WCUUSD Student Support Services: 2025–2026 School Year

WCUUSD Special Education Department is committed to delivering equitable, inclusive, evidence-based special education services within the least restrictive environment. Through district-aligned practices and strong collaboration among educators, families, and service providers, we foster consistent, individualized support across the continuum of services. Our goal is to help students build the necessary skills to successfully pursue postsecondary opportunities in education, employment, and independent living.

Consistent with the Agency of Education's Legislative Report from September, 2025, on the Current State of Special Education, our District is seeing the number of students on IEPs increasing, while our overall student enrollment is declining. Also consistent with this report, our extraordinary costs (tuition and transportation) to meet the needs of students with intensive and complex needs continues to increase.

Total Student with IEPs	Eligibility Rate	State Eligibility Rate
259	19%	19%

As you can see from the numbers, we have more students with IEPs in our District than we have attending our largest elementary school. In addition to this, educators in our District support an additional 129 students with 504 plans. In order to meet the needs of our students and achieve caseloads that are of appropriate size for our special educators, our special educator to student ratio is roughly 1:70 in our elementary schools and 1:65 in our middle/high school.

	U–32	Berlin	Calais	DOTY	EMES	Rumney	District Wide	TOTAL
Special Educators	11.4	3	1	1	3	2	2 ECSE	23.4
Paraeducators (SE only)	12.2	13	7	2	10.7	2.87		47.7
Speech and Language Pathologists	1	1.4	0.6	0.2	1.2	0.8	0.8 Evals	6.5
Occupational Therapists							2.6	2.6
School Psychologists							2	2

Students receiving special education services also attend out of district placements (17 students), receive contracted services from outside providers (38 students), and receive specialized transportation (11 students).