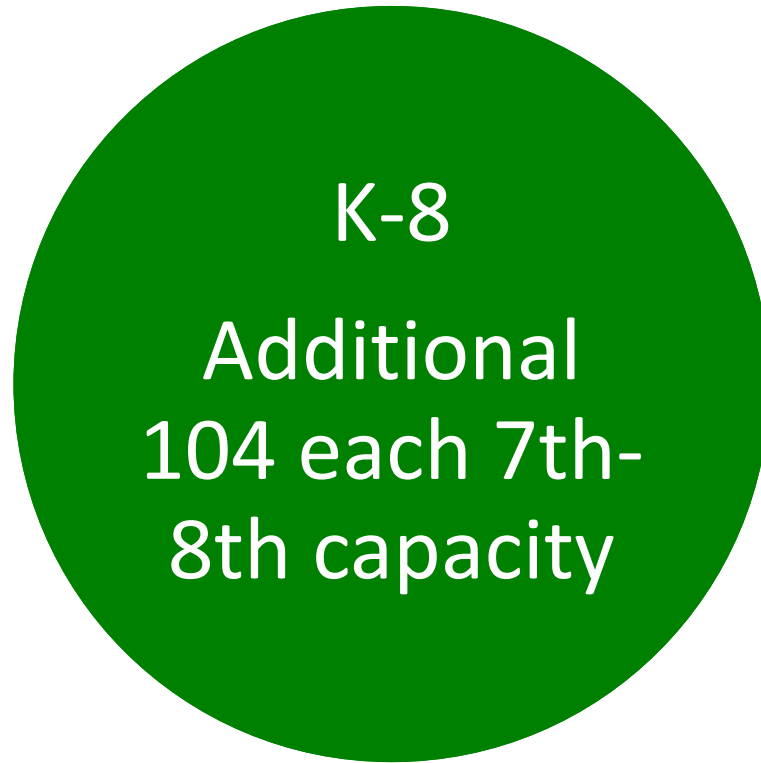
7-8

K-8
Additional
52 each 7th-
8th capacity

Ladd, Nordale, and Weller K-8 Capacity

Schools with capacity for two additional classroom spaces

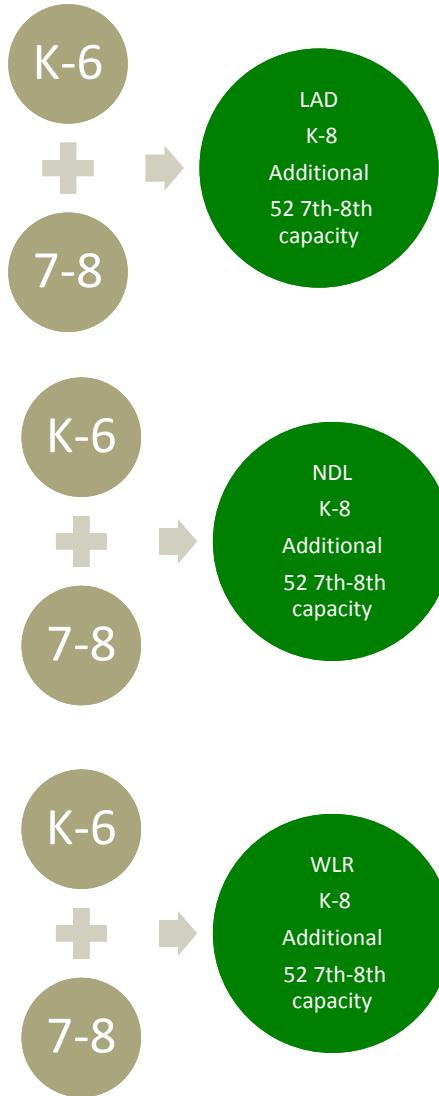




Arctic Light and Joy K-8 Capacity

Schools with capacity for four additional classroom spaces





Tanana Feeder Schools K-8 Capacity is 364

Combined K-8 Capacity

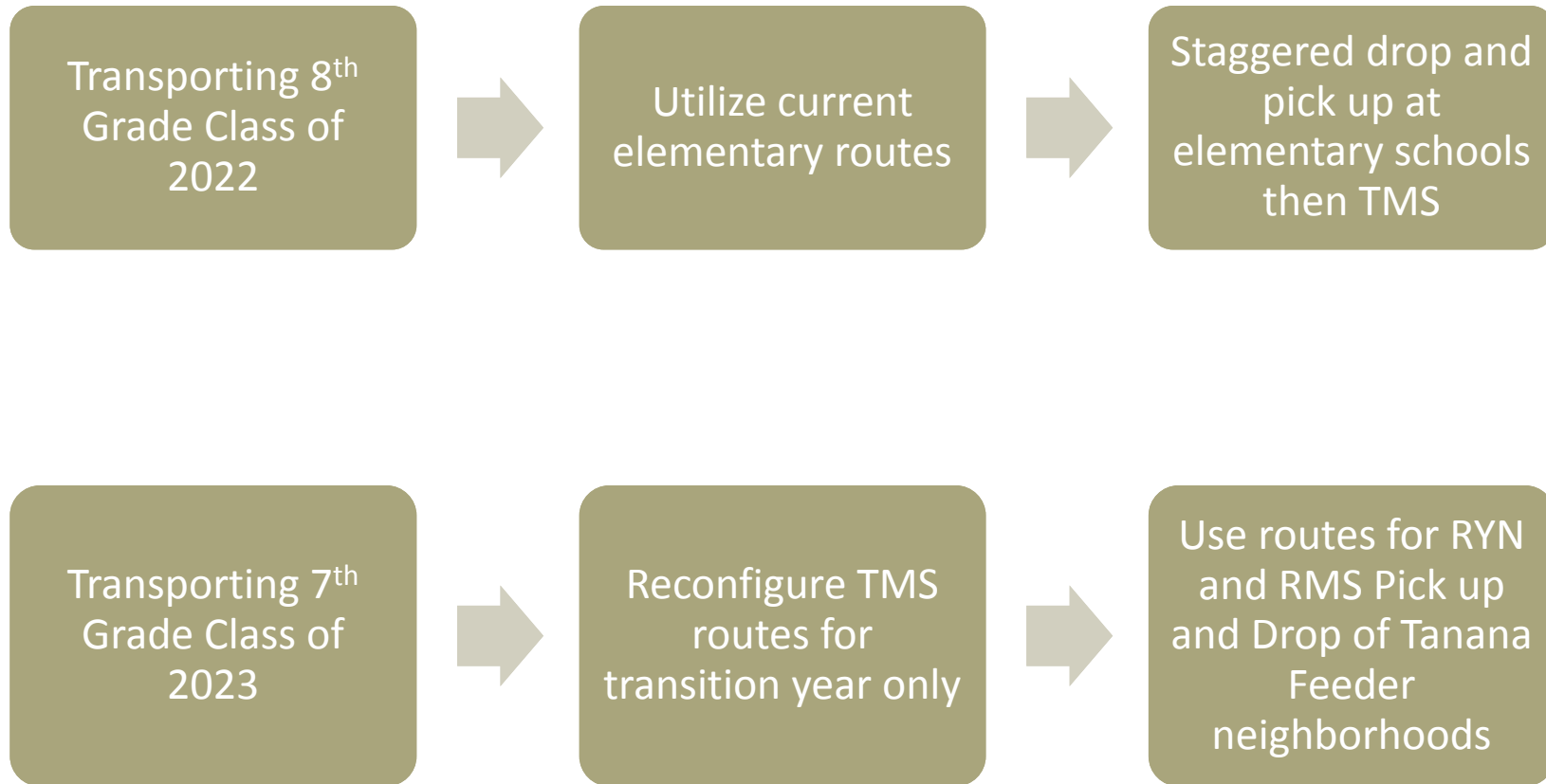


TOTAL SALARY & BENEFITS	PERSONNEL COUNT	TOTAL COST	JOB CLASS
\$174,808.96	1	\$174,808.96	Principal, Middle School
\$76,540.00	2	\$153,080.00	Teachers (electives)
\$113,172.04	1	\$113,172.04	Counselors
\$76,650.44	1	\$76,650.44	Lead Custodian
\$69,211.19	4	\$276,844.76	Custodians
\$113,172.04	1	\$113,172.04	Librarian
\$62,589.44	1	\$62,589.44	School safety
\$62,954.04	1	\$62,954.04	Admin secretary
\$51,832.77	1	\$51,832.77	Attendance secretary
\$51,832.77	1	\$51,832.77	Counseling secretary

\$1,290,017.26

Staffing for Transition Year





Possible Routing for Transportation During Transition Year



K-8 Transition Report

The Fairbanks North Star Borough School District administration is preparing to transition elementary schools in the Tanana Middle School feeder system to K-8 schools at the direction of the school board. The schools that are being prepared for transition to K-8 are:

- Weller
- Joy
- Ladd
- Arctic Light
- Nordale

The board will determine whether the schools convert to K-8 schools and the date that this would occur. While the conversion date has not been established, the earliest that this may occur is the fall of 2017. Other possible transition plans for this conversion will be presented.

Background

In the spring of 2015, the Fairbanks North Star Borough School Board launched a strategic planning process. In the early stages of this process, the school board conducted a survey to gather community and stakeholder input. The survey indicated that parents desired to have additional choices for their child's schooling, much like the charter and magnet schools already in place across the district. All of the charter and magnet school models in the district are currently K-8.

In the fall of 2016, the board was presented with information on what it would take for the district to open an additional magnet school. At that point, the board asked the administration to gather information on creating K-8 schools without a charter or a magnet theme, while providing the benefits of choice for K-8 to a broader population of students beyond the relatively few students who win a lottery spot in an existing magnet or charter school.

During the 2015 – 2016 school year, the K-8 Options Work Group was created to explore converting elementary schools to K-8 schools to provide information to the superintendent and the board on K-8 options. The group also was tasked with providing options for consideration to the district.

All middle schools and six elementary schools were selected to participate in the K-8 Options Work Group. The six elementary schools were selected from across the district to insure inclusion from all geographic areas of the district. Each of the participating elementary school principals selected a teacher and a parent to participate in the work group process. The four middle schools were represented as well by their principal, a staff member and a parent. Each department in the school district also had a seat on the work group.

The K-8 Work Group developed a list of considerations for the district.

- Joy become K-8 school of choice open to any student within the district
- Start where there is room and build a 7th and 8th grade option in each of those buildings.
- Shift boundaries to make room in North Pole schools for choice
- Pair up elementary schools and re-design into complimentary option programs. To do this, create one larger attendance area for both schools and offer choice for K-8 or K-6 within that boundary.

The administration also facilitated discussions with department staff and principals from each of the middle schools and its corresponding feeder elementary schools in a series of table top exercises. The purpose of the table-top meetings was to determine the feasibility of converting a feeder system of schools into K-8 schools. Administrators and department staff evaluated capacity for student count, impact on student transportation, staffing allocation, special education services, nutrition services, and Title I services.

The table top process identified several schools with the capacity to convert to a K-8 configuration (Table 1). The Tanana feeder system was the only one with the capacity to convert in all elementary school in the feeder system. The other feeder systems within Fairbanks only had a handful of schools with the capacity to convert. North Pole Middle School had no elementary schools with capacity to convert.

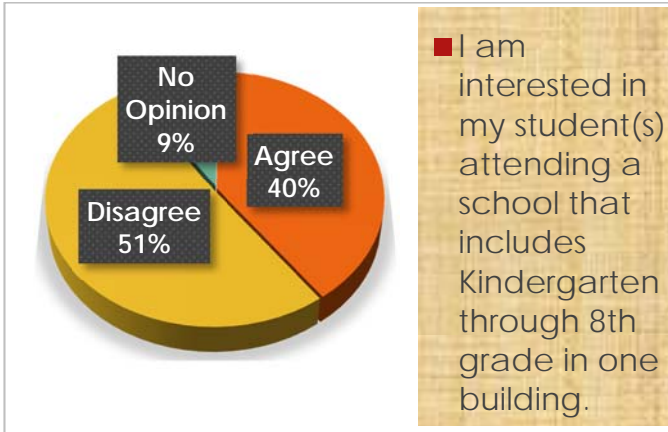
Ryan	Randy Smith	North Pole M.	Tanana
<i>Joy</i>	Pearl Creek	NP Elem	Ladd
Denali	<i>U Park</i>	Badger	Arctic Light
Hunter	<i>Joy</i>	Tic-Brown	<i>Joy</i>
<i>Anne Wien</i>	<i>Anne Wien</i>	Two Rivers	Weller
Woodriver			Nordale
<i>U Park</i>			

Table 1

K-8 Survey Data

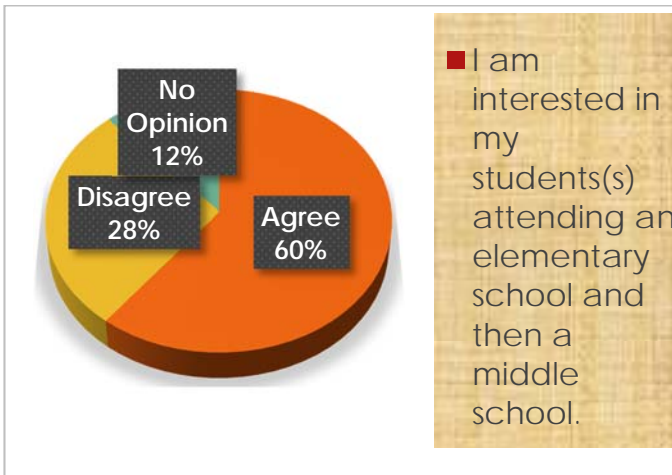
The K-8 Options Work Group conducted a survey to determine interest in K-8 schools. The survey was intended to capture the types of structures and configurations in which parents are interested. From this, considerations were forwarded to the district regarding K-8. Below are some of the district wide and feeder system data from the survey. A complete view of the survey results may be found at <http://www.k12northstar.org/Page/5857>.

Districtwide



Districtwide, 40% of respondents are interested in the idea that their student may attend a K-8 school (Figure 1).

Figure 1

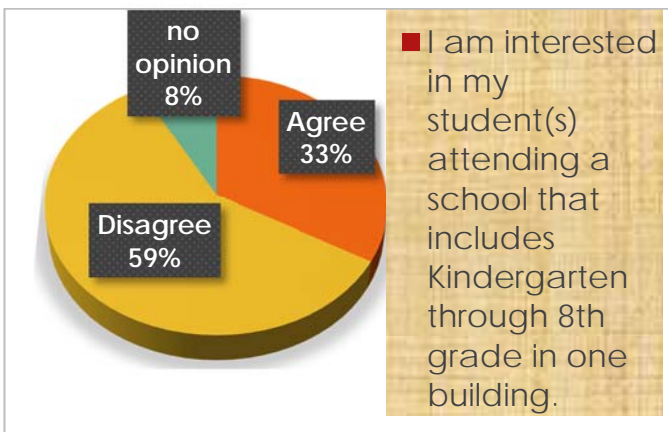


60% of respondents were interested in the idea that their child attend an elementary then a middle school (Figure 2).

It is important to note that a parent was able to answer positively or negatively to both questions. These were not exclusive

Figure 2

Tanana Feeder System



Among parents who indicated their children attend or attended school in the Tanana Middle School Feeder System, 33% of respondents are interested in the idea

Figure 3

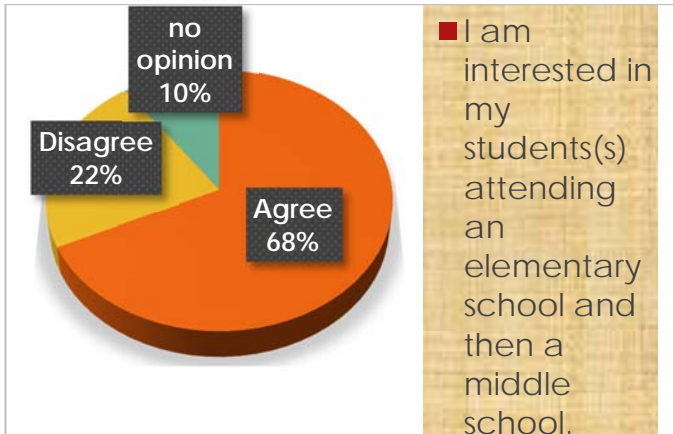


Figure 4

68% of respondents were interested in the idea that their child attend an elementary then a middle school (Figure 4).

It is important to note that a parent was able to answer positively or negatively to both questions. These were not exclusive

Randy Smith Feeder System

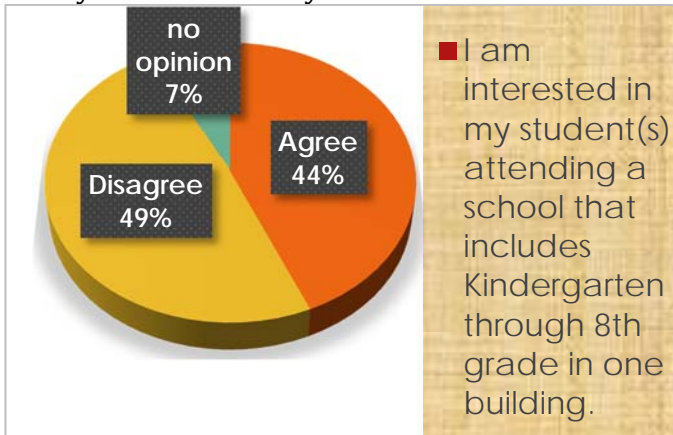


Figure 5

Among parents who indicated their children attend or attended school in the Randy Smith Middle School Feeder System, 44% of respondents are interested in the idea that their student may attend a K-8 school (Figure 5).

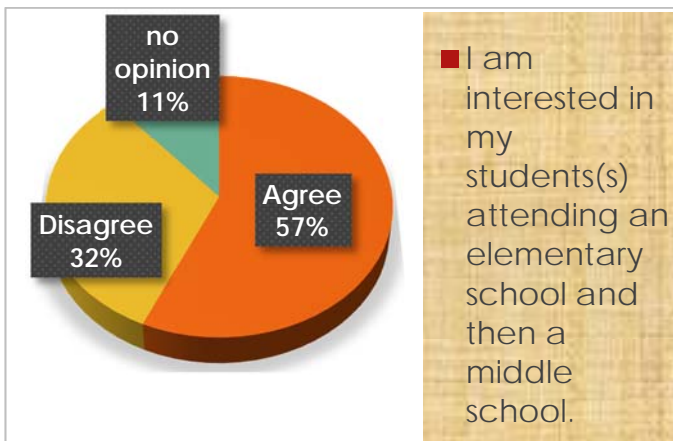


Figure 6

57% of respondents were interested in the idea that their child attend an elementary then a middle school (Figure 6).

It is important to note that a parent was able to answer positively or negatively to both questions. These were not exclusive

Ryan Feeder System

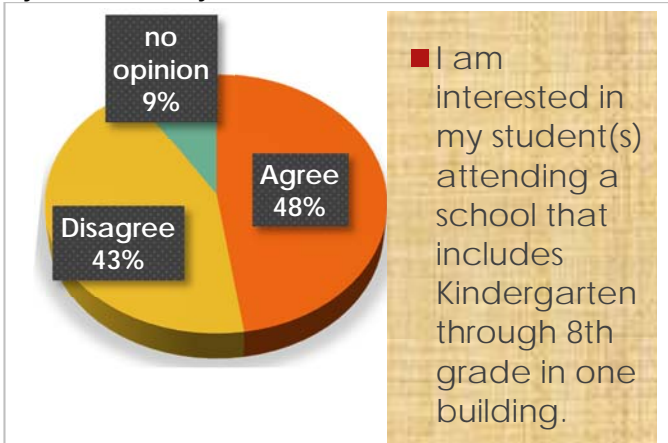


Figure 7

Among parents who indicated their children attend or attended school in the Ryan Middle School Feeder System, 48% of respondents are interested in the idea that their student may attend a K-8 school (Figure 7).

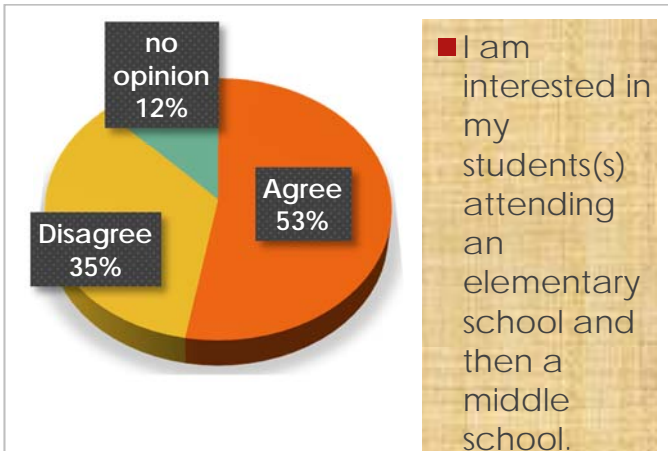


Figure 8

53% of respondents were interested in the idea that their child attend an elementary then a middle school (Figure 8).

It is important to note that a parent was able to answer positively or negatively to both questions. These were not exclusive

North Pole Feeder System

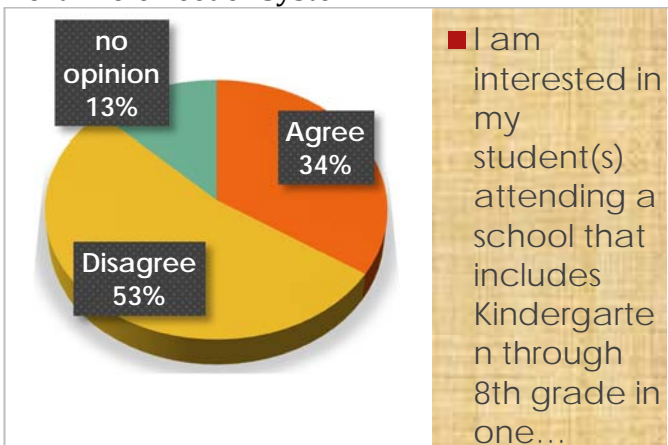


Figure 9

Among parents who indicated their children attend or attended school in the North Pole Middle School Feeder System, 34% of respondents are interested in the idea that their student may attend a K-8 school (Figure 9).

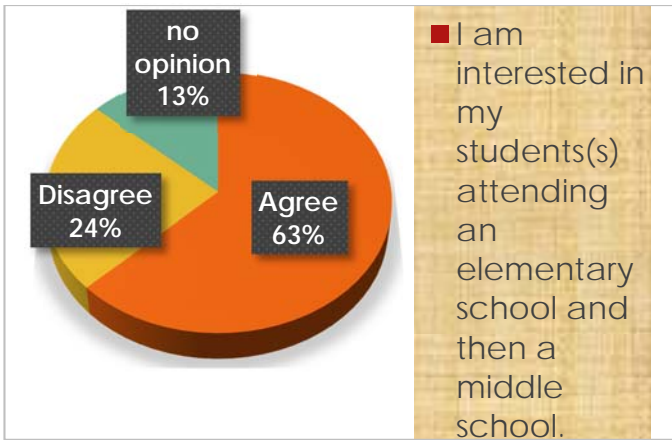


Figure 10

53% of respondents were interested in the idea that their child attend an elementary then a middle school (Figure 10).

It is important to note that a parent was able to answer positively or negatively to both questions. These were not exclusive

After answering a series of questions on the benefits to K-8, parents were asked if they believed the K-8 configuration would be beneficial to their child (Figure 11).

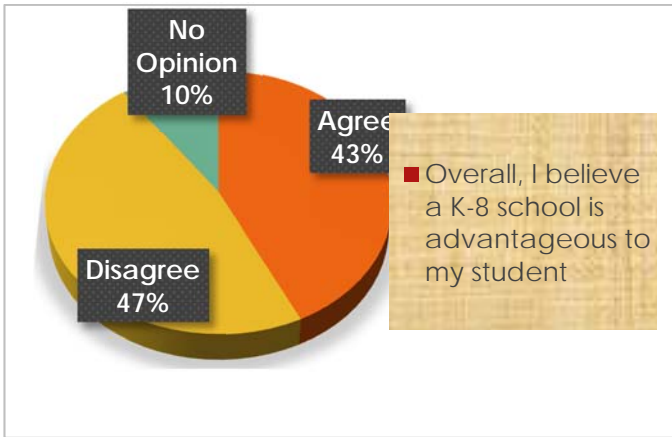


Figure 11

After answering a series of questions on the benefits of the current configurations parents were asked if they believed the current configuration would be beneficial to their child (Figure 12).

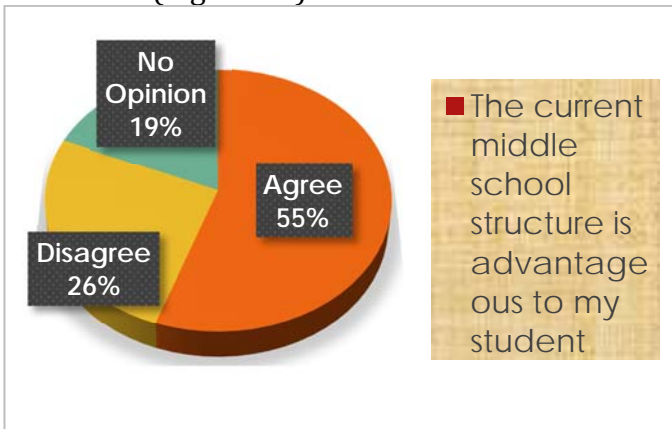


Figure 12

40% of respondents also indicated that they had applied to a school other than their child's neighborhood school. (Figure 13)

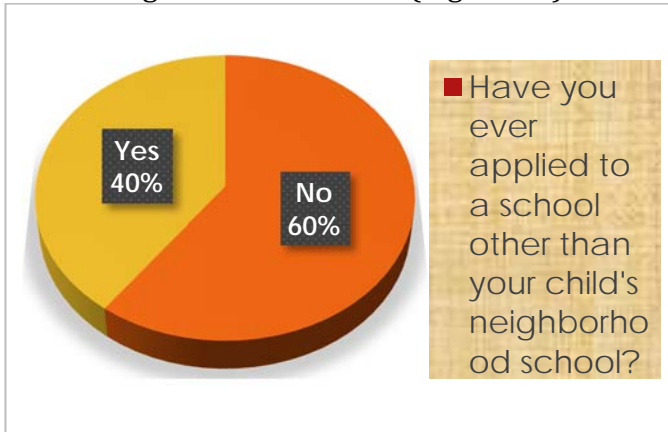


Figure 13

Research on Grade Configuration

The Center for Applied Research and Education Improvement at the University of Minnesota conducted a review of a large number of studies that compared the outcomes of students who attended elementary school and then a traditional middle school or junior high school with outcomes of students who attended the same school from Kindergarten through 8th grade.

In the report, researchers reviewed the most salient, empirical research on how school transitions and different grade configurations impact student achievement and behavior, as well as student psychological and social-emotional outcomes. The conclusions of the study are included below:

In sum, the majority of studies in this review found that elementary school students did significantly better than middle and junior high school students of the same age in G.P.A., standardized state math scores, standardized state reading scores, and state test composite scores. In addition, most studies in this report showed that when students transition to another school, they experience a significant drop in academic related outcomes. Overall, the literature appears to favor a K-8 model over a middle school or a junior high school model.

Furthermore, the majority of research we reviewed showed significant advantages in the student psychological and social-emotional areas for students in elementary and K-8 grade configurations over students in middle school or junior high school grade configurations. Researchers also showed a significantly negative impact on students' psychological and social emotional wellbeing when students transitioned from one school to another. Analysis on the impact of different grade level configurations on student behavior showed mixed results.

One clear finding across the studies, however, was that school transitions, overall, had negative effects on academic, psychological and social-emotional and student behavior outcomes. This suggests that the fewer transitions for students, the better.

Lastly, in the research we reviewed for this report, we found that teachers in elementary schools reported significantly fewer student discipline issues, student violence, student substance abuse, and student absenteeism than teachers in middle and junior high schools. There is no evidence suggesting there are significant differences between any of the grade configurations on school characteristics such as financial resources, class size, or teacher quality. (Gordon, Peterson, Gdula, & Klingbeil, 2011, p. [Page 20]).

Gordon, M. F., Peterson, K., Gdula, J., & Klingbeil, D. (2011). *Review of Literature on Grade Configuration and School Transitions*. University of Minnesota, MN: Center for Applied Research and Educational Development.

A link to the full study can be found at <http://www.k12northstar.org/Page/5856>.

Student Performance Comparisons in FNSBSD

Currently, four schools operate as K-8 schools in the district: Chinook and Watershed (charter schools), Barnette (magnet school), and Two Rivers. Below are comparisons of performance of students in the district who attend K-8 schools compared to performance of students who attend a traditional elementary to middle school configuration.

9th Grade Performance on State Standardized Assessments

Prior to the 2013-2014 school year, 9th grade students demonstrated proficiency towards state standards using the Standards Based Assessment. (SBA). In looking at five years of test data, a higher percentage of students who attended a K-8 configuration met proficiency standards on the SBA than students who attended an elementary to middle school configuration (Table 2).

Performance of 9th graders on SBA (percent proficient)															
School year	Reading					Writing					Math				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
K-8	94.8%	90.3%	95.3%	93.5%	96.2%	93.1%	95.2%	81.3%	88.3%	91.1%	85.7%	79.0%	71.9%	83.1%	79.7%
K-6, 7-8	85.8%	85.7%	88.1%	82.6%	84.6%	74.4%	78.2%	79.4%	76.2%	75.7%	67.9%	66.5%	66.2%	66.4%	63.4%

	Reading					Writing					Math				
	Unwgted Average Spring '10 to Spring '14														
K-8	94.0%					89.8%					79.9%				
K-6, 7-8	85.4%					76.8%					66.1%				

Table 2

During the 2013-14 and 2014-15 school years 9th grade students took the Annual Measure of Progress (AMP) test. A higher percentage of students attending a K-8 configuration met proficiency standards on the AMP than students who attended a traditional elementary to middle school configuration (Table 3).

Performance of 9th graders		
Aggregated across 13-14 and 14-15		
AMP Test	ELA	Math
K-8	58.40%	44%
K-6, 7-8	35.80%	26%

Table 3

Students in the FNSBSD are also monitored for risk factors that impact the likelihood of graduation. Factors shown to correlate with graduation rate in the FNSBSD include attendance rate, grades, transiency rate (moving from school to school), and suspension rate. A student with more of the above factors in the negative range (low attendance, low grades, high transiency and a number of out of school suspensions) are more at risk of not graduating with his or her peers.

When comparing the at-risk data, less than one percent (<1%) of students who attend a K-8 configuration demonstrate negative risk factors that place them in the high-risk category compared to seven percent (7%) in a traditional elementary to middle school configuration. Even when expanding to include those students at medium risk, only 9.7% of K-8 students are at risk compared to 15.2% attending the elementary to middle school configuration. Overall, students attending a K-8 configuration are half as likely (10.3% compared to 22.2%) to be in a high or medium risk category than their counterparts attending elementary to middle school configurations. (Table 4).

Performance of 9th graders			
Aggregated across 13-14 and 14-15			
Risk Level	High-Risk	Med-Risk	Low-Risk
K-8	0.60%	9.70%	89.70%
K-6, 7-8	7%	15.20%	77.80%

Table 4

Table 5 indicates that students who attend a K-8 configuration in the FNSBSD are suspended at a lower rate than students who attend an elementary into middle school feeder configuration.

Performance of 9th graders		
Aggregated across 13-14 and 14-15		
Out of School Suspensions	No Out of School Suspensions	One or more Out of School Suspensions
K-8	98.20%	1.80%
K-6, 7-8	93.20%	6.80%

Table 5

Earliest Anticipated Potential Timeline:

- September 6, 2016 The school board receives transition report on converting the Tanana feeder system schools to K-8 schools, expanding options for 7th and 8th grade students. Time for public comment will be provided.
- September 20, 2016 The school board provides administration direction regarding K-8 options. Time for public comment will be provided.
- September - November 2016 Principals will work with staff, school community and school district departments to create the programmatic plan at the K-8 schools and at the middle schools. This work will involve several meetings with staff and school community to define a school vision, align district learning goals to the schools vision, define staffing allocation across grade and content, and define use of school resources and facility.
- October 2016 Parents of students who attend the elementary feeder schools will be sent a survey regarding preference. This survey will not serve as registration or enrollment, as parents will be provided a final opportunity to make decisions in January. This survey will be used to help in making final transition plans.
- December 6, 2016 A transition report will be provided the School Board.
- January 2017 Parents will be provided information about school program and student activities development for students at the K-8 schools.
- January 2017 Parents apply for the school option of their choice.
- February 2017 Student placement finalized.

Attendance Area for K-8 and for Middle Schools

School attendance areas for the Tanana feeder K-8 schools may be the same as current neighborhood zones for K-6 configurations. There would be capacity for students in 7th and 8th grade attending a K-8 school to continue at their same school.

For students attending a middle school instead of a K-8 school, neighborhood zones will also determine middle school attendance area. Students attending middle school who formerly attended Weller, Arctic Light, Nordale and Ladd will attend Ryan Middle School. Students attending middle school from the Joy will attend Randy Smith Middle School.

Transportation

The school district will provide transportation for students attending K-8 schools. The current transportation routes will be utilized, and 7th and 8th grade students attending K-8 schools will continue to be transported.

Program Development

Principals will work with staff, school community and school district departments to create the programmatic plan at the K-8 schools and at the middle schools. This work will involve several meetings with staff and school community to define a school vision, align district learning goals to the schools vision, define staffing allocation across grade and content, and define use of school resources and facility. Details such as the school's master schedule, staffing assignments, and resource allocations will provide for a K-8 configuration. In addition, schools will determine the level of student activities to be provided for across all K-8 schools.

Special Education Services

Staff allocations for the students served by Resource and Extended Learning Program would be assigned based on the school's caseload and services would follow students' needs as outlined in students' individualized learning plans.

The Intensive Resource program at Tanana Middle School would move to Ryan Middle School, which has facilities able to support an Intensive Resource program.

Designation of Title I Schools:

For the 2016-2017 school year FNSBSD K-6 schools at or above 42% poverty based upon Free & Reduced Meals participation are eligible to be identified as Title I. In transitioning to K-8, we would need to consider our grade spanning options:

- Option 1: Designate grade spans of K-6 and K-8
This would create a status quo choice in Title I school designations, with fluctuations driven by grant funding levels only.
- Option 2: Designate grade spans of K-6, K-8 and 7-8
This would add Ryan Middle School to consideration, prioritizing it over currently identified K-6 schools with lower poverty.

- Option 3: Do not grade span, but rank order schools by poverty only
This would add Effie Kokrine Early College Charter, Star of the North Charter School and Ryan Middle school to consideration, prioritizing these schools over currently identified K-6 schools with lower poverty.

Capacity for Tanana Feeder Conversion

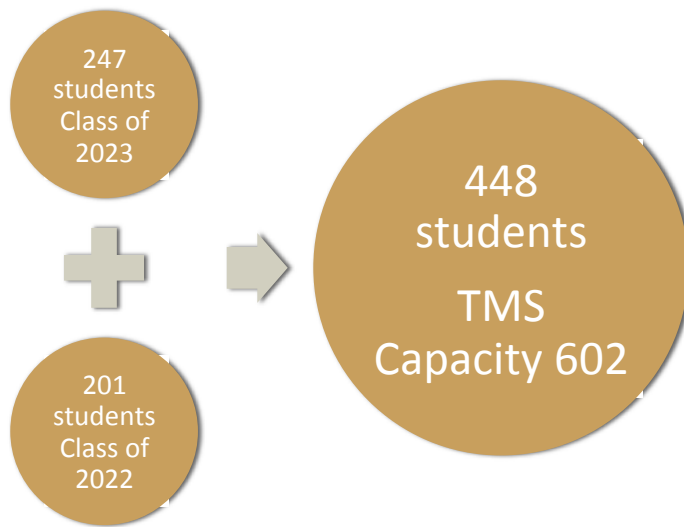
The schools within the Tanana feeder system have capacity for an additional 364 students in a K-8 configuration based on the number of classrooms available and the District’s class size target. There is also additional space, depending on the year, designated configuration, and number of projected students, in both Ryan and Randy Smith Middle schools. Ryan Middle School may reach capacity depending on the timeline and number of projected students. The following are slides that illustrate the numbers of students and the building capacities of possible conversion scenarios.

The charts capture student counts by graduation year, and a legend is provided to assist in reading the charts (Table 6).

Legend

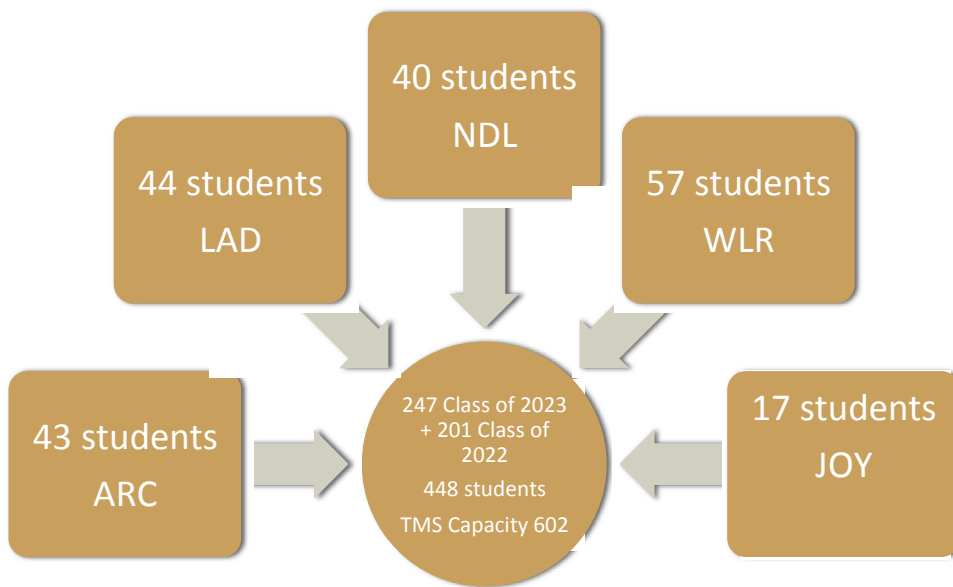
Graduating Class	Current Grade This Year
Class of 2021	8th Grade
Class of 2022	7th Grade
Class of 2023	6th Grade
Class of 2024	5th Grade
Class of 2025	4th Grade
Class of 2026	3rd Grade
Class of 2027	2nd Grade
Class of 2028	1st Grade
Class of 2029	Kindergarten

Table 6



Status Quo
Fall of 2017

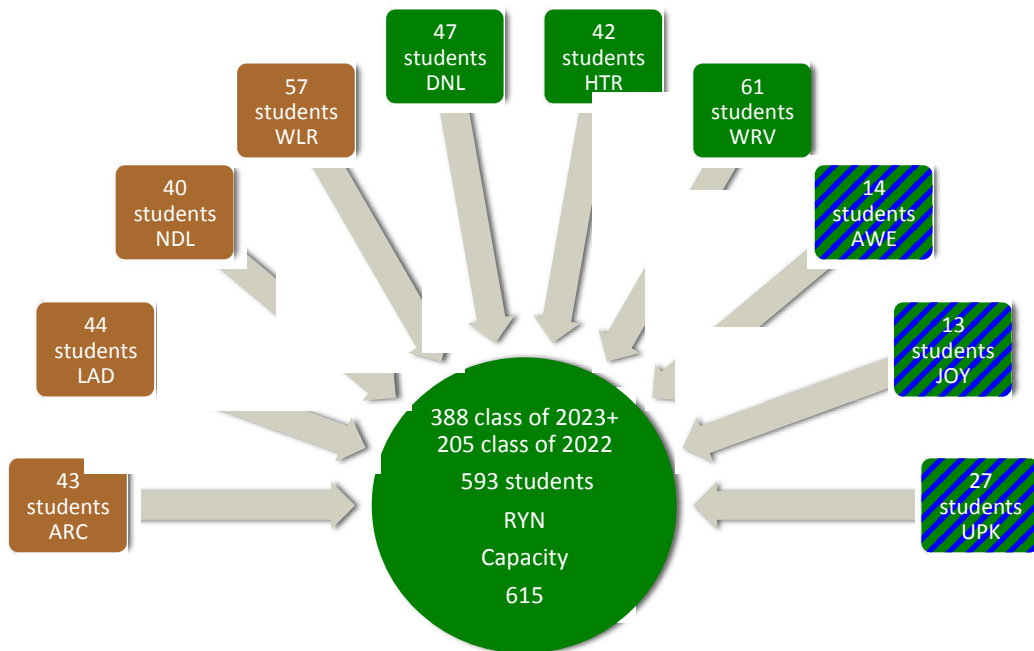
Figure 14: If status quo, 448 students will attend Tanana.



Status Quo Feeder

Class of 2022 at Tanana and Class of 2023 feeder schools into Tanana

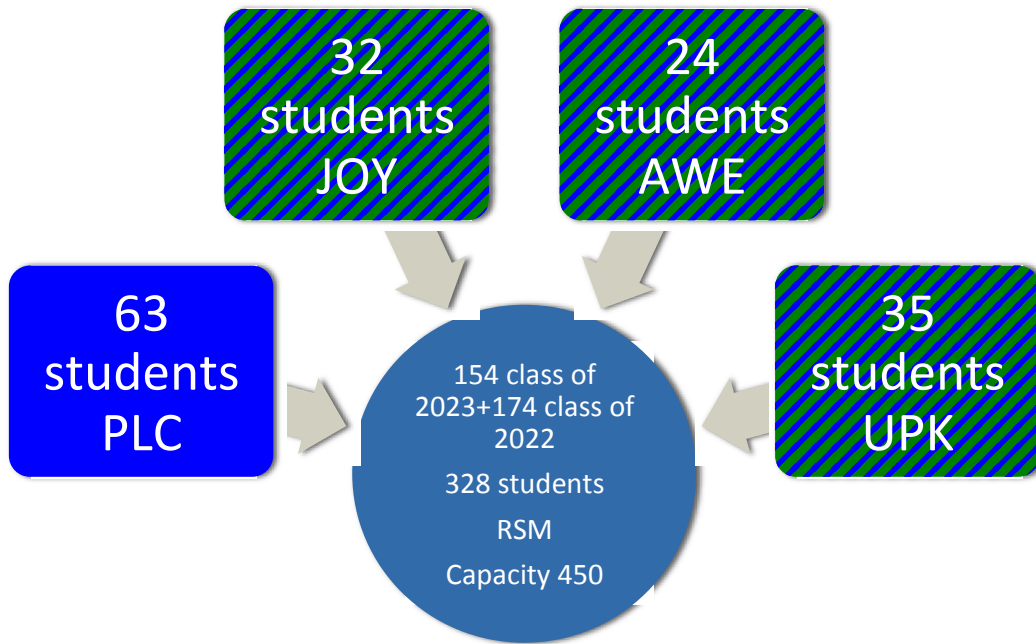
Figure 15: If status quo, five elementary schools will continue to feed into Tanana.



Fall 2017 Ryan Middle School Capacity

Class of 2022 at Tanana and Class of 2023 from Ryan and Tanana Feeders

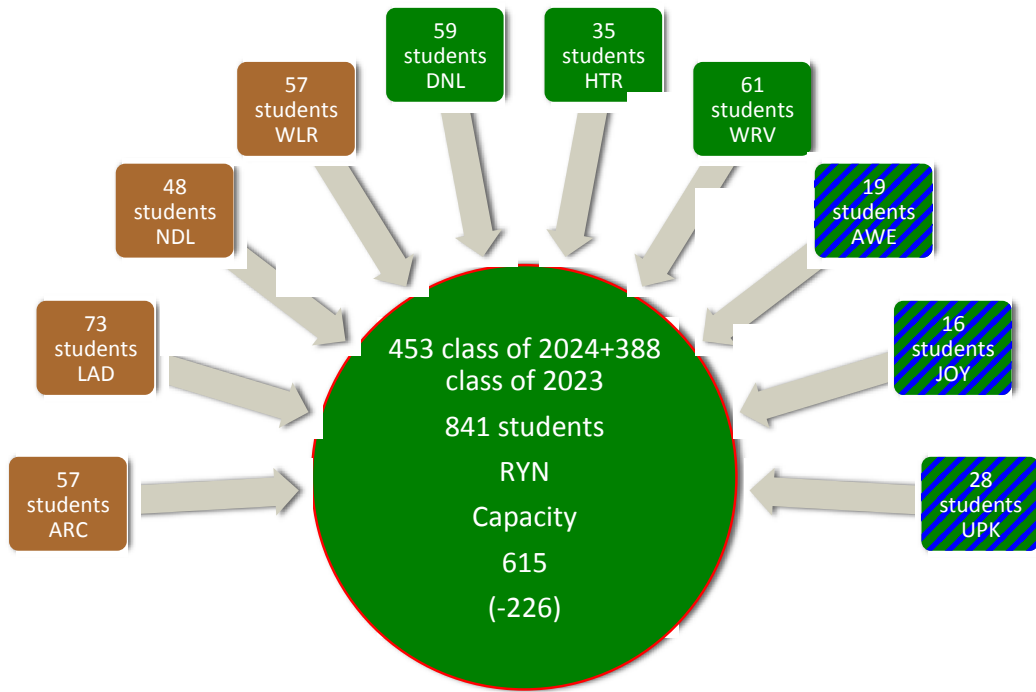
Figure 16: If the Tanana feeder Class of 2023 students were sent to Ryan and Randy Smith Middle Schools, this chart demonstrates the capacity and impact at Ryan.



Fall 2017 Randy Smith Middle School Capacity

Class of 2022 at RSM and Class of 2023 from Randy and Tanana's Joy Feeder

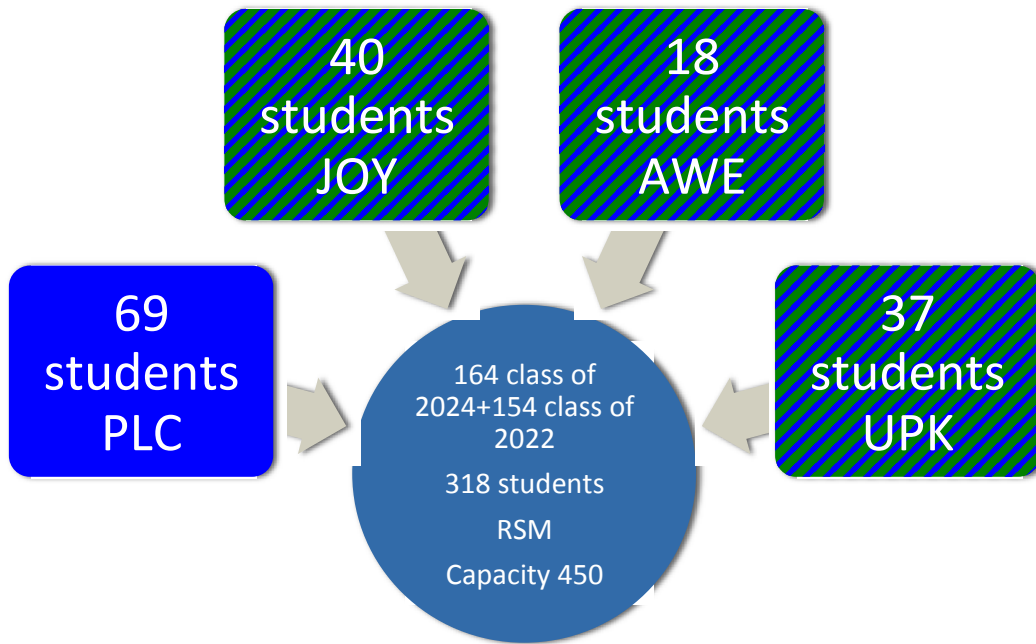
Figure 17: If the Tanana feeder Class of 2023 students were sent to Ryan and Randy Smith Middle Schools, this chart demonstrates the capacity and impact at Randy Smith.



Fall 2018 Ryan Middle School Capacity

Class of 2023 at Tanana and Class of 2024 from Ryan and Tanana Feeders

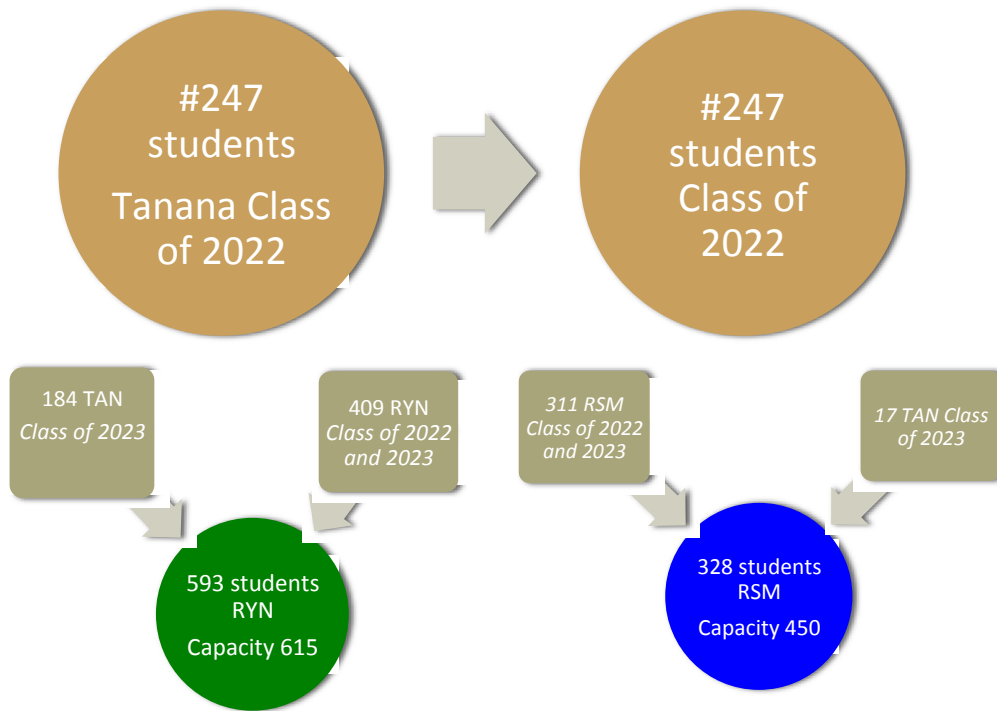
Figure 18: If for a second consecutive year, all of the Tanana feeder system students were sent to Ryan and Randy Smith Middle Schools, this chart demonstrates the capacity and impact at Ryan.



Fall 2018 Randy Smith Middle School Capacity

Class of 2023 at RSM and Class of 2024 from Randy and Tanana’s Joy Feeder

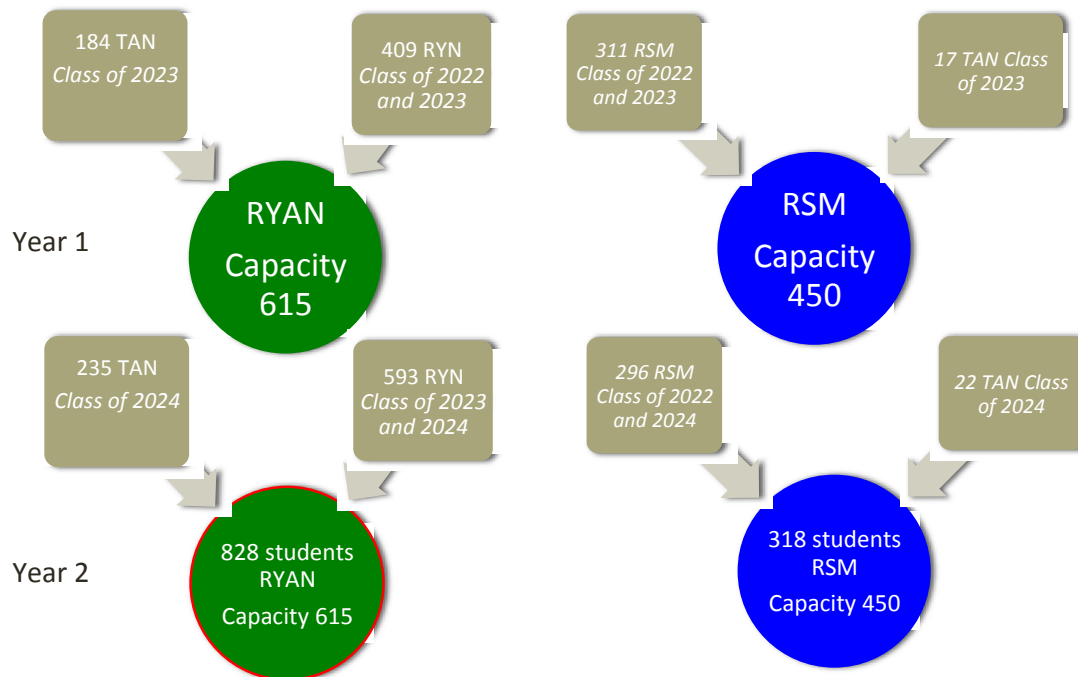
Figure 19: If for a second consecutive year, all of the Tanana feeder system students were sent to Ryan and Randy Smith Middle Schools, this chart demonstrates the capacity and impact at Randy Smith.



If Class of 2022 stays at TAN, and Class of 2023 sent to RYN & RSM

Fall of 2017

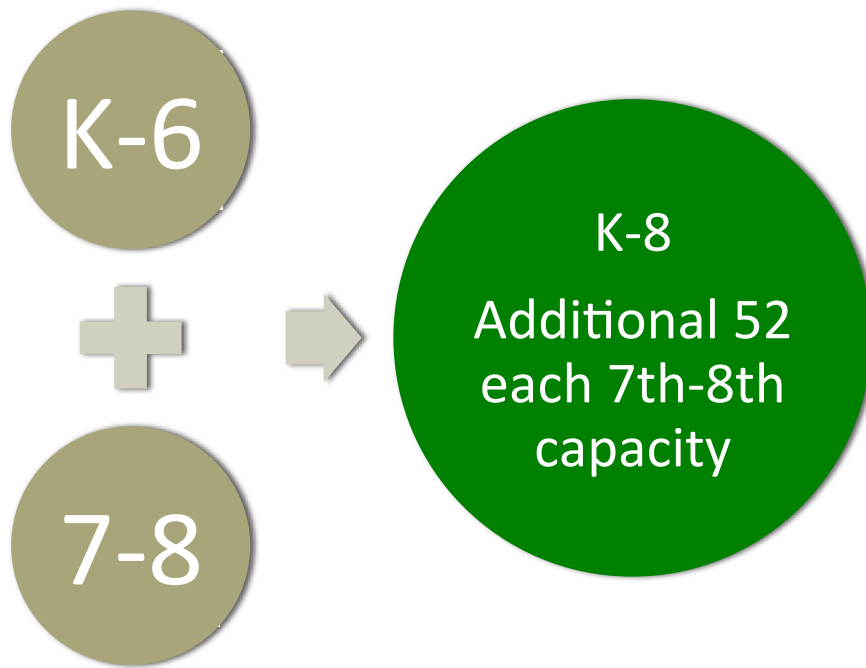
Figure 20: If the 8th grade students are kept at Tanana for a year in order to transition into K-8 without an additional transition for the Class of 2022, and 7th grade students are sent to Ryan and Randy Smith Middle Schools, there is capacity in all three schools.



If Class of 2024 and Class of 2023 sent to RYN and RSM

Two Year Model

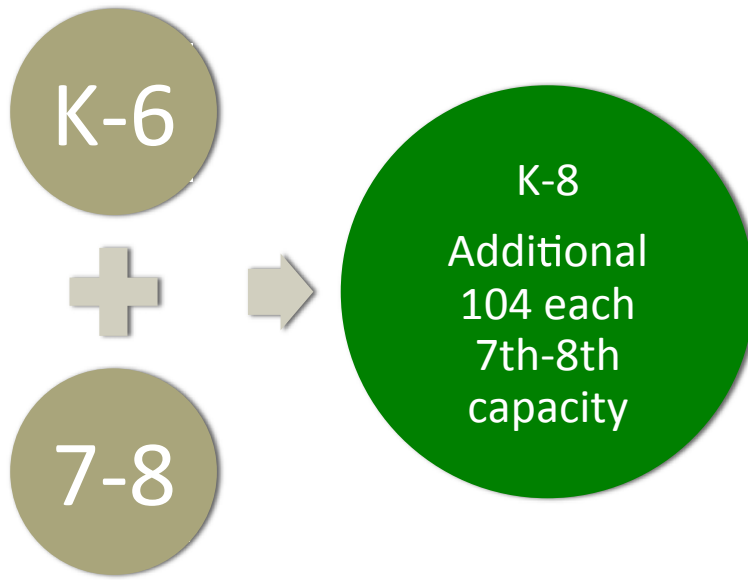
Figure 21: If all Tanana feeder elementary school students are sent to Randy Smith and Ryan for two consecutive years, Ryan would reach capacity (refer to Figure 17 and 19 for schools, and impacts).



Ladd, Nordale, and Weller K-8 Capacity

Schools with capacity for two additional classroom spaces

Figure 22: Three schools have at least two classrooms that can house additional students for K-8 enrollment.



Arctic Light and Joy K-8 Capacity

Schools with capacity for four additional classroom spaces

Figure 23: Two schools have at least four classrooms that can house additional students for K-8 enrollment.

Further Considerations for Keeping Tanana Open for One Year

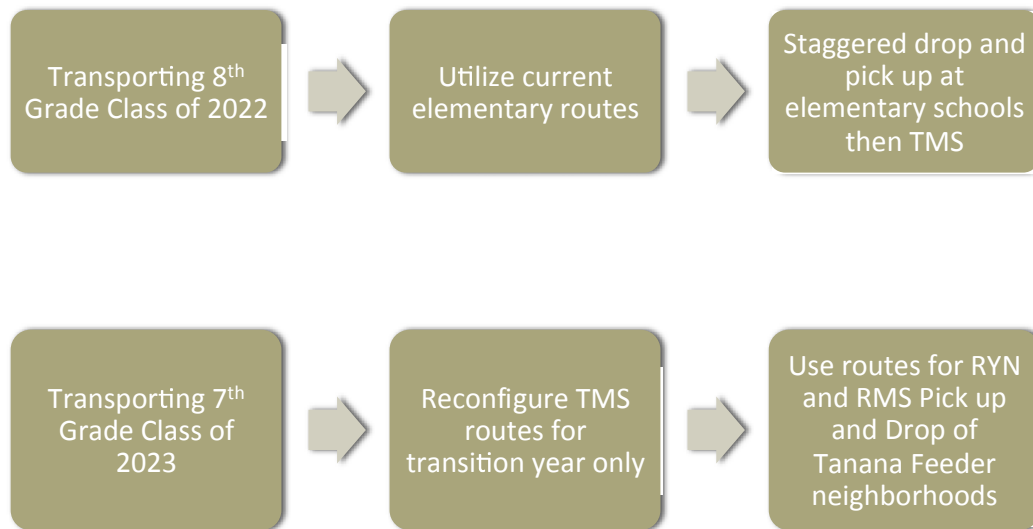
Keeping Tanana open in the Fall of 2017 for students who are already enrolled at Tanana as incoming 8th grade students only (Class of 2023) would limit the transitions that this class of students experiences. The number of teaching positions would be fewer, limiting the variety of course offerings that could be provided to a smaller student body. There will also be staffing costs associated keeping this class at Tanana for one year (Table 7).

TOTAL SALARY & BENEFITS	PERSONNEL COUNT	TOTAL COST	JOB CLASS
\$174,808.96	1	\$174,808.96	Principal, Middle School
\$76,540.00	2	\$153,080.00	Teachers (electives)
\$113,172.04	1	\$113,172.04	Counselors
\$76,650.44	1	\$76,650.44	Lead Custodian
\$69,211.19	4	\$276,844.76	Custodians
\$113,172.04	1	\$113,172.04	Librarian
\$62,589.44	1	\$62,589.44	School safety
\$62,954.04	1	\$62,954.04	Admin secretary
\$51,832.77	1	\$51,832.77	Attendance secretary
\$51,832.77	1	\$51,832.77	Counseling secretary

\$1,290,017.26

Table 7

Transportation of students during the transition year is another cost consideration. Students in the 7th Grade may be bused to Ryan or Randy Smith Middle Schools by reconfiguring the Tanana routes. 8th grade students may be transported utilizing the current routes serving feeder schools, with a drop off at the Tanana. If additional routes are provided, each new route costs \$48,000 (\$47,000 per route, plus fuel). If current routes are reconfigured or additional stops for a drop off added, there is not an additional route cost (fuel only) (Figure 24).



Possible Routing for Transportation During Transition Year

Figure 24