

# Grade Reconfiguration



# Curricular Implications Related to K-6 Reconfiguration



# Curriculum

## Student Development Needs

- Students experiencing fewer transitions perform better academically (Students benefit from being known by a school community for a longer span of years)
- 6<sup>th</sup> Grade students benefit from a single, primary teacher, as opposed to a team of teachers (6<sup>th</sup> grade teachers are certified Elementary K-6; single teacher model lends itself best to the new Common Core State Standards)

## Equity

- Students in Oak Grove, Sheafe Road, Vassar Road and Kinry Road have 1 or more transitions than students in other feeder patterns

# Curriculum

## Curriculum Consistency

- Consistent model of K-6 instructional delivery (i.e. junior high 6<sup>th</sup> model versus intermediate school model, etc.)

## Professional Development

- Increased opportunities within a larger grade span (K-6)

## Budgetary Implications

- Minimal costs associated with moving materials and possible professional development

# Space



# Number of Sections per grade level

Totals based on new bus runs that were created

Kindergarten numbers are listed as the same as this current year

Kindergarten numbers are based on 1/2 day

Sections are determined by grade level total divided by 25

Number of sections were rounded up

	K	Sect (25)	R m	01	Sect (25)	R m	02	Sect (25)	R m	03	Sect (25)	R m	04	Sect (25)	R m	05	Sect (25)	Rm	06	Sect (25)	R m	
Sch	Total			#			#			#			#			#			#			
BR	639	67	2.68	2	67	2.68	3	83	3.32	4	112	4.48	5	106	4.24	4	95	3.8	4	109	4.36	4
EV	398	56	2.24	2	56	2.24	3	58	2.32	3	51	2.04	2	54	2.16	2	57	2.28	3	66	2.64	3
FP	608	66	2.64	2	66	2.64	3	86	3.44	4	82	3.28	4	99	3.96	4	107	4.28	4	102	4.08	4
FI	542	74	2.96	2	74	2.96	3	79	3.16	4	85	3.4	4	79	3.16	4	82	3.28	4	69	2.76	3
GA	1018	117	4.68	3	117	4.68	5	132	5.28	6	144	5.76	6	157	6.28	7	166	6.64	7	185	7.4	7
KR	236	24	0.96	1	24	0.96	1	38	1.52	2	29	1.16	1	34	1.36	2	39	1.56	2	48	1.92	2
MY	853	85	3.4	2	85	3.4	4	118	4.72	5	128	5.12	5	151	6.04	6	142	5.68	6	144	5.76	6
OG	492	52	2.08	1	52	2.08	2	89	3.56	4	73	2.92	3	79	3.16	4	65	2.6	3	82	3.28	4
SH	584	83	3.32	2	83	3.32	4	88	3.52	4	72	2.88	3	100	4	4	82	3.28	4	76	3.04	3
VR	308	38	1.52	2	38	1.52	2	45	1.8	2	63	2.52	3	32	1.28	2	50	2	2	42	1.68	2
	6,069	662	26.48	19	662	26.48	30	816	32.64	38	839	33.56	36	891	35.64	39	885	35.4	39	923	36.92	38



# Transportation



# Attendance Zones

- Changes- most efficient with minimal impact
- How did we come up with these areas using the K-6 configuration?
- Bus ride times?
- Clarify the Junior High/High School Attendance Zones.

# Community Outreach



# Parent / Community Outreach

- If this plan merits consideration, the following steps should be taken to present the plan and provide the community with opportunities for input:

# Parent Outreach – Part 1

- Schedule presentations to community. Prepare a statement including dates of presentations. Distribute via:
  - School Newsletters
  - District –wide Google Groups
  - WCSD Website
  - Poughkeepsie Journal & S. Dutchess News
  - Letters home to families impacted

# Parent Outreach – Part 2

- Create grandfathering policy, including process, guidelines & chain of authority
- Hold “Welcome to your new school” events
- Send home Transportation letters early

# Questions



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