REORGANIZATION
November 5, 2009

What is Best for Students

Option A  Elementary K-8, 9-12 Academy, Pre-K at Middle School
- Less transition from school to school, particularly at 6th grade—good developmentally
- Keeping kids in elementary school longer develops deeper sense of community. Also gives high school a better sense of community
- Keeps middle school students away from high school students—separation from older influences

Option B  Elementary Pre-K-6 7-12 Academy as one school
- Only 1 transition
- Kids are as near to their own towns as possible
- Fewer scheduling and staff changes
- Is developmentally appropriate

Option C  Pre-K-4 to SM, 5-8 WES, 9-12 Academy
- Can separate students who need to be separated
- Better options for teaming
- Sharing of material is easier
- Title 1 is in one building
- Students will be together from K-12
- 7th and 8th graders have their own school
- Like developmental sections of age groups
- Educational sound

What is presented in challenging for re-organizing

Option A  Elementary K-8, 9-12 Academy, Pre-K at Middle School
- Difficult to convince present junior high students to go back to Elementary School
- Pre-K would lose a lot of students if parents need to drive their students to Academy particularly those from Vershire
- Developmentally Middle School students are in a different place and need a different place
- Primary students need their own space. Middle School impacts the primary program too much
- Westshire’s gym is too small for middle school students
- Westshire’s internet access isn’t as fast
• Resources are not equally allocated
• Physical plant has limitations for middle school students
• Space is an issue
• Sports, Intramural and extra curricular activities will be challenging in terms of integration, transportation, etc.,

Option B  Elementary  Pre-K-6  7-12 Academy as one school
• Research is based more on
• Students wouldn’t be able to get classes they need because scheduling won’t allow it
• Putting physically small students in with high school students will be intimidating for them
• Middle School students would make more irrational decisions
• There will be physical and emotional intermingling with 7-12 in one building

Option C  Pre-K-4 to SM, 5-8 WES, 9-12 Academy
• WES is better suited for younger children
• Keep plan just flip flop Pre-K-4 at WES and 5-8 at SM
• Transportation will be an issue
• Please see notes from Option A in terms of WES and Pre-School
• Pre-school needs to be a elementary setting
• Lack of pre-school equipment at HS. Would the equipment be safe if put there

Is there anything you would like to add
Option A  Elementary K-8, 9-12 Academy, Pre-K at Middle School
• Can’t transport kids that far, particularly in winter
• Library titles—Is there enough space at Elementary Libraries and would you have to purchase more titles so each library has appropriate?
• Does moving from room to room affect teaching capabilities because they would have to be mobile
• What is the cost to bring elementary schools to meet this need?
• Shared teachers between HS and MS would need to be addressed.
• There would be no space for Specials teachers which would limit options
• Only offering 1 language should never be an option
• Multi-age at WES may be necessary is not an educational reason, is only space
• Pre-K is closely nurturing by elementary school. Age difference is too great. Pre-K may see and hear things that may not be positive
• Mentoring opportunities for high school students is positive
• Just got NEASC approval for middle and high school. This does not meet our NEASC approval

Option B  Elementary  Pre-K-6  7-12 Academy as one school
• How will an assistant Principal work
• WES always get the short end of the stick. The Academy has resources and access to full time nurse, the fast squad, the district office, etc. Due to WES’s location, WES needs to have a Head of Elementary Program.
• Some people have questions about the progressive nature in education. This feels like a step backwards. Does it fit the Rivendell mission
• This is not what NEASC approved
• Had trial test last week due to asbestos scare. Was chaotic, but went as smoothly as it could go. It was pretty crowded. All the rooms are currently being used now.

Option C Pre-K-4 to SM, 5-8 WES, 9-12 Academy
• Middle school developmentally is an important issue in Option C and not Option B and A
• Extra curricular and sports is an issue
• WES gym is too small
• WES internet too small
• Concerned information doesn’t filter down to students
• Students need to have in-put to have buy-in
• Location of buildings is an issue
• There are general concerns about these issues such as logistics, sense of community
• Each option is contradictory to other options in terms of the education implications rationales
• Does re-structuring administration necessarily affect programming to this extent?

GENERAL
• Through this process with Ray Proulx we never discussed the administrative structure in terms of changing our program. Do these options align with the community’s input.
• Shift DO to WES, move K-5 to SM and keep the rest the same
• Go slow and do it for the right reasons
• Things are going well as they are. Why change what is already educationally working
• People staff, students and parents feel Rivendell is finally working
• We need to right leader
• Hire an outside consultant to do an official enrollment projection study like we need when Rivendell was first hired
• The administration structure is not dramatically different to warrant such drastic changes
• Move Pre-School and DO to WES, have K-6 at SM and 7-12 at Academy
• Use Rivendell vans to transport pre-school students
• All buildings feel stable as it is
• Can we retain our elementary principals
• I think the Rivendell Board should congratulate themselves that things are going well with the current structure
• Rivendell is all about small class settings to be able to do inquiry based learning, PLP’s Project Based Learning and all the things that make Rivendell, Rivendell