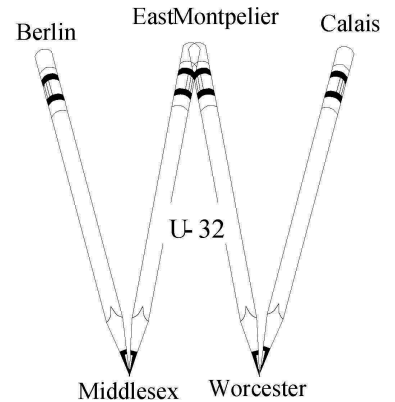


WCUUSD Configuration

February 2026



WCUUSD CORE BELIEFS

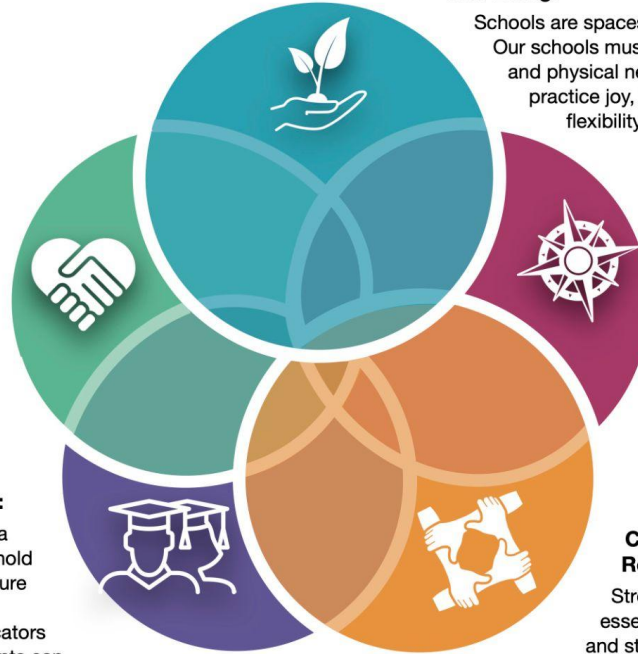
MISSION: WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

Humanity, Justice, Community and Belonging:

Schools respect, value, and welcome all people. Our schools build belonging by honoring diversity, centering equity, and celebrating the different experiences we all bring to our community. We will continue to learn and adjust our practices to create a more just and humane world.

Rigorous Curriculum and Instruction:

ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.



Well-Being:

Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

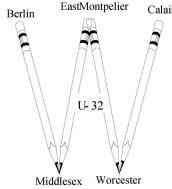
Transparent and Responsible Leadership:

All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

Community Engagement and Relationships:

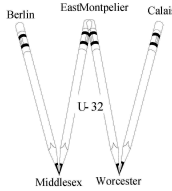
Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.

Goals of the Strategic Plan



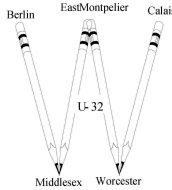
- 1. Build and nurture a culture of well-being and inclusivity.**
- 2. Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum, and varied educational opportunities.**
- 3. Foster and commit to responsible leadership that engages the community and communicates transparently.**

History



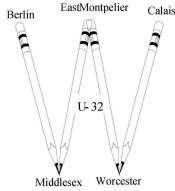
- **2010: Governance Studies**
- **2014: WCSU Efficiency Study**
- **23-24 SY: Board created a Configuration Committee**
- **24-25 SY: Board voted not to reconfigure; new Configuration Committee was formed**
- **25-26 SY: Configuration Committee recommended the current model to the Board; Board approved**

Other Options Considered (April 2024)

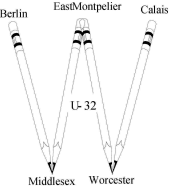


- **Maintain current configuration**
- **3 PreK-5 elementary schools; grades 6-12 at U-32**
- **2 elementary schools; one early learning center (PK and Community partner for childcare); grades 6-12 at U-32**
- **1 PreK-5 elementary school; grades 6-12 at U-32**
- **4 PreK-5 elementary schools; grades 6-12 at U-32**

Other Options Considered (2025)



- **Maintain current configuration**
- **3 PreK-5 elementary schools; grades 6-12 at U-32**
- **PK-3 schools; Grade 4-6 schools; grades 7-12 at U-32**



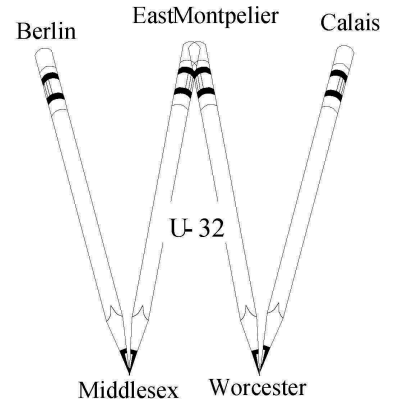
Enrollment

Pk-6	FY15	FY25	FY26
Berlin	191	183	188
Calais	138	91	105
Doty	79	72	61
EMES	213	207	204
Rumney	177	119	110
Total PK-6	798	672	668
U-32	790	695	662

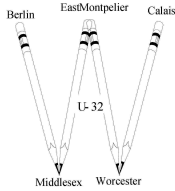
Projected Enrollment	K-6	7-12	Total
FY27	556	617	1173
FY28	533	603	1136
FY29	535	573	1108
FY30	514	582	1096
FY31	520	571	1091
FY32	505	582	1087

Meeting Our WCUUSD Criteria

Proposed Model



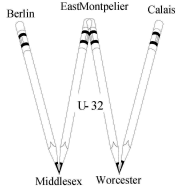
Programming drives structure



Reconfiguration allows the district to address inconsistencies in:

- Programming
- Staffing
- Resources
- Facility utilization

School programs



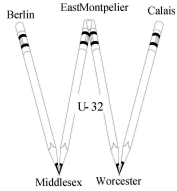
Provides Full time School Counselor, Nurse, Library/Media

Music - allows Band/Chorus in addition to regular music classes

Transportation - estimated to add no more than 5 min to most routes and reduces time on a few. Ride times are 50 min or less in early modeling. Cluster stops can be added and will help reduce travel times.

PreK can be expanded to 5 half-days a week with option for full day care through Community Connections

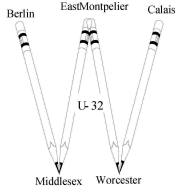
Educational Programming



Allows the district to:

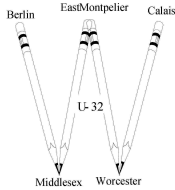
- **Build a stronger Multi-Layer System of Support**
- **Provide opportunity for classrooms with multiple instructional groupings (whole class, varied small groups, individual), and diversity across as many demographics as possible (socio-economic, gender, race, ethnicity, abilities, etc.)**

Educational Programming continued



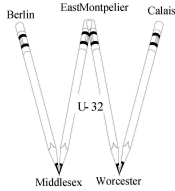
- Curriculum can be designed for grade levels and specific multi-grade configurations
- Consistent class configurations year to year enhances our ability to implement our curriculum
- Teachers can work in grade alike teams

Educational Programming continued



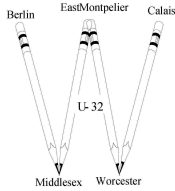
- **Special Education services can be provided in small group or 1:1 depending on student need**
- **Service delivery can be more specialized. Current system requires some special educators to provide service to K-6 students.**
- **Specialists support can be concentrated with less travel time**

Middle School Program



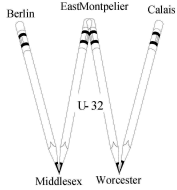
- **Allows specialization for teachers (Middle Grade Endorsement for Grades 5-9)**
- **Greater access to co-curricular activities**
- **Allows for more middle school specific programming (could reduce the need for shared staff)**
- **Efficient use of space/facilities**
- **More diverse cohort of learners**

Middle and High School



- Engage students in tasks that allow them to contribute to their local and global communities
- Build a program of studies that allows students to explore their creativity and passion for learning in deep and meaningful ways
- Create a U-32 campus to be a hub of learning for all community members
- Build flexible and meaningful teams of educators
- Articulate a coherent learning journey 6th - 12th grade

WCUUSD Community School Strategy



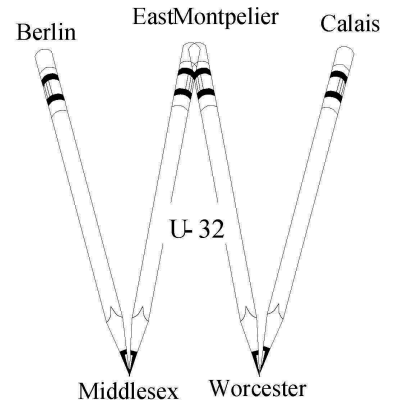
Building Hubs for Student Success & Healthy Communities

Core Philosophy: The Whole-Child Approach

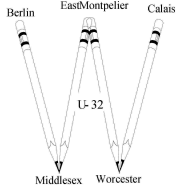
- **Student-Centered & Collaborative:** Grounded in a framework that extends beyond school walls.
- **Barrier Removal:** Addressing root causes to improve academic and personal outcomes.
- **Local Focus:** Tailored to the unique strengths and needs of each WCUUSD school community.

Considerations

Constraints/Opportunities

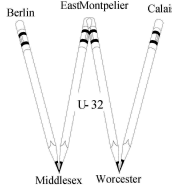


Constraints to consider



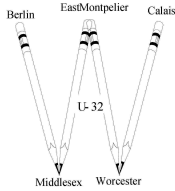
- Future budgets may be capped or based on a foundation formula
- Current small schools do not meet “small by necessity” definitions in current draft
- Enrollments are projected to continuing declining

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

Potential for the future



Recreational sports

Before and After school care

Health clinic

Community space - sport, meetings, etc.

Questions??

