

Dear Parents, Staff, and Community,

Thank you to everyone who submitted questions regarding the proposed redistricting of PK-8 in the Sanborn Regional School District. We have tried to answer all the questions in this document. The document is organized in the following way:

1. Summary
2. Answers to community member questions
3. Answers to staff questions

All of the important information regarding the reorganization is located in the links below. Just click on each link and you can see all the information presented throughout the last 18 months. If you have not read these documents or watched the videos, I strongly encourage you do so.

- [Middle School Reorganization Proposal](#)
- [Video of Middle School Proposal](#)
- [Elementary School Reorganization Proposal](#)
- [Video of Elementary Reorganization Proposal](#)
- New England School Development Council (NESDEC) Study:
 - [Part 1](#)
 - [Part 2](#)
 - [Summary of Options](#)
 - [Article 8 Information Letter](#)

There are some questions that cannot be answered at this time. If the School Board chooses to reorganize the district, we will be working collaboratively with staff to answer these questions throughout the next school year as we plan for the move.

A Public Forum to review these FAQ's and to answer as many of the survey questions as possible will be held May 15th at 6:45 pm in the Auditorium of the Sanborn Regional High School. We will do our best to elaborate on these answers, as needed, and answer additional follow-up questions. I look forward to seeing many of you there.

Sincerely,

Thomas J. Ambrose

Superintendent of Schools

Frequently Asked Questions About the Proposed K-8 Reorganization

How will school schedules and staff be reorganized?

The creation of the school's 'master schedule' is a very complicated and time-consuming process. Deciding when certain grade levels will eat lunch, or have PE / Art / Music / Library requires the consideration of many factors including the age of the children, the availability of specialized space within the building, etc. These decisions will, in turn, affect the organization and allocation of staff to the schools. Given the complexity of the process, and the time it will take to develop a final schedule, the final schedule will not be available until after a decision is made by the School Board to reorganize.

What impact will this have on Special Education programming?

Student Individual Education Programs (IEPs) are legal, binding documents that must be followed. Staffing and programmatic decisions are made based on the needs of our students with disabilities. As such, we cannot give specific answers to questions about Special Education staffing at this time, although we have planned enough staff to maintain the current programs we have provided PK-12. Our hope is to provide improved programming as a result of the reorganization through the elimination of travel time for some specialists, and the ability to more effectively group students with similar needs in one location.

How might this change elementary start and end times?

The PK-3 and 4-6 schools will have staggered start and end times to facilitate drop off and pick up. This will support families who have children at both schools. The current thinking is that there will be changes in pick-up and drop off times for Bakie and Memorial. These changes will be developed during the planning phase if the board chooses to reorganize the district. We will notify everyone of any changes in start and end times as soon as possible.

How will this affect busing? Will my child be riding the bus for an hour or more each way?

The length of bus runs are set at the discretion of the district. By setting a limit of a 30 minute maximum bus ride, for instance, we can work with the transportation company to figure out the additional cost of the buses based on our desired length of ride. Students will not be riding on the bus for an hour one way. This is totally within our control as a community and a district.

What will become of the Seminary Building?

Many questions have been asked about the Sanborn Seminary Building. We are actively working to find a solution to either rent or sell the Seminary Building. The School District has no plans to utilize the building in the future. However, we have received estimates that the cost to bring the building into compliance in a number of areas, allowing it to meet requirements for public use, may exceed \$2.7 million. \$2.7 Million is a lot of money for a potential tenant or prospective buyer to invest. This is a very complex process for a number of reasons:

- 1.) The Seminary is on the National Register of Historic Buildings. This means there are strict rules about changes to the exterior of the building.
- 2.) The Seminary building needs to be brought up to code for the ADA (Americans with Disabilities Act).
- 3.) Remediation costs for hazardous materials such as asbestos removal.
- 4.) The old high school building, next to the Seminary building, has deteriorated significantly and will need an equal amount of capital to be used in the future.
- 5.) The School District budgets approximately \$82,000 per year for the Seminary campus including the fields and Swasey Gym.

What will happen to the Middle School once the building is vacant?

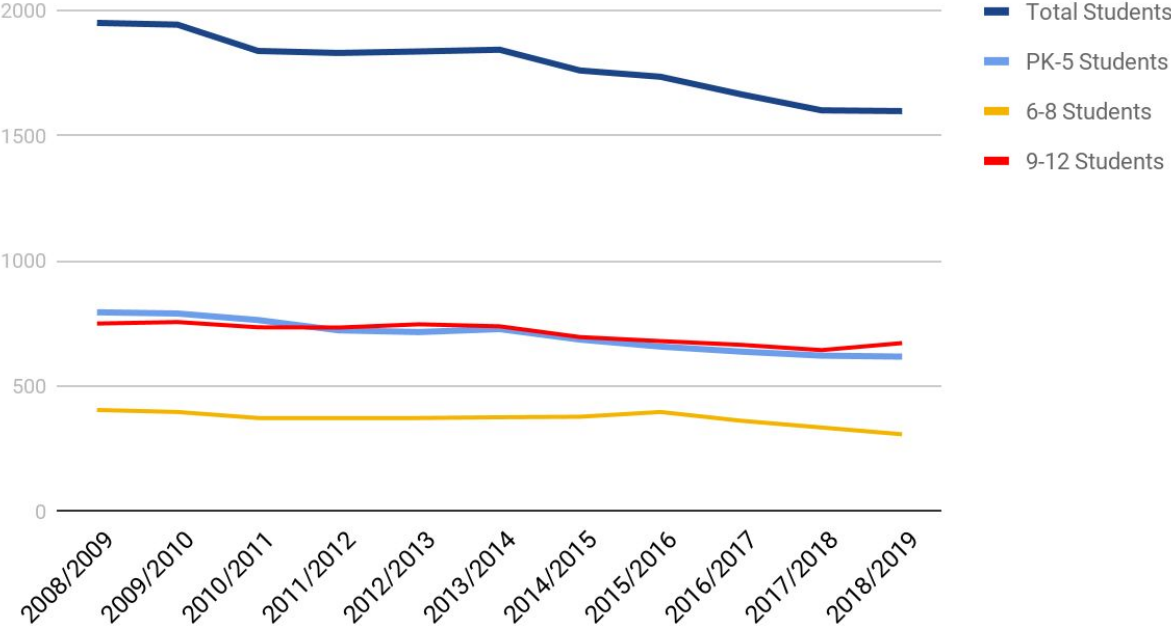
Our hope is to rent the Sanborn Middle School facility to another organization once it is available. If we cannot find a tenant the School Board will have to either keep the core temperature of the building warm enough to prevent deterioration or just seal the building and leave it. Should our enrollments increase in the future the building may need to be utilized; therefore, the administration recommends maintaining the core temperature so the building will not fall into disrepair.

The majority of this plan is based on declining enrollments. How likely is it that our enrollments will actually drop by 400 students over the next ten years?

The New England School Development Council is an independent educational resource organization used by many New England school districts for a variety of purposes. One of these is the projection of enrollment data. The NESDEC Team analyzed District and municipal records and data provided by Town Officials, local and regional real estate sources, Housing and Urban Development, the State of New Hampshire, and the U.S. Census Bureau. The following is based largely on current enrollment numbers as well as data and projections provided by NESDEC.

During the last ten years, overall enrollment in the Sanborn District has declined by approximately 400 students. In 2008-09, the high school was home to 750 students, SRMS educated 405, and the combined enrollment of Bakie and Memorial was 795. SRHS data includes students from Fremont. Ten years later, current SRHS enrollment is at 672, SRMS 308, and Bakie/Memorial 618. Based on current enrollment, and assuming Fremont continues to send a consistent number of students, when the current grades 3-6 are at the high school in 2024-25, enrollment will be approximately 570. Since 2008-09, SRMS has reduced the number of teaching teams in grades 6-8 from 6 to 3. With enrollment expected to remain steady at the MS level, a combined 7-12 campus at the current high school facility will house 770 students.

SRSD 10 Year Enrollment



What is academic intervention and how does it work for students and staff?

The Sanborn district believes strongly that all students must continually grow in their learning. Of course, students learn in different ways and at different speeds. We also recognize that our test scores—a critical component of assessing student progress and that of our district as a whole—are not where we want them to be.

It is important to recognize that children are *learning to read* from age 3 through third grade. Once students leave third grade they begin *reading to learn*. Swapping the word order is a subtle, but vitally important difference. Current research emphasizes that students still

struggling to read at the beginning of fourth grade will need approximately three years to catch up to their peers. It is imperative to help our students before they get too far behind, yet we currently do not have the staff to do this critical work. This help is *intervention*—a structured plan to help students get to “I understand!” so that they can move on in their learning.

Similarly, Students who are not proficient with math facts early in their learning will not be able to apply them to real life problems. Adults coaching students 1:1 or in small groups outside of the traditional classroom setting, providing alternative ways to solve problems or simply more time to ‘get it’ is the support students need through the tricky parts of their learning. This help is intervention.

Classroom teachers will work collaboratively with the intervention teachers and paraprofessionals to identify students who are struggling with academic concepts. The interventionists will provide additional support in the form of small group lessons so that students can practice what they are learning, and make it a permanent part of their understanding. This allows the elementary students to have more comprehensive academic intervention programs (WIN and LEAP), and will enable us to provide support to students in middle and high school as well.

What is the timeline for the reorganization?

It is our hope to have all staff and school changes ready for September of 2020. While the School Board has been considering various forms of these proposals for a year and a half, the passage of changes to the district's organization (see Article 8 below) have altered some of our current thinking. The current timeline for the reorganization planning and decision is laid out in the slides presented at the April 10th School Board meeting. You can find those slides [HERE](#). We have used, and will continue to use, public meetings, surveys, discussions, newsletters, and Facebook posts related to this process as a way of informing the public. This list of questions and answers is another step along that path.

How did the passage of Article 8, allowing elementary restructuring, change things?

The passage of Article 8 allows us to change the configuration of all the district schools PK-12 all at one time rather than in stages, and was a positive event. The initial plan to move our 6th graders back to both elementary schools—made prior to the Article 8 amendment—would have meant a tight fit for our students. Reconfiguring to PK-3 and 4-6 is much more comfortable and allows us to provide more targeted intervention for students. The reorganization also leaves more space at each school in the event we get an unexpected enrollment increase.

Will there be teacher reductions?

It is important to note that there are two staffing changes we proposed at the same time. The first is a cut in teachers allowed by the reorganization. The second is the addition of teachers to provide the intervention described above. If we reduce 6 grade-level classroom teachers and add 4 intervention teachers the net reduction is 2 teachers. We hope that our existing staff will want to fill the role of intervention teachers and we believe we will be able to handle any reductions through normal attrition, similar to the 7 position reduction last school year.

What will happen at the public forum on May 15?

The primary purpose of the public hearing is to allow people an opportunity to share their opinion on these questions, and the plan as a whole. There **will** be an opportunity for people to ask questions at the public forum. Please note however that many questions require some time to answer accurately. Through the 400+ questions we received and the answers above, we have tried to provide you with the best answer we have at this time.

It has been made clear that people want an opportunity to ask follow-up questions at the hearing, and you **will** have that opportunity. I hope you can join us on **May 15th at 6:45 p.m. in the Auditorium of the Sanborn Regional High School.**

Sanborn Reorganization Questions Elementary Reorganization Q & A

1. Will kids in 4th-6th get a chance to move between classes?

That will be discussed by the staff during the planning work next year, and it is highly likely since it will prepare them for future grades.

2. Will the kids in 4th-6th get to try languages and science earlier?

This is not a part of current plan. These changes are something we would like to add, if possible, to our elementary programs and could be explored in the future.

3. Can we do more leveling for the kids in the younger classes now?

We are working toward helping every student but it is challenging due to limited staff resources.

4. How can we guarantee that the money saved by all this will actually be put towards special education and early intervention when the majority of the board and budcom have very transparent agendas of solely saving taxes?

This is a concern that has been shared by many parents. The School Board and Budget Committee have been asked to approve the plan, including the intervention staff.

5. Are you going to let this building sit empty and fall into disrepair and become a huge liability and albatross and eye sore like previous administrations have done with the seminary building? What's the exit strategy for the middle school site?

No, we will work hard to find a use for the building. Our hope is to rent the facility, but there is no concrete plan at this time.

6. If enough people oppose the idea -will it still be carried out?

The decision will be made by the School Board. We encourage everyone to attend the forum on May 15th as the School Board would like public input.

7. What will happen with self-contained programs such as In-Step and Basics?

There will be mirroring programs at each elementary school.

8. What backup plan exists, should the District have a sudden and unplanned upward tick in student enrollment, in 3, 5 or 10 years from now?

The district intends to retain ownership of the middle school property for potential future use.

9. Will the district as part of this reorg consider addressing start times for grade 7-12, as the studies show that it benefits that age group to start later rather than earlier?

Not at this time. This has been discussed but not as part of the reorganization.

10. Tracking savings and costs...if the first year is a \$700K savings, after construction costs, and the first-year early intervention investment is \$1.1 M and we also have an approved staff contract for \$600K, that would mean \$1M (\$700K-\$1.1M - \$600K) higher costs the first year, followed by level or a slight decrease the second year, as new contracts come up for approval. Can some of the \$1.1 M be deferred so that the first year investment in early intervention is equal to the first year savings, with more added the 2nd year, without impairing the implementation of the program? What I am looking at is \$600K contract increase next year, the same the following year to be proposed, \$1.1M in intervention, \$750K in construction for a total of \$3 million over 2 years. Versus savings in the first year of \$700K and in the second of \$1.45K, for a 2 year cost increase before any other insurance, etc costs, of a little over \$500K. That is more palatable if costs are added as the savings actually come in. If so, the likelihood is that budget approval and contract approval will happen over the 2-year period.

We'll be considering all options once the school board finalizes a plan. The projection is to fund the physical plant changes in year one and more intervention in year two. Phasing the changes in will allow us to fund intervention without increasing the budget. As with any major reorganization the numbers are estimates and the budget is a map. We will need to make adjustments along the way.

11. How is the supt and school board working with Fremont in consideration of working with them to propose incorporating their 7&8 graders too at the HS?

We have talked with Fremont at length and we are still discussing options. Fremont is not interested in moving their middle school students to Sanborn Regional School District at this time.

12. What is being done by the Supt and School board to establish and timeline and plan with Fremont to address the eventual ending of the tuition agreement and potential to bring them into the Sanborn School District , which could be mutually beneficial to both parties?

We are involved in ongoing conversations and have been for over a year.

13. Status of developing a strategic plan - I would be more than willing to be part of that committee, as a community member.

As we begin the process we will be soliciting interest. This process will likely start next school year.

14. Is there space available for future expansion, even if we are able to sell or enter into long-term lease agreements for the Seminary and Middle School buildings?

The district intends to retain ownership of the middle school property for potential future use. We are working to figure out a plan for the seminary building.

15. Will the transition create a better learning environment?

Please review slides 14-15 in the [Elementary Reconfiguration Proposal](#), there are a number of positives outlined.

16. Why does your plan fail to address the need for substantial tax relief? By spending most of the savings on “nice to have” educational programs, it does nothing to lower the high cost per student.

The plan better addresses the academic needs of our students without increasing taxes. Intervention programs to assure that 100% of our third graders are reading at an appropriate level and achieve at a level with their peers in math are not "nice to have", but "must have" programs. We firmly believe in learning for all, and this plan supports our vision and mission.

17. How will there be enough space?

Please review the maps in the presentation slides (slides 7, 8, & 10 in the [Elementary Reconfiguration Proposal](#), and slides 6-10 in the [Final Middle School Transition](#) presentation).

18. Why are we attempting to do this?

Please review slides 14-15 in the [Elementary Reconfiguration Proposal](#), there are a number of positives outlined.

19. Why not build or improve the current middle school?

The reorganization of the district is about improving our organizational efficiency while improving learning opportunities and outcomes for all students. Investing more money into an aging middle school with declining enrollment forces the district to spend money on facilities rather than students and student learning.

20. As a district, what are we going to do to improve our overall scores?

The district currently uses a variety of measures of student learning, including standardized tests such as NWEA, NH SAS and SATs. as well as classroom assessments and performance assessments such as PACE. We already know that our internal assessments align well with the standardized ones, as the outcomes are similar and they clearly show the areas of need in both English/Language Arts (reading and writing) as well as Mathematics.

The teachers in our district are true professionals, and through their Professional Learning Communities (PLCs), they diligently analyze data and discuss ways to assist both the students who are in need of additional support as well as those who are doing well. The teachers and administrators recognize the educational needs, but the means to provide the students with what they need are not readily available to them.

By providing interventionist teachers and paraprofessionals, teachers will be able to use the data collected to work collaboratively in developing lessons for the students who need them, and the interventionists will deliver these lessons in small group settings, carefully monitoring student progress using internal assessments. Each time the PLC meets, they will discuss progress, and make adjustments to the educational plan.

Evidence of improved learning outcomes will be gathered using the district measures of learning listed above.

21. Will this improve teacher experience and retention?

Superintendent Ambrose has been meeting with teachers in small groups. Teachers have reported that increased academic intervention is a critical need for the district. As enrollments have declined over the past ten years academic support staff has been reduced. This plan addresses both sides of the issue: increasing academic support while keeping the budget relatively level.

22. How will this improve our school system?

There are a number of positives. The most important benefits are outlined on slides 14-15 of the [Elementary Reconfiguration Proposal](#)

23. Has any thought been given to moving pre-k to 3 to the high school instead?

No, this has not been considered.

24. What will happen to sports?

Please review slides 16-18 of the [Final Middle School Transition](#) presentation for specific information about sports.

25. How are you going to address overcrowding at memorial?

Please review slides 9-10 in the [Elementary Reconfiguration Proposal](#), as well as the [NESDEC findings](#). There is no overcrowding at Memorial.

26. How are you going to keep 7th and 8th graders safe at the high school?

Please review slide 11 of the [Final Middle School Transition](#) presentation for specific information about this topic.

27. What benefit is there for residents to transport their child to another town for elementary school (from Kingston to Newton)?

Significantly improved academic programming.

28. Why are we reallocating children to other towns when if expansion is needed in Kingston we could be using the seminary property?

We are experiencing a contraction due to decreased enrollments. We don't need to use the Seminary property, but if we did use the property it would not be financially feasible to improve the seminary or the adjacent old high school building. It would cost over (estimated) \$2.5 million dollars just to bring the Seminary building up to code at this time.

29. How can you justify closing another school building down?

The School Board and District leadership are constantly looking for ways to provide our children with the best possible education at the most affordable cost.

30. What evidence do you have to support that putting young children (7&8 graders) in with teenagers is in the best interest of the younger children?

Please see slides 14-15 in the [Elementary Reconfiguration Proposal](#).

31. Why isn't there going to be an open forum where parents can have their questions and concerns addressed?

There will be an open forum that will be held on May 15th at 6:45 in the High School Auditorium.

32. Have the teachers been given the opportunity to express their concerns with this restructure?

Yes, the teachers and the superintendent have been meeting in small groups to discuss the questions and concerns. Very few teachers, administrators or staff members are "happy" with the idea of reorganizing. It is a lot of work and change. Some people support it, some do not.

33. If this was proposed for the school your children attend, would you be in favor of this restructure?

Mr. Ambrose made it clear at the last meeting that he would be fine with sending his son (currently in 5th grade) to any of these schools.

34. How on earth do you plan on keeping relationships from forming between middle school age children and high school age children?

This question is addressed on slide 11 in the [Final Middle School Transition](#) presentation.

35. Will the refits such as getting rid of the modulars and changes to the building be done before this is implemented?

The plan is to address the construction at the high school building before this is implemented. The modulars would be the next item to be addressed in the near future.

36. The Memorial grounds seem too small scaled to fit the needs of so many students of the same age. Are there plans to address the space, gym, and cafeteria needs?

The building is appropriate per [the NESDEC study](#). Some things will need to be addressed such as putting in full size toilets in some of the classroom spaces. Overall, placing grades 4-6 at Memorial is an excellent fit.

37. What supports will be put in place to support the diverse needs of Special Education needs especially considering so many are referred at or after 3rd grade?

Special Education programming is done by student need and the resources will be allocated accordingly.

38. Will Memorial special education resources increase to meet the added demands of both the growing child AND the the increase in volume of students?

Special Education programming is done by student need and the resources will be allocated accordingly.

39. Dividing up the elementary grades preK-3 in one town and 4-6 in another did not seem to be a popular idea as many parents/voters/residents voiced wanting their young elementary school children to remain in the town they live in. The discussions seemed to be leading towards how to move 6th grade back to their towns. How did this change and now it is back on the table?

The passage of the articles of agreement led to this conversation. Please read the informational letter located at the top of this document.

40. I have young children who will likely not be in the same elementary school together at all if this happens. How will this work with bus schedules? Pick up/drop off? School events? Fundraising?

We will stagger the bus times. This is one issue that will be addressed in the planning phase for next year. Fundraising can be done K-3, K-6, or 4-6. This will be decided by the parent groups.

41. What about creating a strong educational community for our young elementary students in the towns that they live in?

This is a real challenge. No plan can address every concern. The benefits of a PK-3 center would create an excellent culture for our youngest learners.

42. What about providing them with a consistent preK-6 learning environment with the same faculty, staff and support persons in the same school?

This is another option, but it does not successfully fund all of the intervention programs without raising taxes. This plan gives the students better programming for little to no increase to the taxpayers.

43. What about supporting our teachers, occupational therapists, paraprofessionals and councilors in being able to get to know our children and families?

Our teachers and staff will be supported in getting to know our children and families. In fact, they will know all the children and families from PK-12, a real benefit of the reorganization.

44. Will my child's IEP change because of this?

Your child's IEP will not change as the result of reorganization. As is current practice, IEPs are developed individually, case by case, and any changes made are for the student's education.

45. I'm sure this has been poured over many times, but can the existing infrastructure support a shift in student population, or will we be asked to build new buildings or expand the existing, if the middle school is to be eliminated?

Please review [the NESDEC study](#) for detailed information about this topic.

46. If the high school starts at 7th grade, will my 7th grader be walking the halls with the upper class men or will there be a separate 'wing' for 7th and 8th grade?

The Middle School will have its own wing and students will transition to specials such as Art, PE, Music, and Library on a slightly different schedule than the high school with adult supervision.

47. How will before and after school work if the elementary school is split.

We will stagger the start and end times to facilitate student pick-up/drop-off and afterschool activities.

48. Do you have a plan for increased traffic for drop off/pick up times since so many parents will probably want to do this if bus times increase?

We will do everything we can to mitigate any increase in bus ride length for our students, with an overall goal of not having any students on the bus for more than 30 minutes. There is ample space at all facilities for drop off and/or pick-up.

49. I also would like to know if there will be extra Occupational Therapists.

This is a related service for IEP's and will be decided based on student need. At this time, no additional OT providers are needed, Each school will still have one full-time OT and Bakie will have one PreSchool OT.

50. Will adding 7/8 to HS affect class sizes or class offerings at the HS?

If high school enrollments continue to drop as we anticipate, there are naturally going to be some related changes in class sizes and programming there. SRHS administration will continue to work to maximize the opportunities provided to our students.

51. Will capital costs associated with necessary changes to the HS building need to be paid for by Fremont too or just Newton and Kingston?

Newton and Kingston will pay for the capital costs but this will be offset by staff reductions (Fremont only sends High School Students).

52. Will eventual everyday costs of staff, utilities, maintenance, etc., of the 7/8 be paid for by just Newton and Kingston given Fremont does not have 7/8 there?

Newton and Kingston will pay for the capital costs but this will be offset by staff reductions (Fremont only sends—and pays tuition for—high school students so Fremont would not be paying for Middle School tuition or costs).

53. Would the 7/8 be treated as a separate entity (its own school) with regard to the Fremont tuition agreement?

The Fremont Tuition agreement has no effect on Middle School Programming.

54. At grade level, how many have two teachers?

This depends on the year, as enrollments increase or decrease from year to year.

55. At the deliberative you told us "we have NO plans at the time". So are these proposals to discuss or are they "this is what's going to happen in 2020. Any questions?"

At the time of the deliberative (early March) there was no plan to reorganize the elementary schools. Once the articles of agreement passed (which surprised many due to the 2/3rds vote required) the Board asked the administration to present a plan.

56. I would like to see the costs of the additional classrooms for the memorial elementary school added into the cost/savings so we can truly see the cost differential. I would also like to see the savings per taxpayer on a 300k house for all of the changes for elementary and middle school.

We have asked an architect to determine the cost per square foot for adding classrooms to Memorial School. The plan addresses the academic needs of our students without increasing taxes.

57. What is the quantifiable benefit to the students at large with this restructuring?

Please review the presentation slides, there are a number of positives outlined. The most important benefits are outlined on slides 14-15 of the [Elementary Reconfiguration Proposal](#)

58. What is being done to account for the rating of our district which has been slipping in recent years?

District ratings differ from rating agency to rating agency. The [NH Department of Education](#) uses additional different ratings that are based on educational achievement. By providing interventionist teachers and paraprofessionals, teachers will be able to use the data collected to work collaboratively in developing lessons for the students who need them, and the interventionists will deliver these lessons in small group settings, carefully monitoring student progress using internal assessments. Evidence of improved learning outcomes will be gathered using the measures of learning the state asks for reporting on each year.

59. What are "intervention" teachers?

'Intervention' teachers are those who work 1:1 or in small groups with students who have fallen behind their grade-level peers for one reason or another, or who are struggling with the topic at hand in their classrooms. These teachers provide vital support to our most needy learners in vital subjects such as reading, writing, and math.

60. Please share a detailed plan for the 5th and 6th graders at Memorial. For example, what does a day in the life of a 5th or 6th grader look like?

The staff will work collaboratively to develop a master schedule and course rotation. This work will occur throughout next year if the School Board chooses to adopt this plan.

61. Are we losing 6 grade teachers which Will make the classrooms larger, to replace with 4 teachers primarily there for special needs students ?

At the PK-6 level, the merging of the grade levels at Bakie and Memorial will allow us to have fewer classrooms at each grade. Some of the classroom teachers no longer needed will be assigned to provide intervention services to all students, but primarily those not currently on IEPs. See #58 above for more information on academic intervention.

62. Further, will the intramural sports be offered after school? Which grades will be able to participate? Please share some examples of what the sports will include?

The intramurals would be after school. The Athletic Director will coordinate the activities.

63. What happens if budgets don't get passed, what in the plan is likely to get cut in that event?

The plans are not budget dependent. They are self sustaining. There is no budget increase. Please see slide 27 in the [Final Middle School Transition](#) presentation

64. I don't think it makes sense to have the kids moving back and forth from the different elementary schools. Has this been approved?

The timeline is to have the board consider approval of the plan in June.

65. So, this upcoming school year 2019-2020 are 6th-8th graders still at the middle school?

Yes.

66. What are the estimated upcoming repairs that will be needed in the next 3-5 years for Memorial and Bakie?

We are working on a capital improvement plan for these buildings. They have limited needs as they are relatively up to date and have been kept in good shape through the diligence of our custodians.

67. Why was this plan that you worked on for 18 MONTHS not released before voting?

The reorganization of the elementary schools is a part of the NESDEC study that was presented in August of 2018; a public forum was held in September of 2018. The options have been publicly discussed at many meetings. You can see the information in the minutes and on the videos of the school board meetings. Additionally, the passage of the articles of agreement in March, 2019 led to the development of this plan. Please read the informational letter located at the top of this document.

68. How does the board plan on gaining the trust of the community back with this issue

The board will continue to work with the community through public input, public forums, and communication with the public.

69. Will there be a public walk through of each school for parents to see where their kids are going?

Yes, we plan to have this as part of the reorganization process.

70. More detail/how the timing will work to bus with 4 different start times all across 2 towns.

Once the board makes a decision to move forward the bus routing will be done. Bus routing is a process that takes a significant amount of time. Busing is within the control of the district based on the parameters set by the school board. If the board limits the length of bus rides to a certain time (such as 30 minutes) the bus company will adjust the number of busses and drivers needed to accommodate the limit. This will need to be discussed at length in the future but only if the school board decides to reorganize.

71. Will the Bakie and Memorial school be keeping there current start times?

They will be staggered to support parents with children in each building.

72. Wouldn't it make more sense to let the current middle schoolers finish at the middle school?

There has to be one year of transition, it is not cost effective to run the middle school with half the students.

73. My understanding is that grade 7 & 8 students will have a separate area of the high school building for academics and lunch time. How will this be reinforced?

Please review slide 11 in the [Final Middle School Transition](#) presentation

74. Also, what about busing the students? Will a 12 year old be on the same bus as a 17-18 year old?

Upper level high school students rarely (if ever) take the bus. It is more likely that students from grades 7-10 would be on the bus. Juniors and seniors tend to drive or ride with friends.

75. How will all the renovations (high school and Memorial) take place in a little over a year?

There is plenty of time for the renovations. Most can be completed in four months.

76. If we limit students on busses to 30min or less how much will that affect our budget?

The budget for busing will increase but it depends on the layout of the district. This will need to be determined after the School Board decides on the layout of the district.

77. Will these changes be put on a warrant article next year so the voters can approve them as they have approved the change to the articles of agreement this year?

The School Board has the authority to make this decision without going back to the voters.

78. What will the cost of this be to run that many buses in Newton to get those young students to Bakie?

The budget for busing will need to be determined after the School Board decides on the layout of the district.

79. What are the guarantees that the school board will be in favor of this recommendation?

The School Board is currently reviewing options and will make a decision by Mid-June.

80. Will class sizes change/teacher positions be cut due to a lack of space in the building for both high school and middle school students?

There are no proposed cuts at the high school level, however a small number high school staff members will be asked to provide services, programming, and/or instruction for middle school students. At this time we only have two staff members who will fall into this category (library services). Library services will work with both high school and middle school students which will decrease their availability for high school students. There are some reductions at the middle school but we need to develop the master schedule provided that the board chooses to move the 7th and 8th grades to the high school.

81. Where will the teachers that are currently in the space where the middle school will go move to?

Specifics will be determined should this plan be approved. For now, please review slide 5 of the [Final Middle School Transition](#) presentation.

82. Also, other than cost, why not fix the middle school's building (I'm assuming that's the main reason that they're moving)?

The [NESDEC study](#) helps explain the declining enrollment as well as the impact on taxes.

83. What are the non-monetary costs of putting 7th graders with 12th graders?

Seventh graders will not be housed with 12th graders. 7th and 8th grade will have their own wing and entrance to the facility.

84. Was there any consideration of starting times for Middle School and High School being different if this were to go forward?

Yes, staggered starting times were considered. The team felt that a separate entrance for middle school was a better option.

85. Are there other schools in NH that have this model?

Yes

86. How does this proposal fit into the Strategic Plan?

The Board is working on this plan.

87. How will being on carts impact recruiting long term?

It will not. The number of teachers sharing classrooms is very small.

88. What are the qualifications for paraprofessionals to be teaching students?

It depends on the position. Please refer to the Department of Education's website for the [guidelines](#) and [standards](#).

89. Is the program Response to Intervention (RTI) still in place in the district? If so, how successful is it?

It is only partially funded and due to the lack of staff it is not effective. We currently have one math and one reading paraprofessional at each elementary school. When there are over 350 students in the Bakie School alone this is not an effective model.

90. I would like some clarity on the mention of learning to read by grade 2. I heard it was by grade 4. Are we on the fast track?

Students learn to read in early elementary years, with the target being the end of grade 3 because the variety of texts and how information is presented changes drastically at this level. More information can be found online, including a report that discusses this further, in this article:

<http://www.centerforpubliceducation.org/research/learning-read-reading-learn-glance>

91. What was the cost of the NESDEC Study?

\$21,848

92. What is the status of the Seminary (1 of the 5 campuses)?

We are working with a couple of interested groups and the board will be discussing next steps.

93. Why is Bakie School the only school out of compliance regarding the Articles of Agreement?

Please click [here](#) to read the informational document regarding this issue.

Sanborn Reorganization Questions Middle School Reorganization Q & A

- 1. Will the Staffing, Facilities, Scheduling and SPED concerns outlined in slides 20, 22 and 23 for Grade 6 at Memorial and Bakie Schools be NULL AND VOID, if the reconfiguration of the lower schools also takes place (k-3 and 4-6)?**

Yes, this is why we are recommending reorganizing the district simultaneously in September of 2020.
- 2. The concern of traffic flow (specifically, parent drop off and pick up) at the HS facility will only become more problematic, with the addition of 7th and 8th grade students to that campus. Is there a plan in place to address these constraints?**

We will need to do some rerouting of traffic. This is a concern that will be addressed if the School Board chooses to reconfigure the district.
- 3. A current HS student posted a comment on Facebook suggesting:**
"...There is 90 kids in one gym class, of which they usually use the mini gym, full gym and a classroom with an addition of 3 teachers. Gym classes will be dramatically changed after the move as the mini gym is going to be kept with the middle schoolers."

1) Is that an accurate depiction
2) Do we still teach grammar??

There will be a change in Physical Education but it is important to remember that the high school enrollments will drop over the next few years. This means fewer class sections will be needed. Grammar is an integral part of the curriculum.
- 4. With regard to augmentation of the intramural programs for Grade 6 students noted on slide 18: Is there currently a shortage of spaces available for all intramural participants, as indicated by one parent's comments saying, "Intramurals have always been first come first serve basis with a set number allowed to participate."**

This will need to be reviewed. Currently "intramurals" are offered before school to small groups, by grade level. We will do our best to offer intramural sports programs to interested students provided we have the funds.
- 5. Has the Administration considered adding a late bus (or buses) to support and encourage participation of Grade 6 (and all) student athletes in the proposed new programming?**

Please see the information in slide 17 of the [Final Middle School Transition](#) presentation.
- 6. There is perception by some that concerns centered on behavioral and academic expectations still exist at the HS (in particular). It was suggested on Facebook by a**

current student, that these issues continue to contribute to teacher turnover. What is being done to either address this concern, or to dispel this perception?

Please contact Mr. Stack regarding this question.

- 7. Would you please elaborate in detail, about the benefits to students, teachers and Administrators (Superintendent, Building Principals, Curriculum Directors, SpEd Director, Facilities Director, Athletic Director etc.) of housing single teams of the same grade students under one roof, rather than in a separate building for each town?**

There are many benefits including, but not limited to, the information provided in slides 11, & 14-15 of the [Elementary Reconfiguration Proposal](#)

- 8. I am most interested in the educational advantages that are possible for the students, for decreased spending. That sounds like a win to me! Please outline the intended outcomes for students, and how they will be measured and monitored.**

The district currently uses a variety of measures of student learning, including standardized tests such as NWEA, NH SAS and SATs, as well as classroom assessments and performance assessments such as PACE. We already know that our internal assessments align well with the standardized ones, as the outcomes are similar and they clearly show the areas of need in both English/Language Arts (reading and writing) as well as Mathematics.

The teachers in our district are true professionals, and through their Professional Learning Communities (PLCs), they diligently analyze data and discuss ways to assist both the students who are in need of additional support as well as those who are doing well. The teachers and administrators recognize the educational needs, but the means to provide the students with what they need are not readily available to them.

By providing interventionist teachers and paraprofessionals, teachers will be able to use the data collected to work collaboratively in developing lessons for the students who need them, and the interventionists will deliver these lessons in small group settings, carefully monitoring student progress using internal assessments. Each time the PLC meets, they will discuss progress, and make adjustments to the educational plan.

Evidence of improved learning outcomes will be gathered using the district measures of learning listed above.

- 9. What is planned for the present middle school building? Will it become another Seminary-esque situation?**

No, we will work hard to find a use for the building. Our hope is to rent the facility but there is no concrete plan at this time.

- 10. How does the proposed change benefit the pupils.**

The question is answered in slides 14 & 15 of the [Elementary Reconfiguration Proposal](#)

- 11. What is the estimated cost per pupil if we were not funding the Seminary?**

The seminary building is not that expensive to maintain, the cost is negligible

(approximately \$50 per year) The bigger concern is the cost of the entire campus, approximately \$82,000 per year.

12. What is the estimated cost per pupil if we were not funding the Seminary and Middle School?

The seminary building is not that expensive to maintain, the cost is negligible (approximately \$11,000 per year, provided there are no emergency items that occur). The bigger concern is the cost of the entire campus, approximately \$82,000 per year.

13. What percentage of staff members support this transition/what staff anticipate leaving the district, should this transition occur?

Staff are divided about this change. This is normal and to be expected. We may lose some teachers but we also may retain some teachers due to improved academic support in Math and Literacy. It is impossible to predict who will stay or leave. Overall, it is safe to say that everyone struggles with this amount of change. Staying the same is easier but staying the same means the same results. We need academic intervention to support the students and reorganizing funds the support for academics without adding additional cost to our communities. The administration is asking the board to support the entire plan as presented. It is a win-win for everyone.

14. "Declining" enrollment has been presented as imminent. What are other districts in the area doing to adjust funding/cost per pupil?

This varies from district to district based on the individual needs of and resources available to each community.

15. What do anticipated homebuyers think about this transition?

It is impossible to predict this. It is safe to assume that future home buyers would value improved academic outcomes, thus raising home values. This plan also levels out taxes and reduced or level taxes are always appealing.

16. Has Fremont engaged in discussion surrounding their feelings about this move/whether this move will make it more likely for Fremont to withdraw from the high school?

We are in constant, ongoing discussions with Fremont.

17. It seems that there is minimal - at best - community support for much of this. How are community needs being addressed outside of the board decision-making, much of which is comprised of members from an organization that has a vested interest in reducing funding that is currently utilized to support learning.

This survey is one way that community members have been asked to give input. Supt. Ambrose has made himself available for questions throughout all of the discussions since these plans were requested by the board. On May 15th, the community is invited to speak at the board meeting in the SRHS auditorium.

18. Please indicate how moving 7th and 8th grades from SRMS to the HS campus will affect Fremont students, if at all.

Moving the 7th and 8th grade students to Sanborn Regional High School will be minor. The offerings at the High School will decrease due to declining enrollments, not because the middle school is housed in the building.

19. If the facility closes completely - won't some of the teachers move to the other schools? If so, where is the reduction in salaries (849,406) coming from?

This will be determined through creating the master schedule, student enrollments, shared positions, and a variety of other factors.

20. Have the teachers been queried about working from a cart?

Yes, school administrators have been working with staff and will continue to do so.

21. Have you considered realistically what purpose the middle school is going to serve?

Yes, it is our hope to rent it to another organization, but we cannot do that until the School Board adopts a plan for reorganizing. It is impossible to market a building that is not available.

22. How long are we going to still hear we are still running five campuses? Sell it so we don't have to hear how we have five properties. That is nails on a chalkboard.

We are trying to sell The Seminary. It is very complicated due to the amount of money it costs to bring the Seminary building up to code. Any potential investor would need \$2.7 million dollars to bring the building up to code.

23. How much of a tax burden would it be to make the necessary changes to present the middle school?

Please see the costs associated with updating the current middle school on slides 2-4 of the [Final Middle School Transition](#) presentation.

24. Is there a reason you did not include the other considerations in your budget while claiming to look so deeply at all aspects of these transitions?

We would need specifics to answer this question.

25. What are you going to do with co-curricular activities?

Please see slides 17-18 of the [Final Middle School Transition](#) presentation.

26. Is there enough parking at the High school for staff?

Yes, but there will be reduced student parking.

27. At the end of the Fremont contract, are you ending the agreement?

We have talked with Fremont at length and we are still negotiating.

28. Would a potential reconfiguration for the elementary schools happen in 2020 as well? Or would there be time before we reconfigured?

Yes, the reconfiguration is proposed for September of 2020

29. Where will all the students go? At Bakie, there would be approx 450 kids if it's Prek - 3.

Please see the configuration plans in slides 6-10 of the [Elementary Reconfiguration Proposal](#)

30. How will interventions work at Bakie - there's not that many spare classrooms as it is.

This will be planned with the creation of the master schedule

31. Are there any services that are specific to only one site?

All services are based on student need.

32. What is the plan for the School Counseling Office? Will the Middle School have a separate office in their wing?

The Middle school will have a dedicated counseling office.

33. Where is the SAU be located? will it require rent? How much is the rent? That would add to the cost of moving and it would be an ongoing cost not a one time like others. Didn't Administration just build the offices in the SAU last year?

See slides 27-28 of the [Final Middle School Transition](#) for associated costs.

34. Sharing of an art room for example would work, but how would there be time for 6 grades to share it? In the high school, there is ceramics, painting, and other types of art. How would the additional students be worked in?

This would need to be worked out through the master schedule process. This work would begin collaboratively with staff after the School Board decides the direction and layout of the district.

35. I was curious how 6th graders are going to adjust to elementary sized bubblers, bathrooms, lunchroom tables at the elementary schools?

We will have to make some accommodations. The elementary schools already house 5th graders so this should not be a problem.

36. What will be done with the Middle school building if we still need to use the fields?

This is a point that will need to be planned for and discussed as the plan is developed in more detail. Field use will be dependent upon the athletic schedule, once developed.

37. If we were to close the building, wouldn't it need to be winterized so that pipes don't burst? or is it going to be used by athletes?

Please see slide 28 of [Final Middle School Transition](#) for associated cost to partially shut down the Middle School.

38. I would like to be assured that we will absolutely not be combining buses for the MS & HS.

Students will ride together. This will mostly be grades 7-10. This is not uncommon and the vast majority of Juniors and Seniors drive or ride with friends. We will be having 7th and 8th grade students sit in the front of the bus.

39. Has any research been conducted to see how the home values will be affected if you do indeed split the two elementary schools up by age instead of having each town have their own elementary school?

When academics improve and taxes go down home values go up. This plan addresses both sides of the issue.

40. How many teachers at the HS are currently "on carts," ?

None

41. Will the 5-8 HS teachers noted, who will NOT have designated classrooms and be required to travel with a cart to each of their classes be teachers in core subjects, or will they be teachers of 'specials' or electives?

Master schedules will dictate which classes may share classrooms with other teachers, they will not actually use a cart.

42. Why can't some of the bathrooms be open in the middle school building for after school athletics instead of using gross portable bathrooms?

This depends on the status of the middle school facility. This will need to be determined during the planning and scheduling phase.

43. I don't understand the middle school athletics on page 17. Why do MS students have to be bused back to MS for sports? The only people who use that field is soccer.

This will need to be discussed in the future. The plans are estimates and we will need to see how all the athletics actually play out once the schedules are created.

44. On page 18, what does that whole page mean? \$10,000 for what? What are those plans?

This page refers to the estimated budget proposed for intramural sports at the elementary schools, broken down by number of sports proposed per season, per location.

45. On page 20, you are talking about 6th grade sports AND you're taking away gym time for class!!!! How is that right???????

The schedule for 6th grade unified arts, including PE class, will be developed once the Board decides on the plan.

46. If the plan is to cut staff for \$800k per year, why not use the funds to fix the middle school instead of to support a move to the high school?

The staff cuts would not occur if the middle school remains as-is.

47. How many of the 10 staff are teachers or paraprofessionals? What type of teachers are they?

The reductions/reallocations will depend on enrollments, the master schedule, and student needs.

48. What educational opportunities/variety of classes will my high school students be losing as a result of this?

None

49. Please advise why this cannot be a question on the ballot in March as a lot of parents would like to save the middle school if it is only the difference of 500k after bus changes and the sau17 admin rent.

The decision rests with the School Board

50. What is the cost of the admin offices moving and extra buses?

See slides 27-28 of the [Final Middle School Transition](#) for associated costs.

51. Will this move result in a change of student class size for both middle school and elementary levels?

Slight increases at all levels but more intervention for academic needs. Please see slides 6 & 9 of the [Elementary Reconfiguration Proposal](#)

52. Will there be any impact on Special Education for middle school students? Will there be an OT room or equipment space for their movement needs?

Please see slide 26 of the [Final Middle School Transition](#). Specific student OT needs will be determined during the planning stages. There would be a designated OT space; although it might be located in one of the program classrooms. This will be further looked into as far as what is in the best interest of students.

53. Has the administration and school board reached out to surrounding towns to see if they want to send their students and/or join the district (e.g. Atkinson or others)?

We have talked with one other community.

54. I am concerned that on the original survey over 90 percent of the parents wanted the middle school to remain open yet it appears the school board is looking to close it. Why, with such an overwhelming percentage, are we still looking to close it and not renovate it?

Please see the financial analysis in slides 2-4 of the [Final Middle School Transition](#)

- 55. Parking is already a problem at the high school, how is this going to be handled if/when the 8th graders start going there? Same issue at the Memorial School. Parking is non-existent there and is a huge problem when they have events and activities during and after school.**

Parking at the high school will need to be carefully planned and the Memorial School has adequate parking.

- 56. Do doors separate the first floor middle school wing classrooms from the high school? On the second floor where there is a stairwell do doors separate the high school as well?**

Yes, the middle school will have its own wing in the High School building, please see slides 6-10 of the [Final Middle School Transition](#) presentation. There is a door separating the Middle School wing from the High School on the first floor and second floor. The stairwell does have doors but will only be connecting the first floor of the Middle School wing to the second floor of the Middle School wing, so it will not be connected to the High School portion of the building. Students will share a variety of instructional spaces on the campus that are not separated by doors, such as core facilities (gym, cafe, library) but will be transitioning with adult support and a slightly staggered schedule.

- 57. There is quite a list of items mentioned throughout the slide deck that are costs not factored into the transition (ie, bussing the MS kids to Newton for athletics). If you included those costs, I suspect the savings of the move wouldn't look so appealing. Please estimate those costs and update your calculations.**

Those costs cannot be estimated until a schedule is created.

- 58. Do some of the proposed MS classrooms include designated space for special education services? Sensory breaks and quiet spaces cannot be delivered via cart.**

Yes, please see slide 26 of the [Final Middle School Transition](#) presentation. There are three classroom spaces and one office space for the Middle School Special Education staff.

- 59. In preparation for May's meeting, will you be providing the actual contracting bids that you received for all the work that needs to be done to the middle and high school?**

This will be done once the board has made a decision, not for the meeting in May. There is a cost associated with bids and we will not spend the money until the decision has been made. We do have a very detailed analysis provided by Project Resources.

- 60. Why are we pushing this for fall 2020 when it was originally discussed for 2021**

This was never originally discussed for 2021. No dates were discussed because the Articles of Agreement prevented the movement of the elementary schools. This is now a possibility due to the passage of the amendment by a 2/3rds majority last March.

61. Is the school and school board ready to GUARANTEE my 7th or 8th grader is safe from HS students?

The school board and administration will take every precaution to keep students safe regardless of the location.

62. What will happen to the preschool programs?

Both Preschool programs will be housed at Bakie if the plan is approved to make Bakie a PK-3 (preschool to 3rd grade) school.

63. Has anyone contacted NH dept. of education to see if they have grants/loans available to help pay for updating the current middle school, especially since there are major health and safety concerns?

We continuously apply for grants and funds whenever we are aware of them. We recently received a significant grant for some safety updates in the district. Currently, there is little to no building aid. There is discussion of offering some building aid in the near future. However, any project that requires a loan will also require a 2/3 vote at District Meeting.

64. What are the long term plans for the old high school and the middle school? Will we demolish them? Will they be used for SAU17 administration?

The district intends to retain ownership of the middle school property for potential future use. We will work hard to find a use for the building. Our hope is to rent the facility but there is no concrete plan at this time. We are working to figure out a plan for the seminary building.

65. When did you last tour the old high school? Are you worried about its dilapidated state?

We are very concerned and we are working to find a solution.

66. How will you resolve the athletics? As in, children can't engage in competitive sports (through the school) until 7th grade... What happens when you have too many sign ups for 1 team and too few for 2 teams? How will the middle school handle these type issues?

This is a great question that will need to be planned for during phase 2 of this process.

67. How will you effectively roll out these sports (as intramural) to the 6th grade with no mentoring of older students?

Staff will work to create an excellent athletics program for all of our students.

68. Did 6th grade band just become an elementary band? How will you hold daily band classes?

The band schedule will be created with many factors in mind, using the staff we have, to give our students a great experience.

69. Elementary lunch spans 10:50 to 1:30 (roughly). What is an additional grade going to do to that?

Once the master schedule is developed, we may find that the lunch period is actually shortened because there will only be 3 grades in the building.

70. The 6th grade doesn't have recess, but the rest of the elementary school does. How will you manage that?

This will be part of the planning and scheduling that occurs with teachers and administrators collaborating.

71. Didn't we just pay several thousands of dollars for repairs to the roof at the middle school?

There have been some upgrades to the middle school that had to be done while we continue to house students in the facility.

72. Has there been any thought of using the fields off Folly Brook Terrace instead of the middle school?

No there has not been. We do not serve those fields at this time, they belong to the town.

73. Will the residents have an opportunity to choose their preference or will the school district determine it?

The decision will be made by the School Board

74. Do you really feel like offering inter-murals is going to take the place of the sixth grade participation in sports is fair and good enough for them? Additionally, what will that mean for the seventh and eighth grade teams?

The 6th graders will not be playing other schools, they won't have the same time commitment. There may be a few less students participating on the middle school teams, but this should not affect the 7th and 8th grade teams.

75. Why are you not listening to the real voice of this issue? The survey you sent out? Did you not like the results? I thought they were a good representation of how the community felt. Why ask if you won't listen?

The school board has read the survey results and has considered this information and the costs associated with the different proposals.

76. Why would we need to repaint the gym walls and repave the middle school?

Painting of the gymnasium walls has been done in-house, up to a point. A contractor would be needed to complete the wall where we have left off, up to the roof deck (not a high priority). The pavement at the Middle School is long past its life cycle, with cracking, delaminating, holes, etc. It is in desperate need of repaving.

77. Why replace gym floor in MS?

The middle school gym/cafetorium floor will be due for replacement per the original capital improvement plan.

78. What kind of curriculum would be taught at Bakie.

The current curriculum in place throughout the district would continue to be taught, and revised as needed, through the processes we have in place as a district.

79. If the 4,5,6 grades are on a different bell schedule than k-2, why can't they do sports?

Please see slides 17-18 of the [Final Middle School Transition](#)

80. Where would the SAU offices go?

We are looking at a location in Kingston that will be advantageous to the district.

81. Why do we need 3 regular paraprofessionals for when the students are transferring from class to class?

To monitor the students for safety. These Paraprofessionals will also be providing literacy and math support for students who are struggling academically.

82. Why are you bussing back to MS fields use? The only people who use MS fields is soccer for games. Why can't everyone use either chase or the HS?

This will need to be discussed further based on need.

83. Why are we cutting from MS?

Student enrollments are declining.

84. I would like to know how much we pay for the seminary building and if we are able to sell it what the tax savings would be and can we put this to the cost of the middle school.

The entire seminary campus costs the district approximately \$82,000 per year but it is very hard to find a buyer because the facility needs over \$2.5 million dollars in renovations to be used again.

85. When the 8th graders had to attend the high school during the roof repair we heard stories about bus issues with older kids being mean to the 8th graders. How do you intend to prevent this problem?

We will develop a plan to manage the bussing. One idea is to have the middle school students ride in the front of the bus and have them dropped off first. We will also use the discipline process for any issues.

86. How do you expect teachers to effectively work from a cart? I am concerned this situation will cause our very qualified teachers to leave.

Few teachers will be sharing classrooms.

87. How many teachers/staff are going to lose their positions between the middle and elementary schools if this change occurs?

Please see slides 6 & 9 of the [Elementary Reconfiguration Proposal](#) and slide 14 of the [Final Middle School Transition](#) presentation. As soon as the School Board decides on a direction the Administration will start working with teachers and will assign staff based on student need. In the past, we typically retained our staff due to retirements and attrition. We will work as hard as possible to keep all of our staff by filling openings with existing staff.

88. I was wondering why you believe that it will be better to have bigger clusters of teachers together at the Elementary levels and where you get your data on saying this will be better for student achievement and teacher success.

There is a great deal of data and many different studies on this very topic. Vescio, Ross, and Adams (2008) reviewed six separate research studies that investigated the relationship between teachers' participation in professional learning communities (PLCs) and student achievement—all six studies revealed that student learning improved when teachers worked in PLCs. When more professionals are involved in looking at improving student learning, there are more diverse ideas and approaches that can be taken. With school improvement as the goal, DuFour (2004) suggested that PLC formation requires the asking of a **series of critical questions**: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?. **Both** of our elementary schools are Model PLC schools, and will continue to hold this distinction as a result of their work in focusing on these critical questions.

DuFour, R. (2004). What is a professional learning community? *Educational Leadership*, 61(8), 6–11.
Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91.

89. If you take their support and school family away and alter it in the way you are saying we are going to lose even more teachers. Haven't we lost enough talent over the years because of the lack of compensation they get?

There will be a plan to help facilitate the collaboration of all teachers, district wide, should this reorganization happen.

90. I would like to hear how you plan on overcoming the negative impacts this will absolutely have on teacher morale when splitting up their school families, leaders and strip down their techniques into an everybody fits all model.

Instructional techniques are not related to this plan. New cultures will form and people will work collaboratively to meet the needs of all students. We have a very professional, competent staff and they will do an amazing job.

91. Will you please talk to the teachers and students affected by your quick action plan?

The superintendent has been meeting with teachers in small groups of four or five to

discuss this plan and will continue meeting with staff to discuss concerns and questions.

- 92. The module classrooms that are planned to house art & music need to be replaced (so says Mr. Ambrose's slides). What is that cost and why isn't it part of the reconfiguration budget?**

They need to be replaced regardless of the configuration of the district.

- 93. There's mention that the dual-use gym/cafeteria will become a scheduling issue. More lunch sessions means less time for health/PE classes. What does this mean to students?**

This would be resolved with the [Elementary Reconfiguration Proposal](#).

- 94. We are going to vacate the middle school, sell it or lease it to another organization, but expect to still be able to use the athletic fields every afternoon. Does this seem practical?**

The use of fields will be dependent upon the athletic schedule once it is developed.

- 95. Who would want a building that will be invaded by kids every afternoon?**

We can't market the building until it is available. The students using the fields will not be inside the building.

- 96. Who are we going to sell/lease that building to that we are comfortable with them being in such proximity to the children at Memorial? With such limited access to the MS?**

We can't market the building until it is available.

- 97. Of all the repairs listed on slides 2 & 3, are none of these required if we sell/lease the building? Are we expecting the new buyer/lesser to make these improvements**

We are certain that any improvements will be a consideration when negotiating a building lease.

- 98. Will MS & HS students be in the cafeteria at the same time?**

No

- 99. What's the cost to reorganize the HS library space?**

This is part of the cost outlined in the presentations.

- 100. Give me some ballpark figures on how much my taxes will be reduced?**

The goal is to fund the needs of the students without raising taxes. The goal of this plan is to retain a relatively flat tax rate for a few years.

- 101. What about then elementary specialist teachers? They now have an additional grade to fit into their schedule. PE specifically is adding a grade and getting less gym time. Are salaries going up?**

This would be resolved with the [Elementary Reconfiguration Proposal](#).

102. Is a specialist going to be running school to school to supplement the current specialist teachers?

A master schedule for each school will be developed so that we can use our staff to address needs at each building

103. If the majority of parents oppose the closing of the middle school, will the school board go through with it anyway? Do they actually listen? Do parent opinions matter? Or are they just going to push whatever agenda they have?

The School Board has to balance the will of the parents, the needs of the taxpayers, and (most importantly) the needs of the students. The students need intervention. Please see slide 14 of the [Elementary Reconfiguration Proposal](#) to see how student learning will be supported as a result of the reorganization.

104. Can you please add in the costs of the future costs slides for both the middle and elementary schools as this would show the true dollar amounts. Thank you!

We do not currently have estimates for the future cost items. They will be addressed if the reconfiguration is approved by the School Board.

105. Currently what are some of the behavioral issues Sanborn Regional high schoolers display vs. middle schoolers? What repercussions are there for these behavioral issues for each group?

The school administrators must follow the policies that outline discipline at each building. Behavioral issues come in many types, with very few serious issues coming up. The NH DOE has more information about School Environment data on [iPlatform](#).

106. How are the class offerings at the high school going to be impacted with this change? Please expand on this impact.

They are not going to be impacted. We are not proposing to reduce High School Course offerings.

107. By moving the 6th grade down to Memorial, it appears that the space issues are a concern and this requires more immediate attention to replacing the modular classrooms with permanent ones. Why is this cost not considered part of this move and how much is it estimated to be?

This would be resolved with the [Elementary Reconfiguration Proposal](#).

108. How much would the cost be per household if you chose to renovate the middle school?

Not all projects would have been completed in one year; they would have been spread over multiple years to smooth out the cost per household impact. We would be addressing the improvements through the District's CIP plan.

109. Which contractors were used and how many estimates were gathered?

One: Project Management Resources gave us the quote as a reference point for developing the presentation. We will go out to bid for the bigger projects per School Board policy if the School Board chooses to reorganize the district.

110. What's going to be done with the surplus of money from not running the middle school?

Please see slides 12-15 in the [Elementary Reconfiguration Proposal](#). We do not intend to tax to create a surplus.

111. How many jobs are going to be affected by this?

This depends on attrition. Last year the district reduced seven positions and no one lost their job.

112. How will bringing the middle school up to the high school impact the idea of student choice and voice? How can we be expected to maintain the level of personalization and opportunity for choice that we have worked so hard to develop?

The programming is not dependent on the facility. The teachers will teach the same curriculum and there will be more opportunities for teachers to work together, across grade levels, and give students additional opportunities for learning at their level.

113. What will staffing look like? Who will go where regarding the specilists?

This will be clearer once the master schedules are developed.

114. How much would it cost to add a wing to the high school?

We did not research this and getting an estimate would cost money.

115. What will SRSD be paying for the seminary building and the middle school building (per year)?

This varies from year to year. We budget approximately \$82,00 per year for the seminary campus including all buildings, the Swazey Gym, fields, etc.

116. Could any section of the middle school house the SAU?

Yes, but the cost to renovate and heat the middle school is significantly more than the cost to rent a facility.

117. Where did the estimates for the work done to both MS and HS originate?

Project Management Resources

Sanborn Reorganization Questions Staff Q & A

Please note that the Collective Bargaining Agreements for next year are not public yet and many of the questions refer to the language in the CBA. If you have questions, please contact your Union representative.

- 1. Will the "permanent structure classrooms" be attached to the building at Memorial?**
Yes, we will eventually have to address the modulars at Memorial regardless of the potential reorganization of the district.
- 2. What is the additional cost to add "permanent structure classrooms" to the building?**
We don't have an estimate at this time, this will need to be done in the future regardless of the reorganization and will be considered a budget item.
- 3. Will "permanent structure classrooms" be added by the start of the 2020 school year?**
This is not a part of the current plan. It is being discussed by the facilities committee. We are working on a process that future capital needs will be run through the District's CIP plan that is approved by the Facilities Committee and the School Board.
- 4. I wonder if studies have been done (in other towns/districts) to see if this is appealing to a couple buying a home in the district who plan on having children attend the schools.**
The NESDEC study did review and consider this question. Couples looking to buy a home typically look at three things: 1. Cost of the home 2. Quality of the schools 3. Overall taxes. This plan address two of the major areas a family will consider when buying a home. Providing academic support for students will increase our scores on assessments and keeping the taxes relatively level will help bring our cost per pupil in line with surrounding communities.
- 5. If I get transferred to another school (i.e. if my classroom has to move to match my grade), will I get reimbursed for the time spent packing up one room and setting up the next, given that I will have done so involuntarily?**
We will discuss the move and the plans for the move once the School Board makes a decision. It is highly likely that we will use the additional days at the end of the school year for packing and preparing. Teachers will pack up their rooms and a moving company will do the physical move of items and furniture to the new location.
- 6. Will there be a middle school style content specific curriculum for just 6th grade?**
This will be determined over the course of next year in collaboration with teachers and administration.
- 7. In the current plan (where 6th grade is retained at each school), this would involve 5th and 6th having a middle school style content specific curriculum. Would it make sense for the whole of 4/5/6 to engage in this practice?**
This will be determined over the course of next year in collaboration with teachers and administration.

- 8. Will both schools keep the same schedules?**
No, the elementary school schedules will have to be staggered for busing and parent pick-up/drop off.
- 9. How will you balance the issue of team leaders as you're bringing two teams together?**
The administration, in concert with the SREA will discuss this once the School Board makes a decision.
- 10. How will you manage the transition from 3rd to 4th?**
Guidance, teachers, and admins will work collaboratively to transition students.
- 11. How will you ensure consistency of MLP professional grades etc? I.e. if my current admin grades one way, and my new admin grades another, I don't want to get stuck when it comes to re-certification.**
Collaboration, conversations, and some retraining for all those involved will happen in order to make this transition smooth.
- 12. How will you manage the paraprofessionals across both schools?**
All paraprofessionals will be assigned based on student need (the same way they are assigned now) and overseen by their perspective building level administrators (as they are now).
- 13. How will the student activity budgets be managed?**
These accounts will be managed the same way they are now (per district policy).
- 14. The Bakie Boosters are awesome. Is there a similar program at Memorial, and do they fundraise to a similar standard as Bakie? If not, how will this imbalance be addressed?**
Both schools have excellent fundraising and boosters/PTO.
- 15. The Proposed Next Steps slide, which bullet #4 states: "June 5 & 19 - School Board deliberates AND MAKES A DECISION". Is this a "proposed" next step? If not, when will the FINAL next steps be determined?**
The School Board is planning to make a decision no later than June 19th
- 16. If the Proposed Next Steps are the FINAL next steps, how are the proposed changes being decided upon?**
The School Board will make the final decision
- 17. Is the Board determining this or does the Community have a say?**
The School Board has the decision making authority. The community passed the change to the articles of Agreement by a 2/3rds majority vote. Passage of the Warrant Article was an important step to begin this process.
- 18. I heard Mr. Ambrose say a few times, "if the Board & the Community decide this is not the right plan, that's ok. I am only stating the facts." So how is the Community involved in the decision making process?**
The community passed the modification of the articles of agreement by a 2/3rds vote. Our job has been (and will continue to be) to advise on how we might make the changes, then the community will have time for questions and input, then the SB will make the final decision.

- 19. If the Board is making the decision (either way) what is the point of the May 15 meeting?**
The board wants community input and have asked for input via surveys, meetings, and forums.
- 20. Have you considered putting the lower level elementary student in the smaller one story building?**
Yes, the NESDEC study offered many options. You may review it by clicking the link at the top of this document. After careful review and much consideration the current proposal was deemed to be the best option. This is based on the academic needs of the students, the pros and cons of the facilities (number of classrooms and layout of the building), and the number of students to be located in each building. Philosophically and academically it makes sense to house primary grades (PreK-3) in one location and grades 4-6 in a separate facility. Over the next five years, we anticipate approximately 400 students in PK-3, and and fewer than 300 in grades 4-5-6 at Memorial.
- 21. I did not see Title one in the blueprint. Are they the Paraprofessional Interventionists now?**
No, there will be two types of paraprofessionals: special education and academic intervention (which includes Title one and the new positions proposed).
- 22. I am not confident in saying that more interventionists will be available to help students within the district; you are adding more interventionists but cutting teachers...does that due justice to students?**
The class sizes across the district for grades K-5 are sometimes small. This solution manages class size and provides the academic supports students and teachers need. If teachers have slightly higher class sizes but significant support for struggling students, teachers should feel supported and student achievement should increase. (in most cases class sizes would only grow 2-3 students, please see slides 6 and 9 of the [Elementary Reconfiguration Proposal](#) presentation)
- 23. How would the PTOs work?**
PTOs are separate entities from the School District. As a result, each PTO will decide on how they work; however, each will work collaboratively with teachers and administration
- 24. If the middle school was to close, what would happen to the building?**
We hope to find a tenant for the building or the building will be minimally maintained (heated at a low level) to keep it viable for future use or rental.
- 25. We were told at the deliberative that voting for #8 would just get us into compliance with the state. However, I see districts such as Timberlane and Oyster River, who has 2 k-4 schools and probably others are out of compliance too. So was this a necessary vote or just one that will open up for the school board to make any changes they want?**
Please read the Article 8 information letter shared multiple times prior to the vote in March. It clearly outlines the definition of an elementary school in cooperative school district. This is a necessary vote for all of the reasons outlined in the letter. The letter is located [here](#).
- 26. What would be the status of the portable modulars at Memorial?**
The modulars are at the end of their life cycle and need to be addressed regardless of the reorganization proposal

27. Would the Memorial modulars be replaced with another modular or would a permanent addition to the actual school be a priority of the reconfiguration?

The modulars are at the end of their life cycle and need to be addressed regardless of the reorganization proposal

28. Having everyone move classrooms or schools- will there be given time at the end of the year for this so we do not have to spend our days off in the summer to do this?

Yes, we will need to plan time for teachers to pack and unpack

29. Will expectations for behavior etc be consistent within the two elementary schools?

Behavior expectations will be decided collaboratively by staff and administration in alignment with Board policy.

30. Will the second grade teachers be able to still talk with third grade teachers during our contractual time to discuss students during the beginning of the year?

Yes

31. What about Enrichment for our k-2 students? I did not see an enrichment teacher on the map

The enrichment program will be discussed as part of the planning process.

32. What is going to be done about staff's morale, fears, concerns, next year?

Once the School Board makes a decision the planning process will begin. This work will be done with staff input and in collaboration with administration to the extent possible. Once we have a direction from the School Board the planning will begin. Morale, fears, and concerns are a significant factor in Mr. Ambrose's request for the School Board to make a decision about the direction of the district by mid June. Staff, students and parents will feel better once they know the direction we are heading. Giving staff and the community as much time as possible to plan and prepare seems like a great way to help alleviate some of these feelings.

33. I am wondering if current special education staff will have the option of moving to Tier II intervention specialist positions (which I would love)?

Anyone can apply for open positions.

34. Memorial has smaller classrooms and yet you are putting bigger kids there - is there any talk of lockers to free up classroom space?

This would be up to staff, it is certainly a possibility

35. 4 sections of 5th grade will make classes of 25 the 2021-2022 school year - will there be shifts in the number of classes to fix this?

All class sizes and staffing will be assessed annually just as they are now.

36. Discussion of different units/topics being taught at different elementary schools - how will it be decided on what stays as teams combine? Who makes those decisions?

Teachers will work collaboratively with the direction of Dr. Haynes and the building administration to make these decisions.

37. Will teachers be given the opportunity to switch grade levels, stay at their current school in a different grade? Or are we married to our grade-level moving forward?

Administration will handle this on a case by case basis.

38. If we are moving buildings can we be placed on our correct steps based on years experience/years in district?

This matter is not a part of the reorganization.

39. Is creating bigger teams for the sake of collaboration actually better if you are taking a highly functioning PLC and putting together teachers who do not work well together?

All teachers are professionals and the expectation is that all teachers will work well together. There will be a plan to help facilitate the collaboration of all teachers, district wide, should this reorganization happen.

40. The lighting at Memorial is horrible and the building is dark and gloomy, can this also be addressed?

This can be discussed with the building administrator.

41. When will changes in start and end times at both schools be announced so that teachers can plan for their own childcare?

Once the School Board makes a decision the planning process will begin. Time adjustments will be announced once they are determined.

42. Will teachers find out building/teaching assignments before next April and contracts?

Yes, as soon as the School Board decides on a direction the Administration will start working with teachers to let them know their assignments and locations.

43. Social-emotional impact on students? You have addressed building the Sanborn community, but not the impact of being a small fish in a bigger sea from the beginning

The overall size of the schools is not different. Bakie currently houses over 350 students and memorial has close to 270. All PK-6 students will still be a part of their classroom, and we will rely on Responsive Classroom to help integrate students for the first year, as well as to continue fostering the community going forward

44. Impact on our spectrum/anxiety students of having to transition schools so many times

In most cases, there is only one additional transition. We will work with those students in advance and plan mindfully, ensuring that students who particularly struggle with transitions are slowly transitioned in advance, just as we would from grade 5 to 6 now and grade 8 to 9 now.

45. Job description for intervention teachers/paras?

We will develop one once the School Board makes a final decision.

46. Would intervention teachers/paras have to go through the interview process?

Yes, interviews will be held.

- 47. I am wondering about the case manager positions at the PK-3 and 4-6 positions. At Bakie, we currently have the In-Step program for students with autism, and one case manager handles that group of students. How will this work with having a case manager (or 2 in K?)?**
This will all be determined by student need. The current proposal of having two case managers for grade K is based on student need and early supports. Both schools would have an IN-Step program and BASICS program and planning for these would happen next year. Right now, these positions are separate from the grade PK-6 special education teacher positions.
- 48. The timeline-it is being so rushed without public or staff input that you lose the buy-in. Enough staff for both schools including age appropriate special ed programs and enough guidance counselors or home to school social workers**
Staffing will be determined by student need.
- 49. What is the criteria for cutting a teacher position? Is it years of service?**
Please refer to the Collective Bargaining Agreement
- 50. If a section was reduced by one teacher and that teacher wanted to be an interventionist would that teacher have to go through an interview?**
Yes, interviews will be held.
- 51. Would the teacher applying for an interventionist position need to have dual certification in regular ed and special ed?**
This process is too far in the future. We hope to keep as many of our teachers as possible.
- 52. When will staff members be made aware of position changes?**
As soon as possible.
- 53. Who is advocating for current practices, WIN, SPED, Enrichment, etc?**
Everyone is advocating for them, and we need to keep these practices.
- 54. Will there be empty buildings?**
The middle school will be available. We hope to rent it to another organization but we can't fully explore that until the School Board makes a decision.
- 55. Could you elaborate on the term "Literacy/Math Intervention Teacher" and "Paraprofessional Interventionist?"**
Teachers and Paraprofessionals who work with students prior to special education referral, commonly referred to as RTI (Response to Intervention). The district does not currently have enough staff to support students in interventions prior to the referral process.
- 56. Are "Literacy/Math Intervention Teacher" and "Paraprofessional Interventionist" positions only at the primary level?**
No, we hope to fund them K-12
- 57. Would only para interventionists be at Bakie?**
No, we hope to fund them K-12

- 58. Would there be other paras at Bakie who are not interventionists?**
Yes, Special Education Paras
- 59. In regards to intervention services, how would that look?**
That will be developed collaboratively between staff and administration
- 60. Are intervention services only for students with IEP's/504 plans or will other students have access to intervention services?**
The intervention services would be available for regular education students prior to special education referral.
- 61. Will the role of paraprofessionals change if they are not classified as an interventionist?**
No
- 62. Will staff be asked about our preferences in regards to which grade level or building we work in?**
This will be handled on a case by case basis.
- 63. Would seniority be a factor in determining staff assignments?**
This will be handled on a case by case basis, using the CBA language as appropriate.
- 64. Will staff be adequately trained in BASICS and additional staff be available with counseling/behavioral training at Kingston as there is at Newton currently?**
BASICS is a program open to individual students with behavioral needs as determined by their IEP team. These decisions in placement will continue be made based on student need. If needed, training would occur to ensure new staff members are familiar with specific student behavioral needs. Training and supports would be decided once staff assignments are determined.
- 65. How will bus times for families with children at both Memorial and Bakie be effected? Will they leave at the same time? Different times?**
We will stagger the start and end times for Memorial and Bakie.
- 66. Do specialists get to pick which grade levels they wish to work at and is this determined by seniority? If not, how is it decided?**
We will work collaboratively with staff as much as possible considering teacher placement.
- 67. Is there a limit on class size?**
Yes there are two ways class size is regulated. The first is minimum standards for school approval (NH DOE) and district policy. Please review policy IIB located [here](#).
- 68. Has the cost for equipment (including toilet heights, tables and chairs etc.) to accommodate smaller students upstairs at Bakie been included in the financial costs? How will the libraries be reorganized? Has the cost for this been included in the budget costs?**
The library reorganization will have to be facilitated and has not been considered as a cost. We will have to plan for this over the course of the next year if the School Board chooses to reorganize the district. Toilets, tables and chairs have been discussed.

- 69. What will happen with duplicate resources that are not needed?**
Duplicate resources that are not needed will be reallocated in the budget or permanently reduced.
- 70. Has a cost been determined for this?**
Costs have been outlined in the presentations from April 3 & 10.
- 71. What requirements do Interventionists need? Is a SPED Cert required?**
This has not been determined yet.
- 72. What are para interventions required to have?**
Beyond para certification, this has not been determined yet.
- 73. Increased case load = decreased services. How is this going to be addressed?**
With the restructuring plan, there is no decrease in special education teachers, there is an increase of one teacher, to account for the specialized programs at each school (BASICS and IN-Step). The decrease in speech and language cost is not due to decreased services. There is the hope that with the restructuring plan, there will be more efficiencies in group services. In addition, the district is currently contracting out additional speech support and looking at ways to reduce those costs, regardless if the restructuring occurs (hiring part-time versus contracting or utilizing speech and language assistants versus pathologists for some of the services delivered).
- 74. Is there a capacity issue for general areas in the schools?**
No please read the NESDEC Study located [here](#).
- 75. Will grade level concerts still be allowed, or is the human capacity to low?**
We would still do grade level concerts. If they can't be run at the elementary school for space reasons we would hold them at SRHS.
- 76. What will happen if the middle school, seminary, and old high school all remain unrented?**
The district is working hard to deal with the seminary building. This is a complex issue that is separate from the reorganization. The middle school will either be rented or closed.
- 77. What is the cost to maintain these empty buildings?**
Please see slides 27 & 28 from the [Final Middle School Transition](#) presentation.
- 78. Do 5th grade teachers get a voice in which subjects they will be teaching?**
As in current practice, staff will work collaboratively with administration to talk about the subjects and curriculum.
- 79. How will RIFs be determined?**
Please see the Collective Bargaining Agreement
- 80. Will 5th & 6th grade teachers have input on the structure of their day (elementary vs middle school model)?**
Staff will work collaboratively with administration to talk about the subjects and curriculum keeping in mind best practice.

- 81. Will there still be an Enrichment Teacher position at each building? If not, how will the needs of the highest students be met (WIN or Intervention for their needs)?**
Staff will work collaboratively with administration to talk about the subjects and curriculum.
- 82. What will be done to build community and help the new, larger teams of teachers get to know and feel comfortable with each other?**
Staff will begin meeting as a team as soon as possible. Early release and professional days will be used for this purpose.
- 83. How many paid days will teachers get to move and set up classrooms? Plan together with their new teams? Etc.?**
Staff will begin meeting as a team as soon as possible. Early release and professional days will be used for this purpose. Additional days may be needed, and this will be discussed.
- 84. If many of the district's financial issues come from being strapped by the ownership of too many buildings, why are we continuing to hold on to all of the properties?**
The district is working hard to deal with the seminary building. This is a complex issue that is separate from the reorganization. At this time the Middle School is still a part of the district.
- 85. What will happen with the student population increases? What's the plan for that?**
The district will retain the Middle School so that it may be used in the future if needed. We are projected to lose another 400 students (the same amount we lost over the past 10 years)
- 86. By moving the SAU to the carriage town plaza... doesn't that essentially mean we will be paying to keep 6 buildings running rather than 5?**
Yes, but the move of the SAU office is temporary. If district enrollment continues to decline, as projected, the SAU office will eventually move back into a school. Once a decision is made about the Seminary property we will reduce a campus.
- 87. Will the sixth graders have the middle school experience by having lockers and changing classrooms?**
The middle school experience is critical for these students to have success, and teachers and administrators will develop this experience keeping in mind best practice.
- 88. How many teachers/staff will be let go?**
It depends on student enrollments, retirements, how many staff leave the district and multiple other factors. Last year we reduced seven positions and didn't lose a teacher. It is our goal to retain staff as much as possible. Please see slide 14 of the [Final Middle School Transition](#) presentation.
- 89. Will the 7th-8th graders have their own bus, lockers, gym, cafe, nurse, etc?**
Please review the [Final Middle School Transition](#) presentation.
- 90. What about retaliation from the high school kids because they do not want the younger kids there?**
Past practice (when the 8th grade was housed at the high school for one year recently) tells us that this will be highly unlikely.

91. **Will the 6th graders still be able to participate in the 7th-8th graders sports?**
No, please review slide 17 of the [Middle School reorganization presentation](#)
92. **You mentioned how 6th grade band will be a TBD, but is 6th grade chorus also on the radar?**
Yes, this will need to be discussed at the same time as band. 6th grade students will have band and chorus. The scheduling will need to be discussed.
93. **Are additional stipends available to run full-year chorus after school if needed?**
Not at this time, this will be discussed in the future once the master schedules are completed
94. **Can the HS Band and Chorus rooms get AC added? They house the largest class sizes in the district, and have no access to windows/ventilation. (Plus instrument intonation is greatly affected by temperature.) If adding 7 & 8th ensembles in there (also very large class sizes), they will need better temperature control.**
This issue is not a part of the proposal so it will need to be addressed through the budget process. There is ventilation in the Band and Chorus rooms and they tend to move into the air conditioned auditorium when the temperature rises.
95. **If the wording is voted on next week, will the plan be to reconfigure the elementary schools to a k-3, 4-6 model at the same time? What are the costs associated with those transitions?**
Please see the cost analysis outline in the proposal slides of the [Elementary Reconfiguration Proposal](#) and the [Final Middle School Transition](#) presentation.
96. **If the 7-8th does go to the HS, will budgets be combined with HS budgets, or will middle school budgets remain strictly middle school? I.E. will the middle and high PE teachers share one budget, grades 7-12? Will Art all share the same budget (7-12)?**
The Middle School will have its own budget and administration
97. **You mentioned putting Art and Music in the mods at Memorial. Don't those need to be replaced?**
The modular classrooms will need to be planned for regardless of the reorganization.
98. **What positions will be cut? Is it only middle school positions, or will it be evenly distributed and some HS/elementary be cut as well? Ex: If there's a 6th grade teacher who has been in district longer than a 5th, and the plan is to do a 5/6 team where teachers do both grades but only one subject, can the 6th grade teacher bump out the 5th grade teacher at that school?**
Please review the slides for both the [Middle School](#) and [Elementary School](#) proposals. These questions are answered in the slides.
99. **What will the restructure of Unified Arts look like? Will middle school teachers travel to all 3 schools? Will elementary UA teachers need to take on an additional grade level?**
This will need to be planned once the master schedules are created.
100. **What does the timeline look like?**
The current proposal is to move everyone for the start of the 2020-2021 school year.

101. When will the board be voting on this?

The board will have a decision by June 19.

102. How soon will we know if our position will be cut for 2020-2021?

As soon as possible, but it is important to note that we will be working to retain as many staff members as possible through attrition. Last year we reduced seven positions and no one lost their job. This all depends on the enrollments, retirements, and a variety of other factors.

103. I would like to know more about how this move will impact MS student athletics. Would you list which MS sports programs would be impacted, how many students would be affected, and if any adjustments can be made to preserve these programs?

Please review slide 17 of the [Middle School Proposal](#)

104. Would you or Mr. Stack explain the daily logistics of taking MS students to the cafeteria, the gym, and the HS Library during the day to minimize co-mingling of the JrH-High? "3 paras" will assist, but this does not clarify what will happen in practice.

We will be slightly staggering the entry and exit times for all common areas. There will be more detail about this as the master schedules are created.

105. NESDEC said mergers of HS and Jr High grades into one facility (single campus) has been successfully accomplished by other districts. Would you contact NESDEC for a list of these districts? Would it be possible to have the superintendent of one of them come and address questions?

Great idea. We will look into it.

106. Can NESDEC provide the names of any districts in New England which have created such a merger - and then decided to REVERSE their decision?

I will ask NESDEC. We are not aware of a district that has reversed this decision.

107. Will Special Ed at Bakie (Instep Program) have enough space to function properly and in the best interests of the students?

Yes

108. Also, If we are status quo until 2020, why not make ALL changes at that time? (Meaning Pre-K through 3rd at Bakie and 4-6at Memorial)

That is the plan

109. What is the plan for the School Counseling Office? Will the Middle School have a separate office in their wing?

Yes, the program will still have its access to separate classroom spaces.

110. Will special educators no longer have access to a classroom designed to meet their children's needs?

Master schedules will dictate which classes may share classrooms with other teachers, they will not actually use a cart. One consideration at this time is to have some PASS classes not be located in the same room each period. Designated staff spaces will be determined during the planning stages.

- 111. At the high school, we are always using the library and librarian. We bring full classes down, have Mark come up to us, or send kids down to get books almost every day. How will the shared space be handled so that the middle school/high school students are not mixing? And if Mark becomes responsible for teaching middle school classes (if you go to one librarian), we lose almost all our ability to utilize him as a resource for our classes.**

Mr. Stack is working collaboratively with Mr. Giuliucci to address this and this does need to be considered and planned for during the scheduling process. We have a plan to provide separate spaces for middle school and high school in the current library with movable partitions. We will need to develop a plan to address the scheduling of classes.

- 112. Electives- how will staffing and classroom sharing work?**

This will have to be determined by the creation of the master schedule.

- 113. Will the number of teachers on carts at the High School decrease as the smaller populated classes begin entering High School?**

Yes and teachers will share classrooms, not operate on carts.

- 114. Will the staff other than teachers such as custodians/lunch personnel also be transferred to other schools within the district?**

Yes, provided there are openings.