Welcome to the Rivendell Interstate School District Community Forum
WHY WE ARE HERE TONIGHT

- Increase understanding of the goals and reasons for reorganization
- Work together to look at the possible positive outcomes and challenges presented by each option
- Answer questions and gather comments for board members to take into account when making a decision about reorganization
The mission of the Rivendell Interstate School District is to foster the intellectual, social and personal development of its students.

Our goal is that they will become life-long learners, positive contributors to their communities and productive, healthy adults.
PRINCIPLES

• An engaging, team designed curriculum
• Significant and ongoing connections between school and community
• Structures and practices that support teaching and learning
• Creation of a schedule that responds to the needs of the learners
• Ongoing monitoring and evaluation of the planning process
• Clear standards and accountability
• Planning backwards from the Mission, envisioned in terms of student performances
• An emphasis on assessment—including Exit Exhibitions at the end of grades 8 and 12
GUIDING INFORMATION

- Report by consultant Ray Proulx
- Community forums
- Annual meetings
- Strategic planning process and final plan
- NEASC report
- NESDEC enrollment study
- Research on grade configuration
NEASC

- Increase awareness of the school’s mission statement
- Examine the organizational structure of the Rivendell Academy focusing on a single (6-12) school design
- Develop and implement a shared vision of leadership for the administration of the Rivendell Academy
- Develop and implement a long range plan that addresses the middle school building’s aging condition
ENROLLMENT

General Projections

• According to the 2008 NESDEC Report, enrollment over the next 5 years will decrease from 518 (2009-10) to 504 (2010-2011) to 484 (2014-15) representing a 9% decrease over the next 5 years.

Trends

• Student populations in small schools fluctuate from year to year

• Declining enrollment throughout Vermont
## ENROLLMENT

### Current Structure

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<tbody>
<tr>
<td>WES (PreK-5)</td>
<td>96</td>
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<td>90</td>
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<tr>
<td>SME (PreK-5)</td>
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<td>132</td>
<td>127</td>
<td>132</td>
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<tr>
<td>RA (6-12)</td>
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<td>265</td>
<td>257</td>
<td>242</td>
<td>232</td>
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### NESDEC

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**ADMINISTRATIVE STRUCTURE**

**CURRENT**
- Head of Schools
- Head of High School
- Head of Middle School
- Principal WES
- Principal SME

**Non-Administrative Positions**
- Dean of Students – .5 FTE
- Associate Curriculum Coordinator – .3 FTE

**PROPOSED**
- Superintendent (.5)
- Head of Schools/Head of Rivendell Academy
- Head of Elementary Schools
- Assistant or Principal of Elementary School

**Non-Administrative Positions**
- Dean of Students – Increase by .5 FTE
- Curriculum Coordinator – Increase by .2 FTE
BENEFITS OF NEW ADMINISTRATIVE STRUCTURE

• Streamlined administration will allow for greater consistency in decision making and curriculum K-12

• New administrative model will provide us with more resources to create curriculum that reflects 21\textsuperscript{st} century skill development and greater opportunities for interdisciplinary units and connection to the community

• Allocate less spending on administration so that more money can be used for programming that directly benefits students
**ADDITIONAL BENEFITS**

- Greater continuity of curriculum and expectations across the district
- Maintain and continue to build on academic progress
- Address the increasing costs of educating students in light of declining enrollment and fewer state and federal resources
- Remain fiscally responsible to all members of the Rivendell community
KEY CONSIDERATIONS when developing options

- Consistency across the PreK–12 curriculum and academic expectations
- Sound educational practices
- Fewer transitions
- Ensure students move smoothly through the system—academically, socially, and emotionally
- Ensure high quality learning experiences that meet the unique nature and needs of young adolescents regardless of the sign on the building
- Grade configuration in each building that appropriately supports the development of the individual age groups
- Configuration that allows for appropriate interaction between a range of grade levels
- Configuration that best fits within each community and maintains that sense of community
GRADE CONFIGURATION RESEARCH

• Research on grade configuration stresses that “it is not about grade configuration per se that is the central issue, but that of offering a quality program in an effective manner.”

and

• “The National Middle School Association believes that ‘Middle level education is not about grade configuration, but rather about effective programs and practices, like interdisciplinary teaming and integrated curriculum, that are developmentally appropriate for young adolescents.’ ”
<table>
<thead>
<tr>
<th>Grade Configuration</th>
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<tr>
<td>K-6</td>
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<td>7-8</td>
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From *Middle School is Not a Building. Educating Vermont’s Young Adolescents in the 21st Century*, Vermont Middle Grades Task Force 2009
OPTION A
Two K-8 Elementary Schools; 9-12 at High School

Why consider this option?
• Strong supportive research on the K-8 model

Placement/fit
• Preschool would move to newer wing of middle school
• Art and music would need to share a room (this was original model of elementary buildings)

Samuel Morey (SME)
• 10 classrooms — one classroom per grade with one additional classroom – built for 231 students/staff
• Current 4th grade has 26 students with 23 projected for incoming kindergarten. There would be an extra room to split only one of those classrooms.
• Challenging for “bubble” years and any potential increase in enrollment.

Westshire (WES)
• 8 classrooms – built for 166 students/staff
• One grade would need to use art/music room as homeroom/advisory or…
• Create a multiage classroom for grades one and two
OPTION B
Two PreK-6 Elementary Schools; 7-12 at High School

Why consider this option?
- Strong research supports keeping 6th grade at the elementary schools
- Fewest transitions for students
- Keeps preschools at the elementary schools

Placement/fit – Elementary Schools
- Art and music would have to share a room at WES and SME (except on years when there are no “bubble” grades at SME)

SME
- 10 classrooms – built for 231 students/staff
- Two extra rooms for “bubble” grades

WES
- 8 classrooms – built for 166 students/staff

RA
- New building has 13 classrooms – built for 325 students/staff (excluding multipurpose and resource rooms)
OPTION B
Two PreK-6 Elementary Schools; 7-12 at High School

Placement/fit – High School facility

- 7/8 students will use three classrooms in downstairs corridor
- Choice 1: Use three current classrooms and have students use science lab at the top of the stairs
- Choice 2: Convert current “band room” to a science lab
- Add fourth classroom in rear of library
- Students will have their own restrooms in downstairs corridor
- Students will be located within a few feet of the outside exit for easy exit and release if necessary
- Separate lunch time
- Students will take classes such as art, physical education and music in already pre-determined classes; middle school students will not be taking classes with any high school students (exception: teacher/parent recommendation based on student proficiency [i.e. 9th Grade math, art, music etc…])
OPTION B
Two PreK-6 Elementary Schools; 7-12 at High School

Placement/fit – Current Middle School facility

- Life skills will remain where it is
- Foreign language (2 classrooms)
- Art or possible one other content (1 classroom)
- District office will occupy remaining 3 classrooms, current main office and auxiliary office spaces at entrance
- Current multi-purpose room continues to be gathering place for MS students when they arrive, a “community room,” and available for various school and community events.
OPTION B
Two PreK-6 Elementary Schools; 7-12 at High School

Gym space will have to be utilized and scheduled more carefully:

• Current events will fit well except for the 3-1/2 months of basketball, where we may have to coordinate split gym at times.
• Possible limitation of use to outside organizations
• Thetford Academy uses one gym; and Oxbow occasionally uses Bradford Academy
• Common room at current MS could be used for initial play practice
• Band and music may share one room
OPTION B
Two PreK-6 Elementary Schools; 7-12 at High School

• Upstairs classrooms in Academy building will be shared resulting in most being used all day

• Guidance office will be made smaller

• Multi-room converted into Special Education Suite for 7-12 (three small office spaces) and common room

• Current Special Education room transformed into teacher common planning room. Shelves will be housed with books and other teacher resource materials for common use. Two offices there will be un-assigned and used for parent phone calls and other private needs.

• Gym area and café could be used for advisory and/or labs if needed.
OPTION C
One K-4 School; One 5-8 School; & One 9-12 High School

Why consider this option?
• Mentioned at District meetings by parents
• Some positive academic and social strengths for students
• Strengths around building a strong collaborative teaching community

Placement/fit
• Preschool would move to newer wing of middle school

SME
• 10 classrooms – built for 231 students/staff
• Room for two classrooms for each grade – 5 grades

WES
• 8 classrooms – built for 166 students/staff
• Room for two classrooms for each grade – 4 grades

RA
• New building has 13 classrooms – built for 325 students/staff
(excluding multipurpose and resource rooms)
COST COMPARISONS

CURRENT STRUCTURE
• Head of Schools/Superintendent
• Head of High School
• Head of Middle School
• Principal WES
• Principal SME
• Dean of Students* (.5)

Total Cost: $424,190

* Non-administrative position

PROPOSED STRUCTURE
• Superintendent (.5)
• Head of Schools/Head of Rivendell Academy
• Head of Elementary Schools
• Assistant or Principal of Elementary School
• Dean of Students* (1.0)
• Curriculum Coordinator* (.5)

Total Cost: $370,000
Savings of $54,190 yearly.

* Non-administrative positions
FINANCIAL IMPACT

Potential Annual Savings

- Reduction in custodial position $9,000
- Reduction of Admin. Asst. $22,000
- Reduction in utilities: $15,000
  - Electricity
  - Fuel oil
  - Propane
- Rent for District office $22,000

Total potential annual savings $68,000

Total administrative savings $54,190

Total annual savings after year one $122,120

Savings would increase each year based on annual increases in cost. Over 5 years, this could potentially save the District $500,000.
POTENTIAL OTHER COSTS

**Option A**
- Travel for teachers/administrators $3,000

**Option B**
- Modify High School multi-room $50,000
- Install doorway from library to back hall $5,000
- Modify band room for science & art $2,500
  
  \[ \text{Anticipated cost} \quad $57,500 \]

**Option C**
- Increased yearly bussing costs $24,000
- Travel for teachers/administrators $3,000
  
  \[ \text{Anticipated cost} \quad $27,000 \]
ESTIMATED RENOVATION COSTS FOR FACILITIES

Middle School building will need approximately $168,000 at a minimum of repairs/upgrades over the next 1–10 years

These repairs include:

- Section 3 Boiler immediate $ 20,000
- Section 3 Doors immediate $ 16,000
- Driveway & Parking Lot 1-2 years $ 27,000
- Section 3 Temp. Control System 2–3 years $ 45,000
- Section 1 Boiler 5–10 years $ 20,000
- Section 2 Roof 10 years $ 40,000

**TOTAL** $168,000
ESTIMATED RENOVATION COSTS FOR FACILITIES

OTHER CONCERNS
Middle School Building

- Memorial Hall Gym Air Handler $ 40,000
- Memorial Hall Gym Floor/Asbestos Abatement $115,000
- Section 2 Air Handler $ 40,000
- Sections 1 & 2 Sprinkler System $150,000*

Total estimated expenses $345,000

Plus previous 1-2 year needs $168,000

Total expenses $513,000

* Sprinkler system could move to the top of the list at any time.