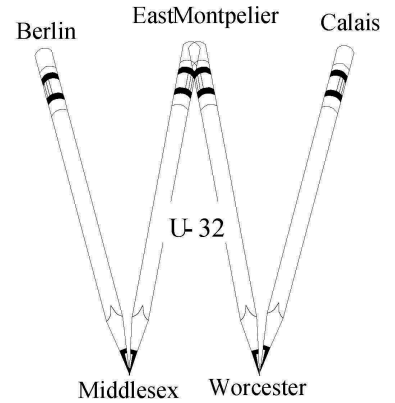


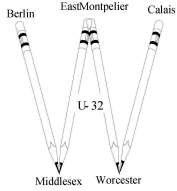
Configuration Study

*Data and Research Presentations
Aug-Sept 2024*



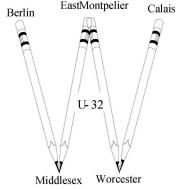


ITERATIVE TIMELINE



- **2010:** Doty and Rumney Boards Efficiency Study
- **2014:** WCSU Efficiency Study
- **2022-2023:** *Strategic Planning*
- **August 2023:** Board discussed Approaches to Configuration Study
- **September 2023:** Board charged the Finance Committee to lead the study and make recommendations
- **October 2023:** Finance Committee reviewed data
- **February 2024:** Finance Committee reviewed configuration simulations
- **April 2024:** Community Presentation of configuration simulations
- **August & September 2024:** Review 8.21.24 Presentation and Criteria

BOARD & COMMITTEE CRITERIA



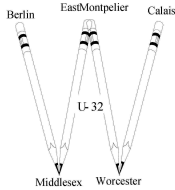
Our structure must ensure inclusive, high quality, enriching instruction for all students

- Impact on student well-being
 - ▷ Class size and configuration
 - ▷ Travel time
 - ▷ Access to before and after school programming
- Educational opportunities
 - ▷ Core programs
 - ▷ Enrichment opportunities
 - ▷ Intervention

Middle School:

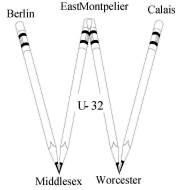
- Impact on student social emotional learning and development
- Impact on academics
- System Impacts

Goals of the Strategic Plan



- 1. Build and nurture a culture of well-being and inclusivity.**
- 2. Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum, and varied educational opportunities.**
- 3. Foster and commit to responsible leadership that engages the community and communicates transparently.**

Equity Definition

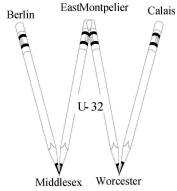


VT AOE definition of EQUITY

“Every student [will have] access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.”

Board Policy C29

Inclusion



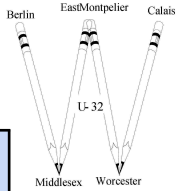
Katie Novak's definition of INCLUSION

Equitable access to classrooms with grade level peers

Equitable access to grade level content

High expectations

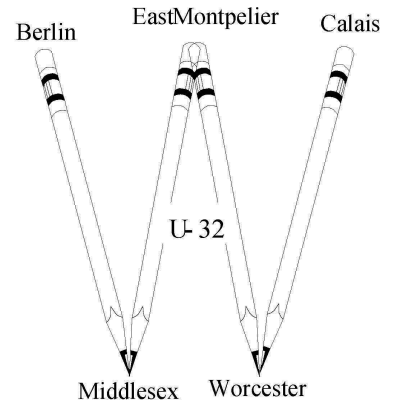
Feeling of belonging and hope

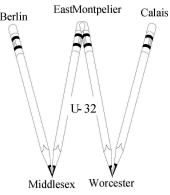


Equity Indicators Work		
Outcomes	Experiences	Implementation
<p>Disaggregated Common Assessment System Data:</p> <ul style="list-style-type: none"> ● Reading at Grade 3 ● Algebra concepts at Grade 8 ● 4 & 6 year graduation rate ● SEL Benchmark Data* ● Behavior Referral Data ● Suspensions ● Attendance <p>Program Access:</p> <ul style="list-style-type: none"> ● CVCC* ● Dual enrollment/early college* ● Advanced/AP course enrollment ● Co-curricular participation* 	<p>Student Engagement & School Climate Indicators</p> <ul style="list-style-type: none"> ● WCUUSD Climate Surveys (staff, students, families) <p>Student experience Focus Group Interviews*</p> <p>Exit Survey Themes*</p>	<p>Annual Report of Equity Work</p> <ul style="list-style-type: none"> ● Anti-racism/anti-bias training participation ● Curriculum audits* <p>Human Resources</p> <ul style="list-style-type: none"> ● Workforce demographics* ● Teacher goals tied to equity* <p>Annual Report of Multi-Layered System of Support Implementation*</p>

**Will be integrated once implemented*

Current Data and Research





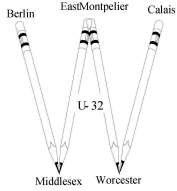
Enrollment

	FY15	FY25 (9/4/24)	FY26 (proj)
Berlin	191	182	191
Calais	138	94	90
Doty	79	76	74
EMES	213	206	169
Rumney	177	107	111
Total PK-6	798	665	635
U-32	790	700	685

Projected Enrollment	K-6	7-12 (does not count tuition st)
FY27	598	653
FY28	599	636
FY29	593	618
FY30	609	592
FY31	603	602
FY32	600	614

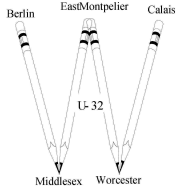


Current Staffing (FTE)



	Berlin	Calais	Doty	EMES	Rumney	U-32	WCUUSD	Total
ADMIN	1	.9	.9	1	.9	5	6	15.7
ADMIN OTH						2	2	4
NON-BARGAINING ESP	2	2	1.5	2	1.5	4	5	18
NON-BARGAINING ESP SALARY						1	8	9
NON-BARGAINING PROF						1	2	3
TEACHERS	17.84	10.54	8	20.44	11.02	71.95	33.3	173.09
ESP	15.5	10.09	5.37	16.67	4.88	31.5	0.11	84.12
Total	36.34	23.53	15.77	40.11	18.3	116.45	56.41	306.91

Building Usage

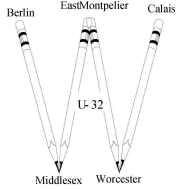


Student Capacity

% of Capacity Occupied

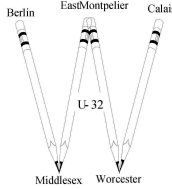
	Classrooms	Low end of optimal	High end of optimal	Current Occupancy	Low end of optimal	High end of optimal
Berlin	13	193	268	182	94%	68%
Calais	9	134	186	94	70%	51%
Doty	7	104	144	76	73%	53%
EMES	15	223	309	206	92%	67%
Rumney	9	134	186	107	80%	58%
U-32	55	1100	1375	704	64%	51%

Curriculum



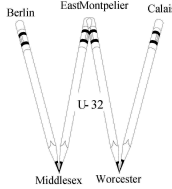
- Performance indicators aligned with national standards and articulated in grade levels or grade level clusters
- Importance of evidence-based Layer 1 instruction
- K-6 curriculum maps for global citizenship and science
- Changing class configurations year to year impacts our ability to implement our curriculum

Special Education Service Delivery



- Cost savings are difficult to predict and unlikely in the short-term
- Small Group vs 1:1 Instruction
 - ▷ Both have pros and cons and best approach depends on the needs of individual students
 - ▷ 1:1 tutoring allows for focused support. Can also limit social learning, be stigmatizing, and stunt peer relationships.
 - ▷ Small group can allow for more targeted instruction than large group, help students learn to collaborate, allow students to practice new skills with peers, and students are more likely to be engaged and participate than in large groups.
- Vermont DMG Report - Strengthening Best-Practice Supports for Students Who Struggle

Special Education Service Delivery



■ Service Delivery:

▷ Current Configuration

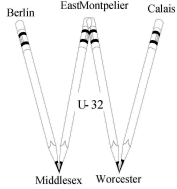
- ▷ Constraints - Smallest school special educators support students in grades K-6 (7 grade levels) across all disability and skill areas. Limited opportunities for small group specialized instruction.
- ▷ Opportunities - Consistency of case manager over many years.

▷ Proposed Configuration

- ▷ Constraints - Less consistency of case management over years.
- ▷ Opportunities - Reduced travel time for specialists (Psychs, OTs, ECSEs)
- ▷ Narrower focus for special education services/supports, increased efficiency
 - ▷ EMES, currently three special educators, each serving 3 grade levels and/or focusing on student needs. Adding a 4th SE would allow for narrower focus.
 - ▷ Rumney, currently two special educators, serving 4 grade levels each. Adding a third, SE could serve 2-3 grade levels and/or specialize instructionally.



FY25 Elementary Classroom Configuration

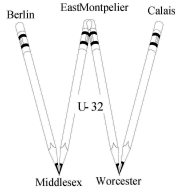


Class Configuration	Pk/K	K	1	1/2	2	2/3	3	3/4	4	5	5/6	6
# of classes	1	3	5	1	3	3	2	4	3	1	7	1
# of students	18	22 19 9	21 14 14 15 13	11 14 10	15 16 14	15 14	22 18 17 17	16 20 14	16	19 20 20 22 19 19 19	13	

Total classrooms K-6: 34



FY26 Proposed Elementary Classroom Configuration (3 schools)

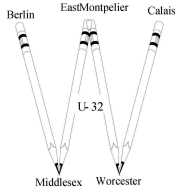


Class Configuration	Pk/K	K	1	1/2	2	2/3	3	3/4	4	5	5/6	6
# of classes	0	4	5	0	5	0	6	0	4	5	0	U-32
# of students		15E 13M 15B 16E	17E 23M 13B 17E 14B		15E 17M 15B 15E 17B		16E 14M 15B 16E 15M 15B		21E 20M 21B 22E	17E 23M 14B 17E 14B		85

E=East Montpelier, M=Middlesex, B=Berlin

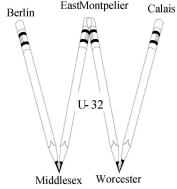
Total classrooms K-6: 29

“Baseline” Agreements for Time Allocation K-6

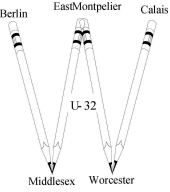


Subject	# days a week	# of minutes a day
Morning Meeting	5	20
Literacy (includes phonics/word study, reading, writing, read aloud, handwriting)	5	150
Math (includes first instruction lesson, math menu, i-Ready MyPath)	5	90
Science & Global Citizenship	5	25
Art, Music, PE, Health, Library	5	45
Lunch & recess	5	60

Current Programming



Subject	# days a week	# of minutes a day
Morning Meeting	5	20-30
Literacy (includes phonics/word study, reading, writing, read aloud, handwriting)	5 4 or 5	80-120 30 min Foundations
Math (includes first instruction lesson, math menu, i-Ready MyPath)	5	90 60 min in K
Science & Global Citizenship	Varies	½ day ECO once a week Sometimes in literacy

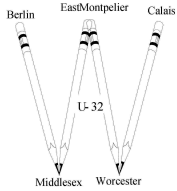


Current Programming

Subject	# days a week	# of minutes a day
Art	1	45
PE	2	45
Health	Varies	Varies
Library	1	45

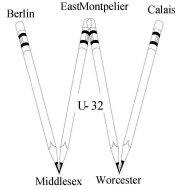
Music not always enough students to implement consistently	Gen Mus: 1x 45	Gen Mus: 1x 45	Gen Mus: 1x 45	Gen Mus: 1x 45	Gen Mus: 1x 45
	6th gr band 2x30 (rotating lesson)	5/6 band 2x30	3-6 Chorus 1x 30	6th gr band 1x45 (rotating lesson)	6th gr band 1x30 (rotating lesson)
	5/6 Chorus 1x 30	5/6 chorus 1x30	Hoping to add band this year	4-6 Chorus 1x 30	5/6 Chorus 1x 30

Elementary Athletics



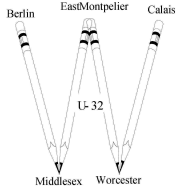
Berlin	Calais	Doty	EMES	Rumney
School-based (bball, soccer)	School-based (bball, soccer)	School-based (bball, soccer)	Run by the rec program	School-based (bball, soccer)
	Various shared teams - Rumney/Doty	Teams combine with Rumney as needed for numbers	Soccer, Basketball, Baseball, Lacrosse, Strong Girls, Lego League	Soccer shared with Doty
Berlin, Calais, Doty and Rumney have a part-time athletic director to coordinate activities				

PreK/Community Connections



- Fewer sites to manage and staff
- Sustainable numbers of students
- Better positions the district to respond to demands of Act 76 PreK program
- Estimated Students FY26
 - ▷ 34 East Montpelier
 - ▷ 20 Middlesex
 - ▷ 20 Berlin

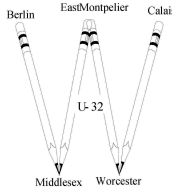
Transportation



School	Number of bus routes	Number of stops	Length of routes (miles)	Length of time on bus shortest to longest (min)
Berlin	4 Morning 3 Afternoon	9-21	18-29	21-47
Calais	3 Morning 3 Afternoon	11-23	17-30	26-50
Doty	1 Morning 1 Afternoon	31,34	34,45	90,84
EMES	3 Morning 3 Afternoon	25-35	20-29	34-58
Rumney	3 Morning 2 Afternoon	12-27	14-24	21-55
U-32	15 Morning 16 Afternoon	5-36	12-41	15-69

Specific Route Information

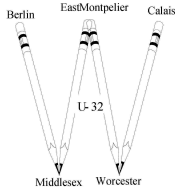
Middle School Program



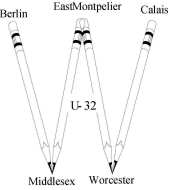
- Programs, Infrastructure, and Building are ready to accommodate Grade 6
- Allows specialization for teachers (Middle Grade Endorsement for Grades 5-9)
- Greater access to co-curricular activities
- Allows for more middle school specific programming (could reduce the need for shared staff)
- Efficient use of space/facilities
- More diverse cohort of learners

Additional Pro/Con Research

Equitable Access



- Access to co-curricular activities (including transportation)
- Teachers endorsed in Middle Grades Education
- Intervention flexibility (individual, small group, multiple programs)



Other Options Considered or Proposed

- 5 elementary schools, 7-12 U-32
- 5 elementary schools, 6-12 U-32
- PreK-8, HS U32
- 4 elementary schools, 7-12 U-32
- 3 elementary schools, 7-12 U-32
- 4 elementary schools, 6-12 U-32
- 3 elementary schools, 6-12 U-32
- Montpelier consolidate school option
- U32 with single elementary school
- K-3 @Doty, 4-6 Rumney, 7-12 U3-2
- Magnet school model
- Community School ([Full-Service Community Schools grant program](#) - no longer funding this program)
- Berlin early childhood center and 2 elementary schools, 6-12 U-32

Table with criteria