

Final Report

of the

District Elementary Enrollment Committee

November 2005

Inter-Lakes School District
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Executive Summary

Charge of the Inter-Lakes School District Elementary Enrollment Committee:
Given enrollment trends, how do we best manage and staff our elementary schools with respect to student needs, concerns of the three communities, and the financial resources of the District?

It is the recommendation of the District Elementary Enrollment Committee (DEEC) that the Inter-Lakes School Board support and implement the expansion of the multiage model at the Sandwich Central School to include kindergarten through sixth grade in two-grade bands.

The rationale for this recommendation is that this model is a viable solution to the issues related to the maintenance of a positive and productive learning environment for children, cost effectiveness, efficiency, and identity of the Sandwich community. It will also provide continuity and stability in the school by accommodating changes in enrollment.

Multiage is a learning environment and teaching philosophy in which instruction is developmentally based as opposed to grade level based. Students of varying ages and grade levels work together in a single classroom community on a common curriculum. In order to balance developmental ranges and class size, multiage classrooms in small schools are frequently comprised of two “grade levels”.

As was the case with our recommendation last year, there are a number of related issues that the School Board and administration will have to take into consideration. Resolution of the following issues is ultimately critical to the successful implementation of multiage:

- Long-term commitment to the multiage model
 - Establish a consistent school structure / philosophy
- Staff training and on-going support
 - Provide time to develop curriculum
 - Provide training in differentiated instruction
 - Provide training in multiage classroom management and procedures
- Maximum class size policy
 - Establish appropriate student – teacher ratio guidelines
- Implementation timeframe
 - Phase-in vs. all school
- Curriculum and grade level expectations
 - Need to review existing curricula
 - Aligning multiage curriculum with District and State expectations
- Classroom configuration
 - Establish pairings of two grades

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Report

The District Elementary Enrollment Committee (DEEC) realized that the issue of declining enrollment was complex with many variables to be considered and required a comprehensive approach to reach a viable, long-term solution. Given the scope of the task, the committee also realized that the timeframe in which the committee was originally expected to complete its task was too narrow. The committee found that it could not make a long-term recommendation to the Board in January 2005, but rather believed it prudent to submit separate short- and long-term recommendations for Board consideration. This report represents the long-term recommendation to the Board.

Formation of the District Elementary Enrollment Committee

On May 25, 2004 the Inter-Lakes School District School Board was notified that two classes at Sandwich Central School would likely fall below the thresholds set by *Board Policy 6151* (See **Appendix A**). The Board authorized the creation of a District Elementary Enrollment Committee for the purpose of advising it in determining the appropriate course of action in dealing with declining enrollment. The membership of the committee was made up of representatives from the three District communities, teachers from both elementary schools, administrators from both elementary schools, a school board member and the Superintendent of Schools (see **Appendix B** for a list of members).

The DEEC first met in September 2004, chaired by the District's new superintendent, Dr. Philip McCormack. Subsequently, the DEEC met twenty-one more times between September 2004 and November 2005 (see **Appendix C** for a list of meeting dates, times and locations). The DEEC began by collecting information ranging from class sizes (see **Appendix D**) at all schools and grade levels to the number of building permits issued in each of the District's towns. The committee looked at the educational, financial and community impact of numerous options for addressing declining enrollment at the Sandwich Central School, and their impact on the District as a whole. Much of this information and the discussions about it are available for review on the web at www.interlakes.org/scs/deec.htm.

The list of ideas was grouped into six clusters of related topics. These clusters were to (1) maintain the *status quo*, (2) change the *structure and/or staffing patterns* of the school, (3) *increase enrollment and/or make better utilization of facilities*, (4) create *revenue offsets* through a number of means including amendment of the cooperative agreement, (5) *close the school and bus students to ILES*, and lastly (6) the committee looked at the legal and practical issues of Sandwich and/or Meredith *withdrawing from the district*. A list of the pros and cons of all of the sub-groups from these clusters is located in **Appendix E**. The discussion of these proposals is contained in the minutes of four committee meetings including November 17 through December 20, 2004.

Short-Term Recommendation

The DEEC issued a short-term recommendation in January 2005. The committee proposed that staffing at Sandwich Central School be adjusted to enrollment projections by creating a K-1 multi-age classroom for the 2005-2006 school year. This recommendation resulted in a corresponding reduction of teaching staff and was reflected in the 2005-2006 school district budget by a savings of approximately \$26,000. The committee also strongly recommended that the Board commit to providing the resources needed to insure a successful implementation of this philosophical and curricular approach. Resources would include training for staff, time needed for preparation, and funding for needed curricular materials.

After the Board accepted the DEEC's short-term recommendation, the committee began its work to review and discuss the feasibility of the implementation of a multi-age approach in all grades at the Sandwich Central School. It reviewed other multi-age compatible options, such as open enrollment within and outside the district and making Sandwich Central School a magnet or charter school. The committee also studied the cooperative agreement itself, including how to amend it. Several of these options had statutory and financial issues that the committee lacked the expertise to comprehensively discuss. The committee was in agreement that it would be necessary to consult with experts in the respective areas as it explored these options. The committee worked with Attorney Barbara Loughman at two separate meetings and with Roberta Tenney from the New Hampshire Department of Education for one meeting; they provided helpful

information to the committee regarding funding formulas, cooperative agreements, special village districts and charter schools.

Village District

One idea that developed was the possibility for the Town of Sandwich to create a Village District (RSA 52:1) for the purpose of providing additional funding to the Inter-Lakes School District for the operation of the Sandwich Central School. The DEEC explored and shared information with the select board from the Town of Sandwich regarding this possibility. Such a “special” Village District would require NH legislative action for which there is precedent. The DEEC reached consensus that pursuing this option was not within the purview of the committee, but rather was a direction that residents of the Town of Sandwich could follow at a later date if the Town’s citizens believed it would be of help in maintaining the school.

Long-Term Recommendation: Multiage

Ultimately, the committee focused more and more on the structure and staffing patterns at Sandwich Central School. The most effective way to staff small classes is to move from a single grade to a multiage model. (See **Appendix F**). Research points to the success of multiage classes and how these classes meet the developmental needs of students. Given current enrollments, it was the consensus that multiage pairings of no more than two grades will be educationally equal and potentially superior to the current single grade configuration.

Multiage pairings of two grades could result in a further reduction in the teaching staff by two full-time positions. If fully implemented next year, this staff reduction along with those already made could lead to savings of approximately \$100,000. It should be noted, however, that this potential savings could be offset by the initial investment required to establish a quality multiage program.

The issue of declining enrollment is a district wide issue not unique to Sandwich. Inter-Lakes Elementary School also faces a decrease in enrollment. Its current size allows ILES to address declining enrollment differently, however, by having fewer sections of any particular grade. In the 2005-06 school year, ILES had one less section of kindergarten due to a drop in the kindergarten enrollment and the remaining sections of kindergarten have approximately 17 students in each.

Indeed, the DEEC carefully considered the challenges created by a recommendation of a wholesale philosophical change to one of the District's two elementary schools. Math curriculum likely will need to be modified at SCS; science and social studies curriculums will be delivered in two-year cycles and this is a concern in regard to student success on State and Federally mandated tests. The District's new assessment and reporting model will need to be modified to fit with multiage classes. Sandwich teachers will be further isolated from their peers at Inter-Lakes Elementary School who will continue with the single grade model.

These challenges are not small, but neither is the challenge of the committee's charge. We move forward with this recommendation with full knowledge that it will not be an easy change, but with the confidence that the faculty, staff, parents and communities will embrace this mandate because of the stability it will bring to the on-going issue of declining enrollment at the school. Meeting the educational needs of the students and keeping the Sandwich Central School open as a vital K-6 school, while prudently conserving the financial resources of the District will best meet the concerns of the three communities of the cooperative District.

Related Issues for School Board Consideration

In the past twelve years, Sandwich Central School has experienced four years of single grade classrooms and eight years of a mixture of single grade, multi-grade and multiage classrooms in which the grade pairings changed from year to year. This recommendation calls for a **long-term commitment** to the multiage model with an established and consistent school structure. Research is limited as to the best multiage configurations; the administration and school board, with whom the final decision rests, may want to consider the following options:

- **K-1; 2-3; 4-5; and a stand alone 6th grade.**
- **K-1; stand alone 2; 3-4; 5-6**
- **Stand alone K; 1-2; 3-4; 5-6**

This commitment would need to acknowledge the occasional likelihood of some small stand-alone classes and some larger than desired multiage classes. We believe that the Board should examine its class size policy and establish appropriate **maximum student – teacher ratio guidelines** in addition to reviewing the minimum guidelines that already exist. At minimum, these guidelines should comply with the standards delineated by the State Board of Education. In the event of a class exceeding a maximum guideline and the Board deciding that the student – teacher ratio needs to be improved, we believe the Board would need to create a second multiage class or other equally viable option, as opposed to splitting a large multiage class back into single grades.

Staff training and on-going support will be vital to the successful implementation of this model. The staff will need time to develop the curriculum and observe successful multiage classrooms in other Districts. Staff may need support with the District assessment model.

The Board will need to consider the **implementation timeframe**. One option would be to phase in the multiage concept by adding a multiage class in 2006-07 followed the next school year by an additional multiage class. Alternatively, all selected grades could move to a multiage configuration at the same time.

The Board will need to understand and support **changes to the curriculum and grade level expectations**, with the understanding that all material would be covered over a two year period, appropriate to the students' developmental level at the time.

Final Thoughts

The process of examining an excellent school and making fundamental changes to it might seem illogical. We have all heard the adage, "If it ain't broke, don't fix it." Students have enjoyed success at Sandwich Central School in spite of issues that can no longer be ignored. There is a history of enrollment fluctuations that have not been addressed in a coherent, long-term manner. This has led to inconsistency in instructional approaches as classes have transitioned from single to combined and back to single grades. Furthermore, enrollment projections indicate future single grade classes too small to promote students' growth in a collaborative learning community.

This committee has looked at how Sandwich Central School delivers education, while also considering the concerns of the three communities and the financial resources of the District. The committee has discussed the whole range of options, from leaving Sandwich Central School just the way it is to closing the school. The DEEC believes that the fundamental quality of Sandwich Central School is enriched by the proposed changes and the District is strengthened through a better use of resources.

Only time will reveal the true extent of declining enrollment and its impact on the District as a whole. We believe our recommendation provides for the quality and stability of education deserved by the District's students, parents and citizens.

Appendix A: School Board Policy 6151 – Class Size

INSTRUCTION

Class Size

The Board recognizes the relevancy of goals for instruction, teaching techniques, staff utilization, class size, and effective learning. Accordingly, it is appropriate for the Board to have guidelines for implementing a policy on class size, which takes into account the various factors relating to effective learning.

Therefore, the administration will make every effort to keep class size at an educationally effective level, taking into account the availability of qualified staff, curriculum requirements, facilities (space available and equipment), the particular “chemistry” of a classroom of individuals, the enrollment of sequential grade levels, funds, and state requirements. Particular attention will be given to the placement of children with special needs.

When a K-6 class size falls at or below the following parameters: Grades K-2 – 8 students; Grades 3-8 - 10 students; the board will provide an opportunity for advice from the administration, any Board-created advisory committee, and the Inter-Lakes community, in determining the appropriate course of action. Consideration will be given to the developmental stage of the students involved, personnel, and financial concerns.

In order for any high school class to be offered with ten (10) or fewer students, the Principal and Superintendent will seek approval from the Board.

If a class is overcrowded, the building principal shall consult with the Superintendent to seek remedies.

12/79

Adopted: 2/80

Revised: 7/89

Adopted: 9/25/89

Reviewed: 09/09/02

Rewritten: 05/13/03

Tentative: 06/10/03

Tentative: 08/12/03

Final Approval: 09/09/03

Appendix B: District Elementary Enrollment Committee Membership

Dr. Philip McCormack, Superintendent of Schools

Jeanne Chute, Center Harbor resident and retired teacher from both Sandwich Central School and Inter-Lakes Elementary School

John Hansen, Sandwich Central School Principal

Richard Hanson, ILSD Board Member and Center Harbor resident

Juli Hird, Sandwich Central School Teacher and Sandwich resident

Leslie Johnson, Sandwich resident (joined committee in September 2005)

Steve Kelley, Inter-Lakes Elementary School Principal and Meredith resident

Kay Marini, Inter-Lakes Elementary School Teacher

Peter Miller, Meredith Selectman

Elizabeth Paine, Sandwich resident (committee member from September 2004 to September 2005)

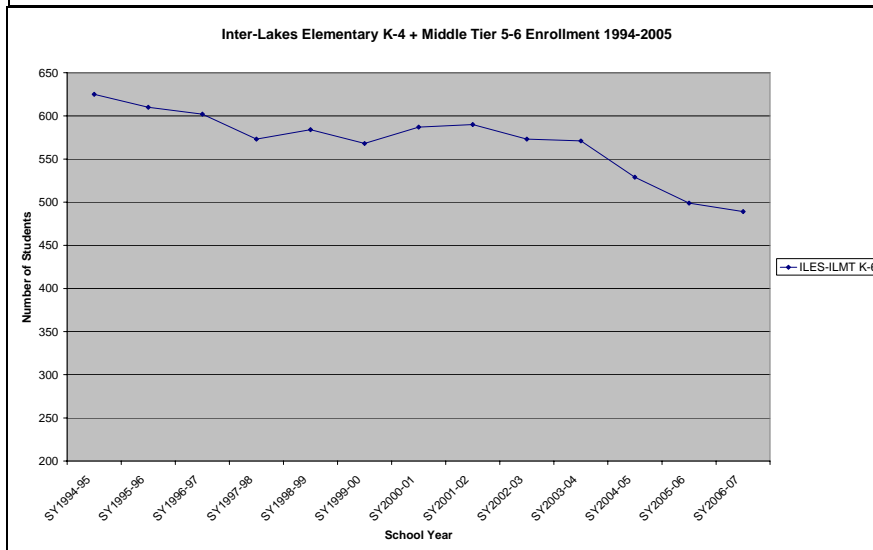
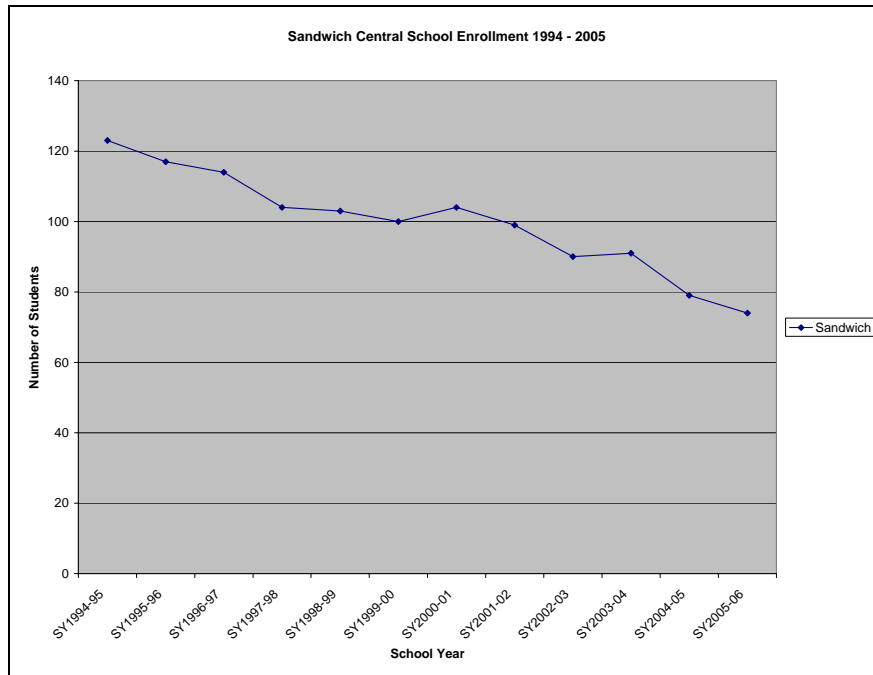
Appendix C: Meeting dates, times and locations

Date	Time	Location
September 15, 2004	4:00 – 5:00 p.m.	SCS Library, Sandwich
September 22, 2004	4:45 – 6:15 p.m.	ILES Library, Meredith
October 6, 2004	6:30 – 8:15 p.m.	SCS Library, Sandwich
October 20, 2004	4:00 – 5:45 p.m.	Humiston Building, Meredith
November 3, 2004	4:00 – 5:45 p.m.	SCS Library, Sandwich
November 17, 2004	4:45 – 6:30 p.m.	ILES Library, Meredith
December 1, 2004	4:00 – 6:00 p.m.	SCS Library, Sandwich
December 13, 2004	5:00 – 7:15 p.m.	Humiston Building, Meredith
December 20, 2004	4:15 – 6:00 p.m.	SCS Library, Sandwich
January 5, 2005	4:00 – 6:40 p.m.	ILES Art Room, Meredith
April 13, 2005	4:30 – 6:00 p.m.	Humiston Building, Meredith
May 11, 2005	4:00 – 5:30 p.m.	Humiston Building, Meredith
May 25, 2005	4:00 – 6:00 p.m.	SCS Gym, Sandwich
June 8, 2005	4:00 – 6:00 p.m.	Humiston Building, Meredith
June 9, 2005**	7:00 – 9:00 p.m.	SCS Gym, Sandwich
June 21, 2005	4:30 – 6:15 p.m.	Humiston Building, Meredith
July 20, 2005	4:00 – 6:00 p.m.	Humiston Building, Meredith
August 17, 2005	3:00 – 5:00 p.m.	Humiston Building, Meredith
September 14, 2005	3:30 – 5:15 p.m.	Humiston Building, Meredith
September 28, 2005	3:00 – 5:00 p.m.	Humiston Building, Meredith
October 19, 2005	7:00 – 9:00 p.m.	Humiston Building, Meredith
November 7, 2005	3:30 – 5:00 p.m.	Humiston Building, Meredith

**The June 9, 2005 meeting was actually a special Sandwich Town Meeting called for the purpose of discussing the enrollment situation at Sandwich Central School. The meeting was moderated by the Town Moderator and conducted under the auspices of the Town of Sandwich select board.

Appendix D: Enrollment History at Sandwich Central School, 1994 – 2005

	SY1994-95	SY1995-96	SY1996-97	SY1997-98	SY1998-99	SY1999-00	SY2000-01	SY2001-02	SY2002-03	SY2003-04	SY2004-05	SY2005-06	Projected SY2006-07
	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students
Grade K	12	12	15	11	13	16	11	11	8	12	7	11	10
Grade 1	13	10	13	14	13	13	17	13	9	11	10	6	11
Grade 2	21	12	13	14	14	13	13	16	11	8	11	10	6
Grade 3	19	24	12	14	13	17	18	15	15	12	9	10	10
Grade 4	23	18	22	11	15	13	15	18	14	15	11	9	10
Grade 5	14	23	16	23	13	16	14	13	20	15	16	13	8
Grade 6	21	18	23	17	22	12	16	13	13	18	15	15	13
Totals	123	117	114	104	103	100	104	99	90	91	79	74	68



Appendix E: Pros and Cons of Different Ideas

Cluster #1: Status Quo

<u>Pros of Status Quo</u>	<u>Cons of Status Quo</u>
Student needs being met	Community concerns
Consistency for students & faculty	Annual agitation
Town identity	Perceived cost ineffectiveness
Single grades serves curriculum goals and needs	Not responsive to changes in enrollment
Equity of program	Perceived inequities of class size and allocation of resources
Small school	Limited social groups in small classes
No further training of teachers required	Lack of space for specials (art, music, computers)
Small class size	Lack multiple teachers at a grade level

Cluster #2: Structure and/or Staffing Patterns

<u>Pros of Multiage</u>	<u>Cons of Multiage</u>
Instruction is developmental	Requires training and cost for training
Good match for Sandwich community	Revised curriculum
Increased flexibility in grouping students / faculty	Staff time
Cost effective use of staff	Uncertainty about standardized testing, including NECAP grade level testing
Social benefits	Revision of District’s academic reporting (currently set up as grade level outcomes)
Classroom management	Not driven by philosophy or educational need
Continuity of instruction	Class size increase may limit possibility of attracting more students, i.e. magnet school
Transition issues	Transition issues – District is currently congruent
Might allow SCS to create a flexible yet consistent structure	
In harmony with District initiatives such as Responsive Classroom and First Steps	In disharmony with Every Day Math
Parent involvement	

<u>Pros of Multi-Grade</u>	<u>Cons of Multi-Grade</u>
Cost efficiency	Students in transition for grade level instruction – not in their own classroom space
Looping	Lack of classroom community
Flexibility as to how the teacher would deliver instruction	Fewer teacher / student interaction opportunities
	Risk of students receiving instruction from someone other than a classroom teacher (i.e. Ed. Assistant)
	Emphasis on grade level outcome, not on student developmental progress
	Portfolio assessment more time consuming

<u>Pros of Adjusting Staff as Enrollment Changes</u>	<u>Cons of Adjusting Staff as Enrollment Changes</u>
Cost effective	Staff continuity
	Lack of focus for school, hard to set a course
	Students’ experiences are chaotic

<u>Pros of Non-graded school</u>	<u>Cons of Non-graded school</u>
Works great for some students	Lack of structure is difficult for many
Flexibility	Lack of exit outcomes
School community	Lends itself to lack of compliance in NCLB
Continuous progress	

Cluster #3 - Increase Enrollment / Better Utilization of Facilities

<u>Pros of Open Enrollment</u>	<u>Cons of Open Enrollment</u>
Tuition revenue	ILSD would have to provide transportation for in-district students
	No guarantee for increased enrollment

<u>Pros of Charter School</u>	<u>Cons of Charter School</u>
Freedom from most State regulations	How quickly is status available
Compatible with other program possibilities, i.e. multi-age	Financial stability
	Operating as a business
	Political will

<u>Pros of Redistricting</u>	<u>Cons of Redistricting</u>
Better use of educational resources	Forced change
Increased interaction among District's towns	Does not necessarily enhance cost efficiency
Could nullify enrollment issue	

<u>Pros of bringing 7th & 8th grade back to SCS</u>	<u>Cons of bringing 7th & 8th grade back to SCS</u>
Maximizes building capacity	Decreased social opportunities due to diminished peer numbers
Reduces transportation costs and time on bus	Decreased co-curricular opportunities
Kids stay in own community	Transition to high school
Reduces class size at ILMT	Lack of space unless multi-age
Options for peer mentoring	Program facilities (i.e. science) not available
Bring programs to SCS	No overall cost savings / limited cost efficiencies
Small school environment	Too much change in short time
	Loss of "middle school" identity
	Don't need to add 7 th and 8 th grade to justify keeping SCS open

<u>Pros of using SCS space for other program needs</u>	<u>Cons of using SCS space for other program needs</u>
Possible cost savings from out of district placements	Not that many students placed out of district
	Not least restrictive environment
	Transportation costs
	Lack of identified program needs

<u>Pros of Magnet School</u>	<u>Cons of Magnet School</u>
Specialized focus	Need to market
Long term ramification	Lack of identified focus – need to develop program
Choice	Choice
Most exciting - opportunity to create visioning school	Politically inexpedient due to lack of cost savings in short run
Could generate extra revenue	Won't save money in short run – cost ineffectiveness

Cluster #4 – Revenue Offsets

<u>Pros of Amending Financial Formula</u>	<u>Cons of Amending Financial Formula</u>
Address perceived political inequities	Legal issues
	Potential divisiveness
	Short term solution

<u>Pros of Amending Coop Agreement to include only Grades 7-12</u>	<u>Cons of Amending Coop Agreement to include only Grades 7-12</u>
Autonomy for Sandwich	Negative impact on I-L Coop. District
Creation of another District	Creation of another District – impact on SAU
Opportunity for Sandwich to create a true community school	Does not adequately address how to deal with declining enrollment
Impact on tax rate (Meredith and Center Harbor tax rates would decrease)	Impact on tax rate (Sandwich tax rate would increase over \$2.00 per thousand)
Ability to create a magnet school, other innovative programming	Possible divisiveness

Cluster #5: Close the School and Bus Students to ILES

<u>Pros of Closing Sandwich Central School</u>	<u>Cons of Closing Sandwich Central School</u>
Cost savings for District	Travel time for kids on buses and parents
	Loss of community cornerstone
	Disassociation w/ existing ILE school
	Dissatisfaction with school experience
	Distance
	Increased pressure on ILES resources, i.e. class size at ILES
	Loss of staff at both ILES and SCS
	Legacy of bitterness

Cluster #6: Withdraw from the District

<u>Pros of Sandwich withdrawing from Cooperative District</u>	<u>Cons of Sandwich withdrawing from Cooperative District</u>
Possible financial savings for Sandwich	Legal fees
Choice of different high schools (Sandwich residents could make arrangements with multiple high schools in region)	Security for high school students (and grades 7 and 8). Dependent on will and capacity of other school districts
Autonomy / governance	Fragmentation of high school community
	Difficulty to place special education students and transport them
	Loss of relationship “divorce”

Appendix F: Combined Grades vs. Multiage Grouping: A Comparative Analysis

(This information was first presented by Juli Hird at a meeting of the Inter-Lakes School District School Board on May 25, 2004.)

Combined Grade Classroom Configuration

Definition: Situation in which two or more grade levels are combined within one physical classroom, yet instruction is delivered to each grade level separately.

Benefits:

- Compatible with grade-specific curricula, assessment and reporting processes.

Challenges:

- In at least one grade level, the student group is divided between two physical classrooms. Throughout the day, they are in constant motion in and out of grade specific groupings for instruction, and traveling to different locations in the building.
- Due to “reshuffling” throughout the day, classrooms lack the ability to form a collaborative learning community. Classes are unable to develop a cohesive identity, and the classroom teacher is rarely able to interact with all of his/her students together. In addition, the teacher has fewer opportunities to interact with each student individually.
- Because this structure is usually enacted when teacher cuts occur, at least one grade level is at risk of receiving direct instruction from an aide who is not a certified teacher – **because one teacher cannot provide instruction in two distinctly different curricula to two different groups of students at the same time.**
- The curricular and assessment spectrum is doubled in size, as is the spectrum of students’ developmental ranges. Providing instruction that is consistent, yet differentiated to meet all individual needs, becomes doubly problematic.
- In environments in which Title I services are unavailable and the combined grades occur at the early primary level (grades K-2), at-risk students are less likely to receive the interventions they need.
- When these configurations are created because of teacher cuts, class size in a combined grade environment risks becoming unmanageable. For example, combining two grades of fifteen students each creates a whole class size of 30.

Recent combined Grade Configurations at Sandwich Central School:

SY 1998-1999

Grades 1-2

Grades 2-3

SY1999-2000

Grades 2-3

Grades 3-4

SY2000-2001

Grades 4-5

Grades 5-6

Multiage Classroom Configuration

Definition: Learning environment and teaching philosophy in which instruction is developmentally based as opposed to grade level based, and students of varying grade levels work together in a single classroom community. In order to balance developmental ranges and class size, multiage classrooms in small schools are frequently comprised of two “grade levels”.

Benefits:

- Compatible with outcomes-based, standards-based curricula, assessment and reporting processes.
- Instruction, being developmentally based, is differentiated to meet the needs of students of all ranges.
- Enrichment and intervention strategies are utilized within the differentiated instruction. Special education, as well as gifted-and-talented services, is provided within the classroom in a meaningful context, rather than in pull-out situations.
- In small school environments, students’ peer groups are expanded, thereby enhancing their social skills development.
- Whole-class thematic exploration enables a collaborative learning community to flourish within the classroom.
- Students in a multiage configuration remain with their classroom teacher for two years enabling strong relationships to develop between the students, teacher and parents. Both the students and teacher begin the second year together already knowing one another and ready to continue rituals and traditions established in the previous year.

Challenges:

- Requires in-house teacher training, specifically in multiage and effective differentiated instruction.
- Requires modified curricula, assessment and reporting processes. While nothing needs to be “taken out”, the elements need to be reorganized into a looping, thematic framework.
- Requires long-term planning, incorporating the elements cited above, as well as a collaborative community of teachers, administrators, and parents.
- Requires a structure of consistency as well as flexibility, in order to accommodate fluctuations in enrollment.

Disadvantages:

- Without each of the above challenges being addressed, the multiage environment fails, and manifests as a combined grade configuration.

Appendix G: Multiage Recommended Reading

- Dewey, John. The Child and the Curriculum. University of Chicago, 1990.
- Forsten, Char, et al. Differentiated Instruction: Different Strategies for Different Learners. Peterborough, NH: Crystal Springs Books, 2002.
- Forsten, Char, et al. The Multiage Evaluation Book. Peterborough, NH: Crystal Springs Books, 1999.
- Grant, Jim, et al.. A Common Sense Guide to Multiage Practices – Primary Level. Columbus: Teachers’ Publishing Group, 1995.
- Grant, Jim, et al. Multiage Q & A: 101 Practical Answers to Your Most Pressing Questions. Peterborough, NH: Crystal Springs Books, 1996.
- Grant, Jim, et al. Our Best Advice: The Multiage Problem Solving Handbook. Peterborough, NH: Crystal Springs Books, 1996.
- Lawrence, Barbara Kent, et al. Dollars and Sense: The Cost Effectiveness of Small Schools. Cincinnati: Knowledge Works Foundation, 2002.
- Merrick, Sandra. How to Manage Your Multi-Age Classroom – K-2. Huntington Beach, CA: Teacher Created Materials, Inc., 1996.
- Jackson, Debra, et al. “Planning and Implementing the Multiage Classroom: The Magic of Multiage”. Apple Learning Interchange. 2003. National Board for Professional Teaching Standards. October 27, 2005. <http://ali.apple.com/ali_sites/deli/exhibits/1000843/School-Based_Support.html>.
- Walser, Nancy. “Multi-age Classrooms: An Age-Old Grouping Method Is Still Evolving.” Past Issues. January/February 1998. Harvard Education Letter. October 27, 2005. < <http://www.edletter.org/past/issues/1998-jf/multiage.shtml> >

Appendix H: Web Based Multiage Resources

National Multiage Institute
Center for Excellence in Education
Northern Arizona University
P.O. Box 5774
Flagstaff, Az 86011-5774
(520) 523-4280
Contact: Dr. Sandra Stone, Director
<http://coe.nau.edu/academics/Programs/nat.multi.inst.php>

National Alliance of Multiage Educators
Society for Developmental Education
10 Sharon Road
Peterborough, NH 03458
(800) 924-9621
<http://www.socdeved.com> – Click on links for differentiated instruction.

Russell Yates, Multiage Teacher
Chimacum Elementary School
P.O. Box 278
Chimacum, WA 98325
<http://www.multiage-education.com/> -- Excellent links to other web based information.

Sandwich Central School
28 Squam Lake Road
Center Sandwich, NH 03227
(603)284-7712
www.interlakes.org/scs/deec.htm -- Links to other web based information