

Kenai Peninsula Borough School District (KPBSD)

SCHOOL CONSOLIDATION INFORMATION

April 2019



I. CONSOLIDATION BACKGROUND

A number of factors were considered to select schools for possible consolidation. While there is no perfect scenario of school consolidation without affecting the families of students, there are circumstances where combining schools can be a solution to a variety of issues. While consolidation may provide financial benefits, the district did not use financial savings as the primary factor when exploring options.

II. FACTORS TO BE CONSIDERED IN CONSOLIDATION OF SCHOOLS (Listed in alphabetical order)

Factors affecting decisions on consolidation include the following:

- Age of Facilities
- Community Impact
- Cost Savings
- Demographics and Attendance Area Boundaries
- Economic Changes
- Employee Impacts
- School Capacities
- Transportation Availability

AGING FACILITIES

Our school facilities range in age from the oldest built in 1935, to the newest built in 2006. Typically, school facilities are designed for a 50-year life span. Within 50 years of age, it is expected that all of the systems and components will have been replaced at least once, and some components replaced two or more times. If this is not done, it is customary to abandon the facility and build a replacement; the cost for wholesale remodeling often exceeds the cost of new construction.

- Thirteen KPBSD schools have sections that exceed 50 years since construction or major remodeling, and an additional eight are between 40 and 50 years old.

- Maintenance of KPSBD school facilities is not currently keeping pace with the pace of deterioration. Deferred maintenance (work needed to sustain the building that is deferred to a later date) is calculated at the state level, exceeds \$230 million in KPBSD, and is growing each year. Critical needs of our facilities exceeds \$30 million. As maintenance is deferred, costs to do the same work will escalate and expand as further damage is done to associated building elements.

District school facilities are owned and maintained by the Kenai Peninsula Borough (KPB) which is separate from the school district. Maintenance is funded by the KPB, through *in-kind funding* in the form of general maintenance funds and capital project funds. The Borough Maintenance department administers school facility maintenance.

- General maintenance funding is used for the day-to-day repairs needed for these facilities.
- Capital project funds are used for maintenance and upgrade projects greater than \$20,000. Current funding does not keep pace with upgrade needs of the school facilities. Setting aside funds for known deferred needs or future projected component and system replacements is not currently taking place. Funding for any identified facility need is limited to available budgets, and funding through one-time bonding.

Out-dated heating, lighting and thermal envelope systems are less efficient and as energy costs escalate, are proportionately more costly to operate. Some systems can be easily upgraded with more efficient components, while other systems require a major remodel of the facility to upgrade.

Educational methods and technology have evolved during the past 20 years, changing the way traditional classrooms are used. Demand for specialty classrooms is diminishing and those spaces are often re-purposed for current needs. Access to power, internet, and flexible space use is now paramount at many levels.

The district anticipates that the time is coming when an aging building will no longer be economical or functional to use as a school. When this happens, the students who attend that school would need to be consolidated into another facility, or a new facility would need to be constructed.

COMMUNITY IMPACT

Neighborhood schools are traditionally an integral part of the community fiber. These facilities often act as a focal point for the identity of the community. Schools provide for cultural, sports, and other extra-curricular activities that draw the community together. School facilities are available for local groups to meet in and use. The presence of good neighborhood schools is

often a deciding factor families consider when determining to relocate, and where is best to raise a family and live.

The loss of a neighborhood school affects the entire community.

COST SAVINGS

Cost savings include costs to heat and operate a school, the cost change in staff and personnel between the schools standing alone, and when consolidated. Actual costs for options will be in a separate document.

DEMOGRAPHIC CHALLENGES

Demographics of a region constantly change, children grow up, and families move. New housing construction grows in areas where housing was not previously developed. Attendance area boundaries that once provided a balanced student count between schools change with demographic changes; over time a school can become much larger than schools in adjacent attendance areas.

- Demographic changes occurring on the primary school level are often magnified on the secondary school level as feeder elementary schools graduate age groups to middle and high schools. Consolidation between elementary schools within a secondary school attendance area has less of an impact than consolidating schools across attendance area boundaries. (Elementary generally refers to younger students, and secondary generally refers to middle and high school age groups.)
- Over time, the enrollment of students at an existing school can diminish to where schools will no longer be able to provide equitable educational opportunities offered at nearby and similar schools.
- Consolidation across incorporated city boundaries is generally difficult and involves overcoming community identities and territorial feelings.

2019: A significant variation in enrollment levels between the three Central Peninsula High Schools exists. When the attendance areas were drawn, the attendance at the four Central Peninsula High Schools was much more balanced.

ECONOMIC CHANGES

The economy of some attendance area boundaries is limited to a single industry. As the economic vitality of that industry changes, it affects the number of students in that attendance

area. If the industry is volatile, significant swings in the number of students can occur from year to year. Areas of specialized industry makes forecasting the needs for educational facilities challenging in contrast to areas with a more diverse economy.

Economic forecasts predict a specific decline in the petro-chemical industry, and an overall continuation of the current economic slump, which translates to a continued decline in student enrollment.

EMPLOYEE IMPACTS

The district is required to manage reductions in positions and involuntary transfers in accordance with Alaska Statutes and the Collective Bargaining Agreements with various employee groups. Employee seniority, areas of licensure, and location all factor into actions the district must take if the numbers of employees or positions are reduced in any given geographical area. Uncertainty regarding future employment opportunities, as well as frequent changes to employee status (and therefore benefits eligibility) are all causes of significant stress for employees.

Consolidation or reductions in programs are ideally considered at points when employee reductions can be managed through naturally occurring changes, such as at times of resignation, retirement, or when other open vacancies are available for displaced employees to fill. This helps reduce stress and uncertainty for employees and provides stability for employee families. This also helps the district retain experienced employees who have benefitted from the training and support the district provides, without having to invest as heavily in orienting and training replacements, which benefits both the district and employees, alike.

SCHOOL CAPACITY

Starting in the fall of 2018, a decision was made to start the process to identify milestones that would indicate the need for consolidation between schools. This action was based on the observation that the KPBSD is declining in population and a time could arrive when students would be better served in a school with a high enough enrollment to offer multiple educational options.

The first step for any consolidation or school closure decision is to identify the true capacity of each school.

The Alaska Department of Education and Early Development (DEED) capacity, established by the state, is based on the gross size of the facility measured from the outside of walls. This naturally captures non-educational spaces such as mechanical rooms, storage spaces, commons, and corridors; and includes large spaces such as gyms, pools and shops. The size of these spaces varies from school to school, as does the size of classrooms. In the KPBSD, the

decision is that a more accurate measure of school capacity for our facilities is to calculate the capacity of schools based on *classroom capacity* in contrast to DEED's analysis of gross facility size outside of walls.

In the fall of 2018, KPBSD surveyed every school in the district to assess spaces used for classroom instruction. An outcome of this survey is the discovery that over time, a large number of spaces designed to be instructional classrooms were converted to meet the needs for our Special Education, Intervention, Therapy and Intensive Needs students. As these spaces generally provide services for students already counted in other classrooms, the overall capacity of the school is diminished from the design capacity of the building. In addition, some primary schools had expanded their program to include Pre-Kindergarten, or Head-start programs, which also diminishes actual classroom capacity.

In the spring of 2019, the capacity of each school facility was re-calculated based on the capacity of classrooms being utilized as classrooms. Spaces used for special education needs, and rooms used for part of the school day for specialized instruction such as choir, music, art, or shop were not counted in school capacity since the students using these specialty rooms are counted in regular classrooms. The current PTR was used as the capacity of the classroom; unless the classroom was physically too small to hold that number of students.

In all cases, the classroom capacity of the building was less than the DEED capacity assigned to the building.

Evaluation takeaways:

1. Some schools experienced a decrease in enrollment that in turn can cause a reduction in teachers due to our staffing formulas. The reduction may limit the ability of staff to provide a full educational experience, especially in the secondary schools. To provide broad educational opportunities, a critical number of students, which in turn supports the need for a higher number of teachers may need to be closer to the maximum capacity than previously understood.
2. DEED capacities are likely based on classroom capacities larger than currently used by KPBSD.
3. The amount of space dedicated to specialty uses may need to be re-examined to validate that the space is being utilized for the highest and best use.
4. Few KPBSD facilities are currently at or approaching maximum capacity. With minor adjustments, several facilities would likely be able to receive more students with a consolidation of schools.

TRANSPORTATION ISSUES

Several attendance areas in the KPBSD have transportation challenges due to deficiencies in the road system.

- **Homer** - Some roads exceed maximum slope for safe all-season travel, but maintenance efforts by the City of Homer minimize risks and make all-season access possible
- **Kachemak-Selo** - No formal road system servicing the village or connecting to other communities. No beach access or air service. Students walk, are transported by ATVs, or in private vehicles
- **Nanwalek** - Water and air access only. No roads connecting the village to other communities. Students walk, or are transported by ATVs
- **Nikolaevsk** - Grade of road service to school exceeds maximum slope for safe all-season travel. Students walk, are transported by ATVs, or in private vehicles
- **Port Graham** - Water and air access only. No roads connecting the village to other communities. Students walk or are transported by ATVs
- **Razdolna** - Grade of road service to school exceeds maximum slope for safe all-season travel. Students walk or are transported by ATVs
- **Susan B English** - Water and air access only. No roads connecting the village to other communities. Students walk, are transported by ATVs, or in private vehicles
- **Tebughna** - Water and air access primarily. Seasonal road access to Anchorage exceeds the distance for sharing attendance boundary needs. Students walk, are transported by ATVs, or in private vehicles
- **Voznesenka** - Grade of road service to school exceeds maximum slope for safe all-season travel. Students walk, are transported by ATVs, or in private vehicles
- **District Wide** - Roads not maintained by the Borough or State are not safe for all-season travel. Bus service is not provided on these roads. Students are transported to nearest bus stop by private vehicle

With the exception of Homer, these communities comprise their own attendance area and were not considered for consolidation because of transportation limitations.

An unfortunate outcome of consolidation of schools is that with consolidation, there is generally an increase in the number of students being transported and an increase ride times.

III. CURRENTLY ANALYZED SCHOOLS FOR CONSOLIDATION POTENTIAL

Due to budget shortfalls anticipated with State educational funding, the study looking at trigger points for school consolidation was expedited. As part of this expedited study, an evaluation of a number of school consolidation scenarios was conducted. It is anticipated that additional options for evaluation will occur in the future and will be added to this list for consideration. (Listed in alphabetical order)

- Chapman School (K-8) consolidated into Ninilchik (K-12), Paul Banks Elementary (K-2), West Homer El (3-6), & Homer MS (7-8) (requires relocation of 6th grade to Homer MS)
- Cooper Landing (K-12) consolidated into Sterling Elementary (K-6), Skyview Middle (7-8), Soldotna Prep (9), and Soldotna HS (10-12)
- Homer MS (7-8) consolidated into Homer HS (9-12)
- Kenai MS (6-8) consolidated into Nikiski MS/HS(6-12) and Nikiski MS/HS (6-12) grades 9-12 consolidated into Kenai Central High School (9-12) making the school in Nikiski a full middle school
- McNeil Canyon Elementary (K-6) consolidated into Paul Banks Elementary (K-2) & West Homer Elementary (3-6) (requires relocation of 6th grade to Homer MS)
- Moose Pass (K-8) consolidated into Seward Elementary (K-5) and Seward Middle School (6-8)
- Nikiski MS/HS (6-12) consolidated into Kenai MS (6-8) and Kenai HS (9-12) (Requires relocation of 6th grade to Nikiski North Star)
- Seward Middle School (6-8) into Seward High School (9-12) (Requires relocation of 6th grade to Seward Elementary)
- Soldotna Prep (9) consolidated into Soldotna HS. (10-12) with River City Academy (7-12) relocated to Skyview Middle (7-8) or other facility to be determined
- Sterling Elementary (K-6) consolidated into Soldotna Elementary (K-6) (Relocation of Montessori required).
- Expanding Homer Middle School (7-8) to include 6th grade Students
- Expanding Nikiski North Star (K-5) to include 6th grade Students
- Expanding Seward Elementary School (K-5) to include 6th grade Students
- Expanding Skyview Middle (7-8) to include 6th grade Students

Please note that some of these listed scenarios are not standalones, and require other site consolidations or configurations.

IV. POSSIBLE CONSOLIDATION OPTIONS AS OF APRIL 2019
(Listed in no particular order)

SOUTH PENINSULA OPTIONS

Option S1. Consolidate Chapman School to Homer Middle School, West Homer Elementary, and Paul Banks Elementary. This includes West Homer Elementary 6th Grade going to Homer Middle School.

Age of Facilities

Chapman School is one of the older facilities in our building inventory. The facility was built in 1958, and added to in 1969, 1978, and 1982. Half of the windows have been replaced, and the other half are in serious need for replacement. The roof is new, but the siding is in need of replacement. The heating plant and control system are over-due for replacement; this is a costly school to operate.

The parking lot has totally deteriorated, is not adequate and needs to be expanded to reduce conflicts between bus traffic and parent drop off traffic.

Current tabulation of deferred maintenance exceeds \$2,900,000.

Community Impact

Closing the Chapman School would have a significant impact on the community as it now serves as a central meeting point and is a catalyst for community activity.

Cost Savings

See Appendix A

Demographics and Attendance Area Boundaries

Per FY2019 forecasts, the Projected Enrollment continues to reflect declining enrollment.

Economic Changes

The Anchor Point area economy is generally diverse, but experiencing the same economic stagnation as the rest of the Peninsula. The impact of a stagnant economy may contribute to a loss of student population.

Employee Impact

Certified staffing formulas will generally result in teachers being reassigned to the locations where the students are reassigned. Support staffing impacts will vary based on seniority and Reduction In Force procedures.

School Capacities

Homer schools have sufficient capacity to accommodate all of the Chapman school students if the 6th graders in the Homer attendance area are moved to Homer Middle School. Options are also open for students living north of Anchor Point to attend Ninilchik School.

Transportation Availability

School bus routes currently transport middle and high school students from as far as the north leg of the North Fork Road to Homer schools. The longest route times are currently 60 minutes for middle school and 70 minutes for high school. Adding a second bus would drop the route time to 45 minutes for the middle school and 55 minutes for the high school.

With the addition of Chapman Elementary students, the two buses currently serving Chapman would be routed south to Homer. Those bus route times would be 45 minutes to West Homer Elementary and 55 minutes to Paul Banks Elementary.

The bus route from Anchor Point to Ninilchik would be maintained. This is a K-12 bus, with a route time of 60 minutes.

Currently there are 22 Chapman middle school students being transported to Homer Middle School, with 10 having IEPs that require programs at Homer Middle School.

Summary:

- *Closing Chapman School would significantly impact the community*
- *Closing Chapman School would expand curriculum options for middle school students*
- *Transportation to Homer and Ninilchik schools for the elementary students would be increased, but still fall in line with other attendance areas*
- *Because of the age of the facility, closing the school would offer savings in operating costs and avoid deferred maintenance costs*

Option S2. Consolidate McNeil Canyon to West Homer Elementary and Paul Banks Elementary and West Homer Elementary 6th Grade to Homer Middle School.

Age of Facilities

McNeil Canyon was constructed in 1983. The school is generally in good condition, but the heating plant is in need of replacement. The roof was recently replaced, but the siding and windows need replacement. The facility also has wastewater treatment and potable water treatment challenges and is currently hauling water from Homer to this facility.

Current tabulation of deferred maintenance exceeds \$3,900,000.

Community Impact

Closing the school would have an effect on the community especially for the after-school programs the school currently offers. These programs are not offered at the Homer schools. The students are currently in the Homer Middle School and Homer High School attendance area and would not change.

Cost Savings

See Appendix A

Demographics and Attendance Area Boundaries

McNeil Canyon students are currently part of the Homer Middle and Homer High School attendance areas. FY2019 forecasts the Projected Enrollment decline has slowed and is leveling out.

Economic Changes

The McNeil Canyon attendance area economy is generally diverse, but experiencing the same economic stagnation as the rest of the Peninsula. The impact of a stagnant economy may contribute to a loss of student population.

Employee Impact

Certified staffing formulas will generally result in teachers being reassigned to the locations where the students are reassigned. Support staffing impacts will vary based on seniority and Reduction In Force procedures.

School Capacities

Homer area schools have the classroom capacity to absorb the McNeil Canyon Students if the 6th graders in the Homer attendance area are moved to Homer Middle School.

Transportation Availability

Two bus routes currently transport students to McNeil Canyon. Those same two routes could easily be re-routed to transport those students to Paul Banks and West Homer Elementary. The maximum ride time for students living at the end of East End Road is approximately 60 minutes to Paul Banks, and 70 minutes to West Homer Elementary.

Summary:

- *Closing McNeil Canyon would affect area families as this school provides a number of after-school programs utilized by families in the attendance area and from the Homer area as well*
- *Homer schools, with some adjustments easily accommodate the transfer of the McNeil Canyon students*
- *Transportation would not be an issue. Ride times for the furthest students would be increased*
- *Closing the school would offer savings in operating costs and avoid deferred maintenance costs*

Option S3. Consolidate Homer Middle School to Homer High School.

Age of Facilities

Homer Middle School was constructed in 1970 with an addition in 1978. Recent major expenditures include replacing the gym floor and installing a new roof. The heating plant and control system needs to be replaced. There are site drainage issues and parking lot issues that need to be addressed.

Current tabulation of deferred maintenance exceeds \$10,100,000.

Community Impact

There is little to no impact to this action as all Homer Middle School students are part of the Homer High School attendance area Boundary.

Cost Savings

See Appendix A

Demographics and Attendance Area Boundaries

Per FY2019 forecasts, the Projected Enrollment continues to reflect declining enrollment.

There would be no impact on the area boundary of the two schools.

Economic Changes

The Homer area economy is generally diverse, but experiencing the same economic stagnation as the rest of the Peninsula. Further deterioration in the southern peninsula economy could magnify the decrease in attendance.

Employee Impact

Certified staffing formulas will generally result in teachers being reassigned to the locations where the students are reassigned. Support staffing impacts will vary based on seniority and Reduction In Force procedures.

School Capacities

As of FY2019, Homer High School can accommodate the student enrollment of Homer Middle School. This will hold true the anticipated future.

Transportation Availability

Currently the same bus routes that serve Homer Middle School also transport to Homer High School. Consolidating the two schools would eliminate one stop on the route.

Summary:

- *Closing the Homer Middle School would have the greatest impact to the community in the areas of after school community use of the facility. The middle school hosts a number of programs offered by the community*
- *Moving the middle school students to the high school setting will open up accelerated classes and curriculum opportunities not currently possible with the two separate schools*
- *This consolidation improves transportation issues as the same buses provide service to both schools*
- *The high school has the capacity to accommodate the middle school students at this time*
- *Closing the school would offer savings in operating costs, and avoid deferred maintenance costs*

CENTRAL PENINSULA OPTIONS

Option C1. Consolidate Soldotna Prep School to Soldotna High School and relocate River City Academy to Skyview Middle or another facility to be determined.

Age of Facilities

Soldotna Prep was constructed in 1970, with an addition in 1984. The heating plant and controls in the older section are in need of replacement. The parking lot has deteriorated past the point of repair.

Current tabulation of deferred maintenance for the Soldotna Prep School exceeds \$10,600,000.

Community Impact

There would be minimal impact to the community with this consolidation. The Soldotna Prep school is currently considered an extension of the high school. Students from the prep school actively participate in classes and extracurricular activities at the high school.

The greater impact would be the relocation of River City Academy to Skyview Middle. This would be predominantly attributed to the distance that Skyview Middle is located out of town, and the reduced space available to the academy.

Cost Savings

See Appendix A

Demographics and Attendance Area Boundaries

There would be no impact on the attendance areas. FY2019 forecasts the Projected Enrollment decline has slowed and is leveling out. The economics of the area suggest that these projections, based on students moving up from feeder schools may be optimistic.

Economic Changes

The Soldotna area economy is generally diverse, but experiencing the same economic stagnation as the rest of the Peninsula. The impact of a stagnant economy may contribute to a loss of student population.

Employee Impact

Certified staffing formulas will generally result in teachers being reassigned to the locations where the students are reassigned. Support staffing impacts will vary based on seniority and Reduction In Force procedures.

School Capacities

As of FY2019, Soldotna High School is currently at approximately 85% of classroom capacity. With the addition of the Soldotna Prep students, additional classroom space may be needed. Three portables are available to be relocated to the Soldotna High School campus from the Soldotna Prep campus. With the addition of the portables, the combined capacity to the two schools will be at close to full capacity.

As of FY2019, Skyview Middle is currently at approximately 63% of classroom capacity. With the addition of the River City Academy students, that percentage is anticipated to increase to 73%.

Transportation Availability

Currently the same bus routes that serve Soldotna Prep also transport to Soldotna High School. Consolidating the two schools would eliminate one stop on the route.

Summary:

- *Because of an anticipated decline in enrollment, Soldotna Prep and Soldotna HS will lose teaching positions in FY2020. With declining enrollment, the consolidation of Soldotna Prep and Soldotna HS will enable the school to continue the education opportunities currently provided*
- *This consolidation improves transportation issues as the same buses provide service to both schools*
- *With the addition of three portables, the high school can accommodate the students from the prep school*
- *There is minimal impact to the community for the consolidation of the two schools.*
- *The relocation of River City Academy will be an inconvenience for those families at the new location*
- *Closing the school would offer savings in operating costs, and avoid deferred maintenance costs*

Option C2. Consolidate Nikiski Middle / High School to Kenai Central High School (grades 9-12), Kenai Middle School (grades 7-8) and Nikiski North Star Elementary (6 grade).

Age of Facilities

Nikiski Middle/High School was constructed in 1987. The facility is generally in good condition. Upgrades to heating controls are needed.

Current tabulation of deferred maintenance exceeds \$7,600,000.

Community Impact

The impact to the Nikiski community would be significant. The school currently provides a focus to the community for sports. The school also provides a gathering point for community activities. Closing the school would be a considerable issue for the community.

Cost Savings

See Appendix A

Demographics and Attendance Area Boundaries

The consolidation of these schools would create a major shift in attendance areas, as the Kenai secondary school attendance areas would absorb the Nikiski secondary attendance area. This would be a significant impact, as community identity could be affected.

Per FY2019 forecasts, the Projected Enrollment continues to reflect declining enrollment. Economic impact by the stagnant petro-chemical industry may increase that decline.

Economic Changes

The Nikiski area economy is generally diverse, but predominantly dependent on the petro-chemical industry, and is impacted slightly more than the rest of the peninsula. The impact of a stagnant economy may contribute to a loss of student population.

Employee Impact

Certified staffing formulas will generally result in teachers being reassigned to the locations where the students are reassigned. Support staffing impacts will vary based on seniority and Reduction In Force procedures.

School Capacities

As of FY2019, Kenai Central High School is currently at approximately 55% of classroom capacity. With the addition of the 9-12 students from Nikiski MS/HS, the percentage is increased to approximately 76%.

As of FY2019, Kenai Middle School capacity is approximately 64% of classroom capacity. With the addition of the 7-8 grade students, the percentage is increased to approximately 80%.

As of FY2019, Nikiski North Star Elementary has a current capacity of approximately 75%. With the addition of the 6th grade students, the percentage rises to approximately 88%. Two classrooms would need to be repurposed to accommodate the students.

Transportation Availability

The same bus routes that currently transport students to Nikiski Middle / High School will be re-routed to the Kenai Schools and Nikiski North Star Elementary.

Summary:

- *Closing the Nikiski Middle/High School will be pose a significant impact on the community and would involve logistical and political challenges to the District as a whole. This will affect community identity and traditions*
- *Consolidation may have an effect on enrollment in our District*
- *As of FY2019, Kenai Central High School can easily accommodate the grades 9-12. Kenai Middle School will be tight, but should be able to accommodate the students in grades 7-8. Nikiski North Star Elementary will need to repurpose two rooms*
- *Transportation times for students will be slightly increased. The longest route will have a ride time of approximately 75 minutes. Rerouting of buses will decrease that time*
- *Closing the school would offer savings in operating costs, and avoid deferred maintenance costs*
- *Other options may surface in the future that may be more advantageous and include the participation of other schools*

EAST PENINSULA OPTIONS

Option E1. Consolidate Moose Pass to Seward Elementary and Seward Middle School.

Age of Facilities

Moose Pass is currently the oldest operating school in the school district, built in 1935, and added to in 1953, 1960, 1974, 1987, and 1993. A water treatment system has been installed to solve water issues and a new roof was recently installed on the majority of the school.

Current tabulation of deferred maintenance exceeds \$600,000.

Community Impact

The Moose Pass School has been an anchor for the community for over 8 decades. However, the population of the community has seen a steady decline. The loss of the school as a community gathering point would be significant to the community.

Cost Savings

See Appendix A

Demographics and Attendance Area Boundaries

FY 2019 Attendance forecasts show a slight increase over the following 5 years. As this equates to five students, the impact would be insignificant.

Economic Changes

The Moose Pass area economy is generally diverse, but experiencing the same economic stagnation as the rest of the Peninsula. The impact of a stagnant economy may contribute to a slight loss of student population.

Employee Impact

Certified staffing formulas will generally result in teachers being reassigned to the locations where the students are reassigned. Support staffing impacts will vary based on seniority and Reduction In Force procedures.

School Capacities

As of FY2019, Seward Schools would be able to accommodate the 14 students from the Moose Pass attendance area. This adds one student to Seward Middle

School, and 13 students to Seward Elementary School which is currently at approximately 84% of classroom capacity.

Transportation Availability

Currently, one route transports the secondary students from the Moose Pass attendance area to Seward. Bus travel time from Moose Pass to Seward is 45 minutes.

Summary:

- *Closing the Moose Pass School will pose a significant impact to this small community.*
- *Seward schools can easily accommodate the Moose Pass students*
- *Transportation can be accommodated without additional costs*
- *As an aged facility, closing the school would offer substantial savings in operating costs, and avoid deferred maintenance costs*

Option E2. Consolidate Seward Middle School to Seward High School and Seward Elementary.

Age of Facilities

The Seward Middle School is our newest facility, built in 2006. There was some earthquake damage from the seismic event two years ago, but the facility is generally in good condition.

As of FY2019, there are no deferred maintenance costs.

Community Impact

Closing the Seward Middle School would have minimal impact on the community. These secondary students are already closely identified with Seward High School. The bigger impact would be the loss of the newest facility in the school district.

Cost Savings

See Appendix A

Demographics and Attendance Area Boundaries

FY2019 Projected Enrollment shows an anticipated increase, but then leveling off and remaining steady.

Economic Changes

The Seward area economy is more diverse than many areas, but still experiencing the same economic stagnation as the rest of the Peninsula. The impact of a stagnant economy may contribute to a loss of student population.

Employee Impact

Certified staffing formulas will generally result in teachers being reassigned to the locations where the students are reassigned. Support staffing impacts will vary based on seniority and Reduction In Force procedures.

School Capacities

As of FY2019, Seward High School is currently at approximately 63% of classroom capacity. Adding the 7-8 grade students from Seward Middle School raises that percentage to 89% of classroom capacity.

As of FY2019, Seward Elementary is currently at approximately 84% of classroom capacity. Moving the 6th grade classes from Seward Middle School would raise that percentage to 89%. Including the Moose Pass students would increase the percentage to 93% of classroom capacity. Currently there are two classroom spaces that could easily be re-purposed to accommodate the 50 projected 6th graders.

Transportation Availability

Currently the same bus routes that serve Seward Middle School also transport to Seward High School. Consolidating the two schools would eliminate one stop on the route.

Summary:

- *Consolidation of these schools would have minimal impact on the community*
- *There is ample room in the high school to accommodate the middle school students*
- *Transportation is simplified as the students for both schools use the same bus routes*
- *There would be some operational cost savings*

V. REPORT CONCLUSION

This study and report was originally scheduled to be completed and released in the fall of 2019. When the Governor of Alaska released his proposed FY2020 budget on February 13, 2019, it became necessary to expedite the findings of this report. Many proposals included in this initial report could be made with a short implementation time in order to meet anticipated budget reduction needs.

In the coming year, additional options will continue be explored and added to this list, including Area Boundary changes; more complex school and grade shifts; Alternative Schools; and Charter School space needs.

Appendix A

Kenai Peninsula Borough School District
Possible School Consolidation Expenditure Reductions

Soldotna Prep

Building Costs	\$	230,205
Support Staff		312,698
Student Nutrition Staff		85,580
Total Projected Savings	\$	<u>628,483</u>

Chapman School

Building Costs	\$	121,127
Support Staff		586,131
Student Nutrition Staff		14,750
Total Projected Savings	\$	<u>722,008</u>

Homer Middle

Building Costs	\$	162,345
Support Staff		284,669
Student Nutrition Staff		11,932
Total Projected Savings	\$	<u>458,946</u>

McNeil Canyon

Building Costs	\$	105,364
Support Staff		310,079
Student Nutrition Staff		-
Total Projected Savings	\$	<u>415,443</u>

Moose Pass

Building Costs	\$	53,713
Support Staff		225,495
Student Nutrition Staff		10,143
Total Projected Savings	\$	<u>289,351</u>

Nikiski Middle/Senior High

Building Costs	\$	456,498
Support Staff		906,097
Student Nutrition Staff		78,498
Total Projected Savings	\$	<u>1,441,093</u>

Seward Middle

Building Costs	\$	204,939
Support Staff		177,739
Student Nutrition Staff		26,795
Total Projected Savings	\$	<u>409,473</u>