

Criteria to guide our Leadership team and School Board in creating configuration models.

Practices and processes:

- Communicate clearly and with greater detail
 - Share data
 - Elaborate on costs AND benefits
 - Share proposals with credible arguments
 - Define equity
 - Provide more information on options
- Answer specific questions from the community data (FAQ)
- Acknowledge when data is inconclusive
- Communicate process, timeline, and opportunities for community input
- Share the timeline, the Board’s commitment to the timeline, and any necessary revisions to the timeline

Criteria	Core Belief	Strategies
Impact on student well-being: research and data related to <ul style="list-style-type: none"> ● Class size and healthy classroom configurations ● Travel time ● Access to aftercare and before care ● Access to programming such as sports, music, guidance, etc. 	Well-Being Humanity, Justice, Community, and Belonging	Focus on inclusion and belonging Rename/rebuild re-configured elementary schools <ul style="list-style-type: none"> ○ New names ○ New mascots ○ Etc.
Travel time <ul style="list-style-type: none"> ● Length of bus rides for various age groups ● Travel time for families to school 	Well-Being Humanity, Justice, Community, and Belonging	
Implications of moving 6th grades to U-32: research and data related to <ul style="list-style-type: none"> ● Student impacts: social, emotional, academic ● System impacts 	Well-Being Humanity, Justice, Community, and Belonging Rigorous Curriculum and Instruction	Intentionally designing and implementing a strong middle grades program will attend to the social, emotional and academic needs of students <u>(The Successful Middle School)</u>
Financial sustainability, fiscal responsibility, resilience and responsiveness to future demographic changes	Transparent and Responsible Leadership	Enhancing Education
Does this configuration set us up to enter a merger conversation with other districts?	Transparent and Responsible Leadership	

<p>Implications of different proposals on specific communities/towns and the community as a whole</p> <ul style="list-style-type: none"> • Per pupil spending • Community viability • Property values • Community well-being • Pros/Cons for all scenarios/options • Impact of closures on towns (center towns most impacted) • Cost savings and indirectly tax savings 	<p>Community Engagement and Relationships Humanity, Justice, Community, and Belonging Transparent and Responsible Leadership</p>	<p>Board is committed to making student-centered decisions</p>
<p>Specific educational improvements and opportunities for students</p> <ul style="list-style-type: none"> • Equitable opportunities (define) • That are fiscally sustainable 	<p>Rigorous Curriculum and Instruction Humanity, Justice, Community, and Belonging</p>	
<p>Opportunities/costs to elementary sports programs</p> <ul style="list-style-type: none"> • Travel impacts on elementary sports • Changes to elementary sports configurations for each model 		
<p>Allow class sizes that meet Education Quality Standards and are sufficient to provide rich instruction</p> <ul style="list-style-type: none"> • Intentionality • Consistency • Equitable outcomes 	<p>Rigorous Curriculum and Instruction Transparent and Responsible Leadership</p>	
<p>Maintain full-time nursing and counseling</p> <ul style="list-style-type: none"> • What does the research say about student access to nursing and counseling? 	<p>Well-Being Humanity, Justice, Community, and Belonging</p>	
<p>Maintain or expand enrichment opportunities that are consistent across the system (music, art, world language, etc.)</p> <ul style="list-style-type: none"> • Sustainable 	<p>Rigorous Curriculum and Instruction Humanity, Justice, Community, and Belonging</p>	
<p>Be deliberate, intentional, and creative when creating shared positions across schools and very small FTE</p>	<p>Humanity, Justice, Community, and Belonging</p>	

Notes:

- Cite sources when providing research and data