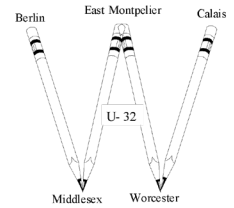


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761



**Washington Central Unified Union School District
Configuration Committee Meeting
February 10, 2025
Central Office
1130 Gallison Hill Rd
Montpelier, VT
Virtual Only
4:30-6:00 PM**

Virtual Meeting Information

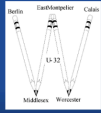
<https://tinyurl.com/4z7cbwfs>

Meeting ID: 872 6968 6253

Password: 834359

Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Configuration Committee Initial Meeting
 - 2.1. Agenda
3. Adjourn



WCUUSD Configuration Committee Meeting

February 10, 2025, 4:30-6:00

[ZOOM LINK](#)

Objectives:

1. Debrief the last configuration process
2. Define configuration
3. Build consensus on the conditions of our work
4. Plan for next steps

Norms for Equitable Data Analysis:

Separate observation from inference: Fully explore what is there to be learned before attempting to interpret the data.

Honor what is behind each data point: Recognize that every point of data tells a story and every point represents the experience of an individual or group. Maintain the anonymity or confidentiality of the data (when appropriate), and recognize that there are likely factors at play beyond what is shown in the data.

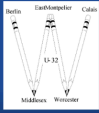
Use the data to reflect and deepen thinking: Work together to create shared meaning by collaboratively exploring, analyzing, and interpreting the data.

Recognize multiple truths: Based on our roles, experiences, and perspectives, people have different understandings of the root causes of problems; multiple truths open up possibilities for moving forward. Conversations about data may include healthy disagreement.

Maintain a solution-oriented approach: Being solution-oriented doesn't mean adopting quick fixes or jumping to conclusions when analyzing data. Focusing on the future and on being positive are crucial features of a nonjudgmental, solution-oriented culture.

Keep conversations 'blame free': Focus on factors that are within our control and that we can collectively address in a forward-thinking manner.

Strive for equity of voice: Recognize that we each have varying levels of comfort with both interpreting and talking about data; allow space for reflection and emerging ideas.

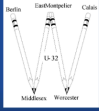


Essential Resources:

- [Configuration Committee Charge and Next Steps 2024-2025](#)
- [WCUUSD Strategic Plan](#)
- [FINAL CRITERIA](#)
- [Configuration Timeline](#)
- WCUUSD District Equity Policy: Educational equity occurs when each child receives what they need to develop to their full academic and social-emotional potential. Equity goes beyond formal equality where all students are treated the same. Working towards equity in schools involves:
 - Expecting high outcomes for all participants in our educational system, and removing the predictability of success or failures that currently correlates with any social or cultural factor;
 - Identify and remove inequitable practices, examining biases and creating inclusive multicultural school environments for adults and children;
 - Providing every student with access to high quality culturally responsive educational experiences
 - Discovering and cultivating the unique gifts, talents and interests that every human possesses

AGENDA:

Time	What	How
15 minutes	Opening moves	Welcome Introductions: name, community, why you joined the committee
10 minutes	Debrief: lessons learned from the last configuration process	What can we learn from the last configuration process? <ul style="list-style-type: none">● We were not able to articulate how changes would lead to improved outcomes and opportunities for students● There wasn't enough information available on transportation, housing, and facilities data
20 minutes	Define configuration	What is the model school system we need to make our vision for education and our strategic plan a reality? "School configuration" refers to the specific arrangement of grade levels within a school system, essentially describing which grades are housed in each school building, including



		<p>the span of grades served by a particular school, and how students transition between different grade levels throughout their education. Considerations like student population size, building capacity, educational philosophy, and community needs can influence a school's configuration. (source: Generative AI)</p> <p>Configuration Proposal should include:</p> <ul style="list-style-type: none"> ● A descriptive plan for any proposed solutions' implementation. How will this solution be achieved? How can our community visualize that solution? ● Per the practices and processes introduced in our Criteria for Configuration, we have an obligation to present/acknowledge credible arguments for and against a proposal. ● Reports to the full board can either be recommendations for action or "findings." A finding might conclude that a proposal is possible, advisable, or it might conclude something is irreconcilable with our strategic plan and criteria for improving our district.
30 minutes	Build consensus on the conditions of the work.	<p>Build consensus on conditions of the work:</p> <ul style="list-style-type: none"> ● Act 46 ● Projected enrollment (including future housing development) ● Facilities ● Timeline ● Equitable opportunities for students ● Definition of community school ● Education Quality Standards <p>Next steps:</p>
5 minutes	Closing	<p>Next steps:</p> <ul style="list-style-type: none"> ● Communications ● Planning
10 minutes	Public comment	

Criteria Area	Areas of assessment	Linkages to Core Belief	Strategies	Resources
Impact on student well-being (social, emotional and academic)	Class size and healthy classroom configurations	Well-Being Humanity, Justice, Community, and Belonging Rigorous Curriculum and Instruction	*Focus on inclusion and belonging *Rename/rebuild re-configured elementary schools(New names, New mascots, Etc.) *Intentional design and implementation for strong programs that attend to the social, emotional and academic needs of students	The Successful Middle School: https://www.amle.org/wp-content/uploads/2021/01/AMLE_SMS_Summary_Color.pdf
	Travel time (Length of bus rides for various age groups and travel time for families to school)			
	Access to aftercare and beforecare			
	Access to (maintain or expand) programming such as sports, music, art, world language, tech integration, library, etc. (impact on configuration / travel)			
	Inclusion in developmentally appropriate environment			
	Access to developmentally appropriate programming			
	was originally written as equitable outcomes- I don't believe that is correct terminology - services need to be			
Access to quality health and wellness services (nursing and counseling) https://resources.finalsite.net/images/v1702300854/wcsu32org/g0pzlvs3e8mffaqmhl8x/C29DistrictEquityPolicy				
Impact on school staff	Ability to retain appropriate licensed staff (compensation, FTE allocation/shared positions, sharing of staff across schools)	Well-Being Rigorous Curriculum and Instruction Transparent and Responsible		
Financial Management & Implications	Financial sustainability *per pupil spending <i>working definition:</i> ability to manage finances in order to meet spending commitments, both now and in the future, and ensures future generations of taxpayers do not face an unmanageable bill for services provided to the current generation. (adapted from https://www.gfoa.org/materials/role-of-the-finance-officer-in-supporting-fiscal-sustainability)	Transparent and Responsible Leadership	Enhancing Education (this was in the original doc, I don't know what it means)	
	Fiscal responsibility: *Cost savings and indirectly tax savings <i>Working definition:</i> the practice of using taxpayer money wisely and avoiding overspending (adapted from https://teachable.com/blog/fiscally-responsible#:~:text=Put%20simply%2C%20fiscal%20responsibility%20means.spending%20money%20irresponsibly%20and%20impulsively)			
	System Resilience: <i>Working definition:</i> ability to withstand and adapt to economic shocks or demographic changes essentially maintaining its core functions even when faced with significant challenges; it signifies the ability to adapt and bounce back after experiencing a disturbance. (Variety of sources and the definition in the first document)			
	Configuration impact on ability to enter into merger conversations			
Community well-being (specific communities and community as a whole)	Community viability	Community Engagement and Relationships Humanity, Justice, Community, and Belonging	Board is committed to making student-centered decisions (I would remove this from here - It's not what was meant, but I think it may read as	
	Property values			
	Community well-being			
	Impact of configuration changes / closures on towns (outside of students - centered on towns most impacted)			