Option A

Positive benefits for students
- K-8 Behavior issues reduced in old K-8 Fairlee.
- Fewer transitions – good.
- Continuity / Sense of community.
- Opportunity for older students to mentor preschoolers.
- Can create positive relationships student / adults
- High school students opportunity to teach in preschool – with proper supports and a well-planned process within a high school class
- K-8 more possible parent involvement.
- Moving middle school away from the high school cuts down on exposure to teen problems, i.e. young exposure to teen pregnancy, drug and alcohol use

Challenges (to students)
- Facilities are not structured K-8.
- Gym small for 8th graders.
- Damages present 6-12 continuum
- Traumatic 9th grade transition
- K-8 space is challenging, large classes
- Potential multi-age classes at Westshire would be different than Sam Morey
- Preschoolers from Westshire / Vershire parents might not drive their kids to Orford.
- If trailers are used, the isolation of these classrooms disrupt the community feeling
- 7, 8 grade sports would have to be at high school – would be difficult for student participation
- Concerned about 8 to 9th transition
- Exacerbate “us” vs. “them” in the two elem. schools. Might continue through high school.
- Space.
- Space.
- Kindergarten – Pre-School integration would not be possible
- Art and “Specials” could be strained
- Life-skills for some could be compromised
- Academic transition would be difficult to go to the “it’s game time” of the high school.

Option B

Positives
- Better potential
- EST shared knowledge – Knowing students through another year
- Physical structure could work better than option A for students– elem. schools are built for small folks
- Better for transition to High school academic and behavioral expectations
- Is more socially acceptable to 8th graders to be with older students rather than elem.
- All adolescents would be together (hormones).
• Better plan for students – age separation
• PreK – K transition better / towns close to preschool
• Most doable of all three

Challenges (to students)
• (No challenges were listed in plan B document presented to staff. Why?)
• Not enough classroom space in RA. We would need to place 5 middle school teachers within RA.
• 6th graders also have hormones. Transition at 7th grade difficult at full hormone level.
• Hard enough to transition 5th grades. By moving that to 6th grade it is even more difficult.
• Add two classes to elementary school – Art / music / PE / guidance will be strained. Students will have reduced guidance support.
• How in the world do we keep 7th grade daughters away from freshman and others?
• Research shows – maintaining separation middle / high is important
• Growing up to soon…
• 7 – 12 in high school – could produce overcrowding – is there actually enough room? The math doesn’t seem to work in regards to financial savings on admin level
• Middle schools were developed for a reason.
• Art – would there be program cuts?
• It’s nice for 6th graders to go from classroom to classroom.
• Two principals going back and forth between two elems is jagged.
• Admin. Structure - supervision of preschool: special ed. director as a supervisor would make more sense than head of elem.– distance from elementary important
• Tried shared elem principals before and it didn’t work at all.
• What is the difference between shifting “middle school principal” to “Dean of Students” – It’s still administrative in a way…

Option C
Positives
• Supervisor of Pre-K better by superintendent as compared to head of elem, still prefer sped director
• No “us vs. them” of towns - camaraderie
• Complete equity in programs
• True middle school and separated from HS
• More diversity in classrooms to split / divide kids in positive ways
• Space issue better.
• Great for colleagues to be in the same school. – good for kids. Teachers support each other.
• One set of guidance curriculum for each grade – more money for kids for other things
• Better split of staff – more full-time than half-time people – more services.
Challenges (to students)
- Transportation – Westshire – 25 minute bus ride for younger kids
- A break in the continuum at an earlier age
- Westshire would not be a good facility for 5 – 8. It was built for little ones. Raise the toilets?
- Built new gym for Westshire? Too small for games.
- 5-8 isolated at Westshire – not a good transition to send them away then have the come over to the NH side
- Transportation x 6
- Extra curricular suffering – parents with children in all three schools can’t drive to Sam Morey, Westshire and to the high school to do extra curriculars
- West Fairlee and Vershire won’t attend preschool because of transportation difficulties
- Long bus ride for some
- More transitions – and at an earlier age - student anxiety – too many breaks in the continuum.
- Neighborhood school gone
- West Fairlee, Vershire parent participation would go down if littlest are removed from community

Questions and comments regarding all of the options
- Will any of these options actually save any money given all that would need to be fixed to make one of these plans run?
- Why do we have to change structure of education to cut an administrator?
- What is going on with the middle school building that it needs so much?
- People lose sight that our kids are guinea pigs. Why do we need another change for them?
- A huge upheaval will affect the kids negatively.
- These three options go back to administrative models that did not work in the past.
- We have now a working administrative model… took ten years… why throw it out?
- What are ways to make small changes in each school rather than a dramatic change.
- Are numbers really dropping? The predictions have not been right so far.

Other options we support more than those presented
- Option D: Just cut superintendent by half / keep everything else and fix middle school
- Option E: Just cut superintendent by half – pick one of the three options for future consideration. When student levels actually drop – move to model in a planned manner.