INVITATION:

Community Invitation: Listening Sessions on Wednesday, November 5th at 6:15 p.m.

Held in all five Elementary Schools Berlin, Calais, East Montpelier, Middlesex and Worcester.

Dear Community Members,

You're invited to join us for a Listening Session on Wednesday, November 5th from 6:15–8:15 PM, happening simultaneously in each of our five district towns.

These sessions are an opportunity for the Configuration Committee to listen and learn from you, our students, families, staff, and community members. Together, we'll talk openly about the new school configuration model presented to us on October 15th and discuss what it could mean for our district's future.

Your input will help us understand what's most important as we plan for any potential transition related to the proposed school configuration.

While the Configuration Committee has recommended a model, this is a moment to hear from you:

- How does our community feel about this possibility?
- What priorities, hopes, and concerns should guide the School Board and Administration as we move forward?

During the session, we'll discuss questions such as:

- What concerns do you have about possible school closures?
- What challenges or opportunities do you see in creating multi-town elementary schools?
- How can we build strong, connected, and student-centered school communities?
- What would help students, families, and staff feel welcome and proud in a new multi-town school?
- What can we do to make any transition easier for everyone?

Your thoughts, experiences, and ideas will help shape our shared vision for the future of our schools. Notes and reflections from all five sessions will be shared with the full School Board to inform future discussions.

We encourage you to stay engaged, reach out to the Board directly or share public comments at upcoming meetings.

Let's come together to listen, learn, and plan for a strong, connected, and student-centered future for our schools. We hope to see you there!

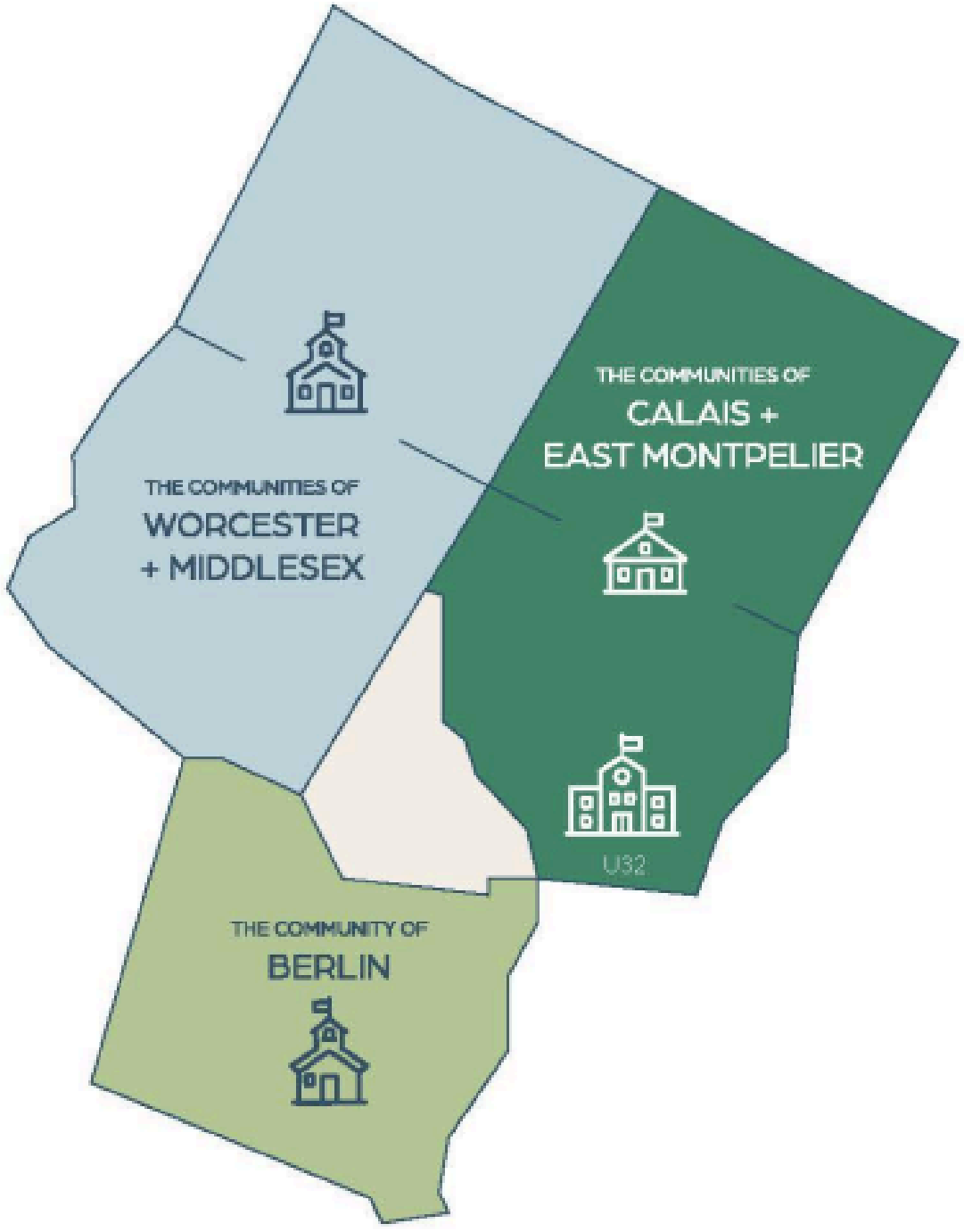
The Washington Central School District Configuration Committee and your School Board

Washington Central Unified Union
SCHOOL DISTRICT

GROWING SCHOOLS & BUILDING COMMUNITIES

By **coming together** as rural communities, the towns of Worcester and Middlesex; and Calais and East Montpelier can create economies of scale that will ensure all students have equitable access to:

- Substantially similar programming (e.g. PreK, Special Ed)
- Sports, music, art, world languages, library media, technology
- Before and after-school programming
- Health, wellness (nurse, counseling) and other support services
- Core subjects (math, science, literacy, PE/health)
- Educational resources and outcomes



Residents, families and students in these communities will benefit from curriculum & programming consistency, and schools that reflect our core values & beliefs.

THE WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT (WCUUSD)

Our Goals & Commitments:

Create an educational system that is consistent, equitable, and sustainable for our students and communities; and ensure that the instruction and opportunities we offer across the district align with our Strategic Plan.

Our Guiding Principles:

Consistent, equitable, and sustainable instruction and opportunities should drive our programming; and our programming should drive our structure. Doing so will ensure that the resources and learning opportunities we desire **for** all of our students will be available **to** all of our students.

Our Current Realities:

Classes with as few as 5 students; buildings with empty classrooms; duplication of personnel and services; projected declines in enrollment; and building maintenance and operational costs. These current realities lead to budgets that are neither affordable nor sustainable; and educational opportunities and outcomes that are not equitable.

Other Considerations:

Enrollment - Our five sending towns do not anticipate any significant increase in new housing that would lead to increases in enrollment.

Community Support - Any decisions about school configuration (structure) will require careful consideration of community impact, property values, and enrollment trends. This work will ultimately be guided by the Configuration Committee and the Board.

In developing the criteria that will drive our programming —and by extension, our structure— the Configuration Committee took into account the following factors, all of which are governed by our Strategic Plan:

I Class sizes
- Class sizes should adhere to our district policy and criteria, and reference the state minimums: Pre-K - no more than 20 students; K-3 - minimum 13, maximum 20; Gr. 4-6 - minimum 15, maximum 25; Gr. 7-12 - minimum 17, maximum 25.

II Travel time
- Time on the bus: Maximum 45 minutes one-way for elementary; 60 minutes one-way for middle/high school.
- Distance from school: 7 miles or 15 minutes for at least 80% of families assigned to an elementary school location.

III Developmentally appropriate environments and programming that support individual growth and our learning outcomes.

IV Equitable access to:
1. substantially similar programming (e.g. PreK, Special Ed);
2. sports, music, art, world languages, library media, technology integration;
3. before and after-school programming
4. health, wellness (nurse, counseling) and other support services; and
5. core subjects (math, science, literacy, PE/health).

V Compensation:
- Offering employee compensation packages that are not only competitive with, but exceed those of neighboring districts, attracting and retaining the most talented educators and staff.
- Positions would be designed and funded full-time where possible, ensuring stability and consistency, and allowing employees to fully invest in our students and schools. Shared positions would exist only when they represent innovative opportunities for collaboration or specialized expertise.