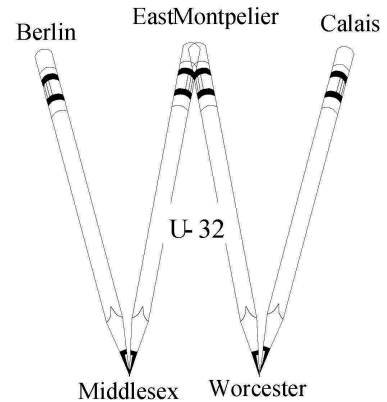
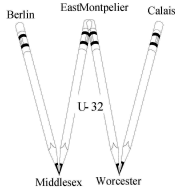


Configuration - Programs

March 2025

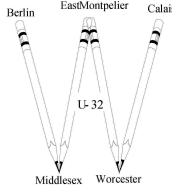


Goals of the Strategic Plan



- 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

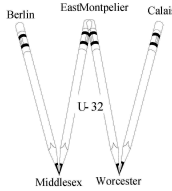


VT AOE definition of EQUITY

“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

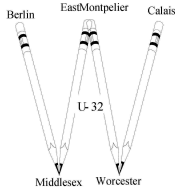
Equitable access to classrooms with grade level peers

Equitable access to grade level content

High expectations

Feeling of belonging and hope

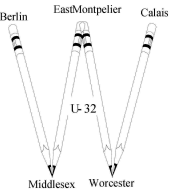
How we can think of configuration...



Mission/Vision: defined by our Strategic Plan

Programming: what we provide students to meet our Vision

**Structures: how we provide the programming.
Budgets are developed from the structure.**



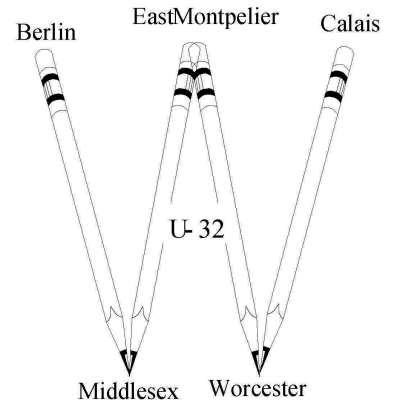
Enrollment

	FY15	FY25 (3/1/25)	FY26 (proj)
Berlin	191	183	183
Calais	138	91	88
Doty	79	72	61
EMES	213	207	183
Rumney	177	119	112
Total PK-6	798	672	627
U-32	790	695	661

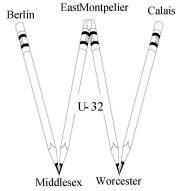
Projected Enrollment	K-6	7-12 (does not count tuition st)	Total
FY27	556	614	1170
FY28	539	607	1146
FY29	526	586	1112
FY30	529	560	1089
FY31	508	575	1083
FY32	508	570	1078

Community

Programs



School programs



Full time School Counselor, Nurse, Library/Media

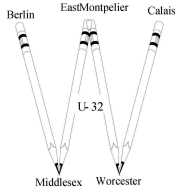
Languages

Outdoor Education

Music and Art

Transportation

Additional Programs



Recreational sports

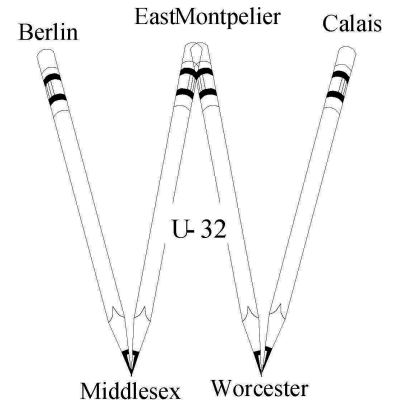
Before and After school care

Health clinic

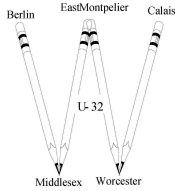
Community space - sport, meetings, etc.

Education Model

Programs

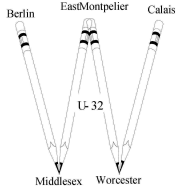


Multi-Layer System of Supports (Vermont Framework)



1. Systematic and Comprehensive
2. Collaborative
3. High-Quality Instruction and Intervention
4. Comprehensive and Balanced Assessment System
5. Expertise Development (Professional learning)
6. Data-Driven Decision-Making
7. Leadership and Organizational Structures

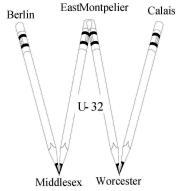
Desired Classroom Configurations



Allows:

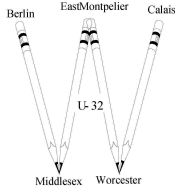
- **Multiple Instructional groupings (whole class, varied small groups, individual)**
- **Diversity across as many demographics as possible (socio-economic, gender, race, ethnicity, abilities, etc.)**

Curriculum



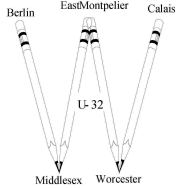
- Performance indicators aligned with national standards and articulated in grade levels or grade level clusters
- Importance of evidence-based Layer 1 instruction
- K-6 curriculum maps for global citizenship and science
- Changing class configurations year to year impacts our ability to implement our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

Special Education Service Delivery



- 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

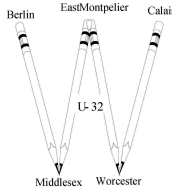
Special Education Service Delivery



■ Service Delivery:

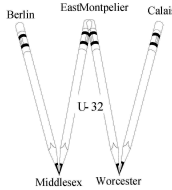
- ▷ Current Configuration
 - ▷ Constraints - Smallest school special educators support students in grades K-6 (7 grade levels) across all disability and skill areas. Limited opportunities for small group specialized instruction.
 - ▷ Opportunities - Consistency of case manager over many years.
- ▷ Preferred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

Middle School Program



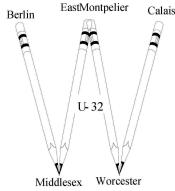
- Allows specialization for teachers (Middle Grade Endorsement for Grades 5-9)
- Greater access to co-curricular activities
- Allows for more middle school specific programming (could reduce the need for shared staff)
- Efficient use of space/facilities
- More diverse cohort of learners

Equitable Access



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

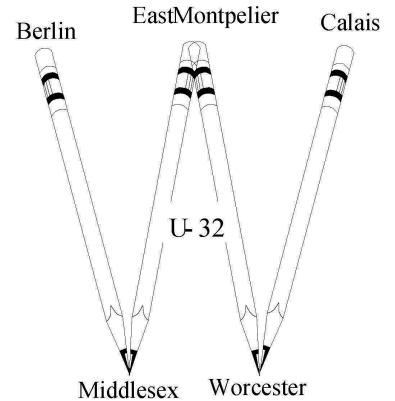
High School



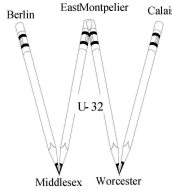
- Desire is to have a comprehensive high school with a variety of course offerings and diverse programming, ie. AP courses and Multiple Pathways.
- Access to co-curricular programming is also important to the school and community

Considerations

Constraints/Opportunities

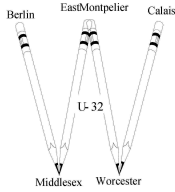


Constraints to consider



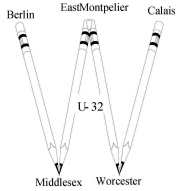
- **Time:** School day dictates the amount of time we can allocate to activities
- **Space:** Size of classrooms and schools can create limits on size of school
- **Staffing:** Hiring and retaining staff can be difficult for some programming
- **Sustainability:** Programs must be supported by staffing

“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

Community Schools



A Community School Program in WCUUSD would be a collaborative, student-centered approach that integrates academics, health and social services, youth and community development, and family engagement. It would transform schools into hubs that provide wraparound support, expand learning opportunities, and strengthen partnerships to ensure every student thrives academically and personally.