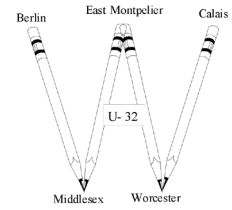


Washington Central Unified Union School District

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WCUUSD Finance Committee Meeting Agenda 10.8.24 8:30-9:30 AM Central Office, 1130 Gallison Hill Rd. Montpelier Via Video Conference

Virtual Meeting Information

<https://tinyurl.com/5dxwkp7x>

Meeting ID: 847 4366 7122

Password: 910162

Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 9.10.24, 9.16.24 – pg. 3
3. Informational Reports
 - 3.1. Monthly Reflections – pg. 9
4. Discussion/Action
 - 4.1. FY 2025 - 26 Budget Discussion – pg. 10
 - 4.2. Budget Parameters – pg. 15
 - 4.3. Budget Criteria – pg. 17
 - 4.4. Finance Configuration Committee Next Steps
5. Future Agenda Items
 - 5.1. Next Regular Meeting: November 12, 2024

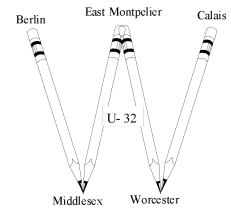
WCUUSD Board Norms - Adopted November 18, 2020

- **Public input** – Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen and ask clarifying questions. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the issue be added to a future agenda.
- **Community dialogue** – The board may periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper.
- **All voices will be heard** – Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **Reflection** – To allow time for reflection, the chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Role of the board** – At the end of each board meeting reflect on whether the board remained focused on its policy-making and oversight role during the meeting, rather than operational details that are the responsibility of leadership team.
- **Respect each other** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, celebrate successes.

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WCUUSD Finance Committee Meeting 9.10.24 8:30-9:30 AM Virtual Central Office 1130 Gallison Hill Rd Montpelier, VT

Present: Flor Diaz Smith, Steven Dellinger-Pate, Susanne Gann, Ursula Stanley, Daniel Keeney, Chris McVeigh, Zach Sullivan, Lila Richardson

- 1. Call to Order:** Flor Diaz Smith called the meeting to order at 8:32 a.m.
- 2. Approve Minutes of 8.13.24, 8.19.24, 9.3.24 – Ursula motioned to approve the minutes. Daniel seconded and the minutes were approved by consensus.**
- 3. Informational Reports**
 - 3.1. Monthly Reflections** - Susanne provided a memo highlighting the work done to prepare for the beginning of the school year. She spoke about MY Ride K-12, which the District implemented for transportation to allow parents to see the bus route their students are assigned to as well as pick up and drop off times for the route. She explained that the feature to track buses was not activated due to concerns that it may not be accurate due to cell service and could cause more harm than good and there were safety concerns as well. Susanne welcomed Theresa Stearns as the new Administrative Assistant at Rumney. She spoke about the payroll cycle and how it was paid on 9/4/24 instead of Friday 9/6/24 to ensure it met bargaining agreement requirements. Chris McVeigh asked that we let the community know why we are not using the tracking piece of the transportation app to avoid further questions. There was some discussion regarding reports that were filed to the state.

4. Discussion/Action

4.1. Multi-year Capital Improvement Project Budget Update and Approval: Ursula motioned to recommend that the Board authorize allocation of \$267,174 additional capital reserve funds to the completion of the projects as identified and approve the District moving forward with bid documents and bidding as necessary. Zach seconded. There was some discussion. Susanne explained some of the projects came in higher than expected and explained priorities of the projects. There was some discussion surrounding inflation and some of the projects such as EV chargers, lights etc. **The motion passed. Chris McVeigh abstained from the vote. Ursula motioned to recommend that the board approve the amount to budget in the general fund to transfer to the capital reserve fund in FY 25-26 as \$1,047,964. Daniel seconded. The motion passed with one abstained.**

4.2. FY 2025-26 Budget Discussion – A memo was provided for the Board showing a baseline budget for FY 25-26. The goal of the presentation will be to help the Board understand what the estimated cost will be to support current programs, services in our schools, and to understand some of the budget realities that exist before any changes in programming, services, or configuration. The hope is that the Board can provide specific guidance as to what the budget will need for approval and what conditions the Board would not approve so that the leadership team can work towards those conditions. Chris McVeigh asked about grant-funded positions. Susanne explained that some are being reduced and some are going away. Daniel asked about a big-picture estimated increase for the baseline budget. Susanne advised it would be ready for the Board meeting on Wednesday, Sept. 18. Flor spoke about parameters. Zach proposed that we put parameters around the services we offer rather than around individuals. Ursula asked if the baseline budget is what we budgeted for or what we currently have. Steven advised what we budgeted for. Chris McVeigh asked if the budget presented will show an increase based on level funding. Steven advised that there was an inflationary increase done as well and will include a bottom-line increase.

5. Public Comments: Lila Richardson spoke about the scheduling of the configuration vote. She mentioned that the Board should make it clearer to the community what the intent is for the September 18 meeting. She also asked about how Rumney and Doty would be configured. She stated she has not been able to get that information. She noted that the last minutes did not reflect the conversation about how the 23-student first grade class would be handled and that it was important to the community. Flor advised the team is doing a comprehensive posting today regarding gathering information. She clarified that on September 18 the Board will decide on the configuration models. On October 1, the decision will be made as to what will be included on the ballot.

6. Future Agenda Items

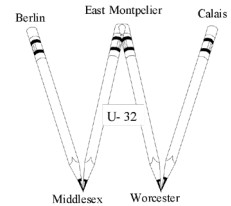
6.1. Next Regular Meeting: October 8, 2024

7. Adjourn: Ursula motioned to adjourn at 9:30 a.m. Daniel seconded and the meeting adjourned by consensus.

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WCUUSD Finance Committee Meeting 9.16.24 5:00-6:00 PM In Person/Virtual U-32 930 Gallison Hill Rd Montpelier, VT

Present: Superintendent Dellinger-Pate, Ursula Stanley, Kealy Sloan, Chris McVeigh, Michael Sherwin, Ellen Knoedler, Julia Hewitt, Allen Gilbert, Elizabeth Brown, David Delcore, Lila Richardson, Robert M, Vanessa Weinstein, Caitlin Howansky, Jeanie Phillips, Susanne Gann, Daniel Keeney, Zach Sullivan, Alicia Lyford, Patrick Whelley, Addie Wheeler, Jarrod Weiss

1. Call to Order: Ursula Stanley called the meeting to order at 5:05. She noted that Flor Diaz Smith is absent tonight and sends her best, and will be at the WCUUSD Board meeting later this week.

2. Discussion/Action

2.1. Data/Information: Steven Dellinger-Pate and Susanne Gann shared first draft of baseline budget including reconfiguration, moving 6th grade to U-32. He stated that there has not been any conversation with personnel about possible RIF: reduction in force. The presentations tonight reflect staffing patterns broadly but do not refer to people/ positions. After the presentation, the committee discussed: To consider: in anticipation of this being shared at Wednesday's board meeting:

- What are some of your observations about this data?
- How does this affect our work?
- What else?

Chris M: would like to see a four elementary school configuration and see what that budget looks like as well. In addition, can you identify how we are saving? Where are the savings coming from in these drafts? (Steven Dellinger-Pate: much of that is personnel savings;

others are building upkeep.) (Susanne Gann: capital budget, building operations, but mostly personnel.) Chris M: does that impact programming? (Steven Dellinger-Pate: not that we can tell right now, but the leadership team will review this.) Daniel Keeney: looking at the baseline budget, what are the drivers for the increase - what are the hierarchy of cost increase drivers? (Susanne Gann: salary adjustments as per contracts; health insurance - this estimate reflects 15% increase as an estimate; also inflation rate) (Steven Dellinger-Pate: grant funded positions that were moved into the operating budget) Chris M: what is our debt service number and how many buildings are we holding debt for? (Susanne Gann: approximately \$976K - currently Doty, Calais, and U-32 do not hold debt; the other schools do). Chris M: When we took on the grant-funded positions, was there any consideration that we would not be moving them into the general fund? (Susanne Gann believes that there was a hope that these positions would be moved into the general fund.) Chris M: Did we have very direct conversations about this scenario, if the grant funding expired; the general fund would absorb them? (Susanne Gann: we have not had these draft discussions with the leadership: this draft reflects positions that are currently in place.) Chris M: the five-year plan that we are looking at does not include Calais and Doty in the future. (Susanne Gann: the current capital budget does not include any projects for them after 2026). Ursula: can we include the threshold penalty for the Wednesday presentation? Some questions about enrollment that is represented - does this include 6th grade at U-32? Clarify for Wednesday. **Observations:** Dan K: The pie chart that breaks down spending is helpful; the comparison of the two, is not as much. Would be interested to see how things such as increase in health care affects the overall increase. Susanne Gann - that is included in the budget summary. Dan K would like to understand more about a smaller share of our budget coming from the Ed fund; also interested in the uses of the Ed fund (breakdown of ways Ed fund is used aside from contributing to our budget.) Kealy S: Why is the budget per pupil so different between schools now? Steven Dellinger-Pate - the biggest difference is probably related to student needs depending on the school.) Chris M: When, e.g., a small school cuts back, is this made at the local level, or is this a larger leadership decision? Steven Dellinger-Pate: we do that work as a team. Chris M: Is the bonding for each school, that debt, incorporated into the budget for the school building? Susanne Gann - it is at the district level and then reallocated to each school based on student enrollment. Alicia Lyford: the baseline budget is representing the same personnel/ programming but a decrease in enrollment; keep this in mind. Ursula S: is per pupil actual students or is it weighted? Steven Dellinger-Pate - is actual per pupil. Will represent that in the presentation. Alicia L: it might be helpful to have information about Pre-K, as the numbers presented do not reflect Pre-K. Susanne Gann asked for clarification around the request from Chris to present a four-school configuration model. The committee will address this at the end of the meeting. Susanne Gann indicated that this could not be ready for the Wednesday board meeting. The committee considered the criteria table. Daniel K: understanding the basis for the criteria that is used would be clarifying for the next iteration/ presentation. Chris M spoke about the criteria of "financial sustainability." What is the baseline for making this value judgment? In addition, for how long, regarding sustainability? Would be helpful to have the "how" and the "why" answered. Kealy S: when looking at baseline vs configuration, are there any differences that we expect to go away after one year? Alternatively, increase after one year? Is this a one-time savings or is this a longer-term savings? Chris M: having a projection into the future will be helpful.

Some conversation followed around Act 46. Ursula stated that we do not know what the budgets for schools would have been, had we not consolidated through Act 46. Chris M: we need to have this discussion in the context of our community and the issues/ concerns that they raise. They are the ones who are voting. Superintendent Dellinger-Pate: we will continue to tweak this information/ presentation so that you have as much as possible to make these decisions. Daniel K is interested in considering the cost of having longer working days for our school buildings - e.g. 7:30 - 5:30 p.m. Ursula S asked the will of the committee regarding the request from Chris M to show a four elementary school model. Chris M stated that, since we are hearing this from our communities, it would be useful to come back with that information. Ursula S asked committee members to consider the criteria table and think about whether we want to ask our administration to come back with a four-school model. Kealy would be interested in seeing what a four-school model looks like. She agrees with Chris that this might be what we are faced with so we need to consider this. Dan K: when editing this matrix, we should consider the four-school model. He agrees that a red line through the cost savings on the matrix is not helpful - would be helpful to understand more of the dynamics and more information. Understand that the focus on editing this matrix should be squarely on the four elementary school models, and we need to be clear about why we are landing in this place. Patrick W agrees that this is a likely scenario and it will be useful information to have so that we can make a more informed decision. Zach S: regarding the criteria matrix, especially related to three schools versus four schools, consider fiscally responsible versus cost savings? Consider educational opportunities. Ursula: has concerns about our administration expending the energy to produce a model that will not meet our criteria, and therefore that we would not have put forward as a board. She feels that it makes more sense to respond to the community's vote, as needed/ if needed. Patrick W: Cannot make that judgment without seeing data. Alicia L: it will take a good chunk of time to look at this with the board on Wednesday. Would it be safer to look at the blue boxes on the criteria table? Ursula: It might be helpful as a full board to take a closer look at the criteria table. Steven Dellinger-Pate: The board will also have the opportunity this Wednesday to give feedback on the budget draft as presented. The board's parameters/ feedback around the budget will very much frame configuration models that are brought for consideration. There is no way to bring the four-school model to the board by Wednesday. Chris: Since Doty and Calais are roughly the same as far as number of students, can we go with the assumption that the savings would be half? However, it looks like per pupil cost is different between the schools. Rough numbers would help inform the conversation on Wednesday. Ursula: what do we want to bring to the board from tonight's meeting?

- Revised data/ tables as discussed
- Chris M: Can we get some solid data regarding what programs will be sustained in a three or 4-school model? This is still unclear. How to explain the cost differential when comparing.
- Can administration include this in their presentation?

1. [Previous Presentation - 9/4/24](#)
2. [Previous Presentation - 8/21/24](#)
3. [Previous presentation](#) - 8/19/24

4. Resources

1. [FAQ](#)
2. [Class Size](#)
3. [School Size](#)
4. Education Quality Standards (EQS) - [Current](#), [Updated](#) (to take effect July 1, 2025) _
5. [Revised Criteria](#) 8.21.24

5. Future Agenda Items

6. **Public Comment:** Lila Richardson: In response to the combined Rumney and Doty school, the information that was shared provides no new information. We do not have any further information about Pre-K; this is important to inform going forward. The information provided so far has been incomplete for reasons that are not understood. She will follow up with a memo to the board. Caitlin Howansky: Doty has shown itself to be the most financially effective; and carries no debt load. It feels like other schools need our student dollars to make their debt loads feasible. She also noticed that we are no longer breaking up student enrollment by schools/ towns. This would be important information to share. Proactive versus reactive multi-grade classrooms: Parents do not feel that our combined grades are reactive; they feel that they planned proactively, and have been very positive experiences. Allen Gilbert explained why someone looking at the charts is going to have a different view of what is happening: It looks like Worcester and Calais are the relatively low-cost schools. Ought you to be at least sending some kids from East Montpelier and Rumney to Worcester and Calais? Those schools are the lowest cost (per pupil). Why would you close the low-cost schools? It is bald that the low-cost schools are the ones being knocked off, and does not understand why. Kealy Sloan: This is true for Doty (lowest cost per pupil) but not for Calais based on the data provided (pg. 22) Daniel Keeney would like to explain explicitly what we think the factors are that are contributing to baseline budget differentials. Susanne Gann: Student needs drive a lot of it. Daniel Keeney stated to include what was included in the budget expenditure, per pupil, by building. Some discussion about WCUUSD expenses that are assessed to schools.

7. Adjourn: The meeting adjourned at 6:40 p.m.

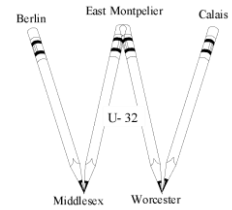
Respectfully submitted,
Lisa Grace, Committee Recording Secretary

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Monthly Reflections
DATE: October 4, 2024

The FY 2025-26 Act 173 Special Education Plan is due to the AOE October 15, 2024. We must report the number of students on IEPs, staffing and service requirements, and budgets for students anticipated to reach the Extraordinary Cost level. Thank you to Renee Bates, Administrative Assistant to Special Services for her work to verify staff, students and tracking vendor expenses. Thank you to each of the building administrators for ensuring that we have the most up-to-date information.

The FY 2023-24 grant close out reports were submitted to the AOE in September along with the first reimbursement requests for FY 2024-25. Once these reports are approved by the AOE, any carry forward funds remaining from the previous year are made available for budget allocation in the current year, allowing for grant amendments to be opened.

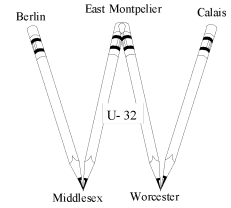
Tom has been working to update the Fixed Asset system to reflect all assets added or deleted in FY 2023-24. This is time consuming and involves communicating with the schools to ensure that our records are correct. All of your work in this project is greatly appreciated, Tom!

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Steven Dellinger-Pate
Superintendent



TO: WCUUSD School Board
FROM: Steven Dellinger-Pate, Superintendent
Susanne Gann, WCUUSD Business Administrator
RE: FY 2025-26 Budget Discussion
DATE: October 4, 2024

Summary: The Leadership Team met this week to develop Draft #1 of the FY 2025-26 Budget. The Team will need additional time to bring a budget that meets the Board's initial parameters. Throughout the configuration conversations we heard the need to be as transparent and accurate as possible when we provide information. By pushing back Draft #1 of the budget to November, we will have more accurate information available and we will be able to explore cost saving options, while providing equitable funding that meets the needs of all our students.

We also request additional guidance from the Board around the budget parameters. Some additional questions that would help in the budget development process that the board could answer would be:

- Should the Leadership Team pursue different grade level configurations such as consolidating PreK programs at fewer schools or moving the 6th grade to U-32?
- Does the Board have priorities about programs or services that could be reduced or expanded? i.e. Co-curriculars, transportation, nursing, etc.?
- What timeline will the Board be following with the configuration committee?

Next Steps: The Finance Committee discusses and recommends to the full Board the specific guidance to provide the Leadership Team on the budget parameters and next steps for the Configuration Committee.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
BUDGET DEVELOPMENT TIMELINE – REVISED 10-4-24
FY 2025 - 2026

August – Preliminary Budget Preparation

- Business Administrator to prepare budget documents and materials for Leadership Team and Finance Committee review in August.
 - Business Administrator and Superintendent review proposed Budget Development Timeline.
 - 6th - WCLT reviews proposed Budget Development Timeline.
 - 6th - WCLT discusses the FY 26 food service staffing plan, goals, and grant-funded positions that will impact the budget development in preparation for baseline budget.
 - 9th – Packet materials finalized for the WCUUSD Finance Committee.
 - 13th - Finance Committee reviews draft Budget Development Timeline
-

September - Baseline Budget Preparation, Budget Training, Baseline Budget, Configuration Modeling

- COLT reviews staff funded by grants and begins to plan for the impact on the baseline budget.
 - Building Administrators review current special education staffing needs and begin planning for FY 26 service requirements.
 - 6th – Packet materials finalized for the WCUUSD Finance Committee.
 - 10th - Finance Committee reviews and recommends to the Board the Budget Development Timeline and guidance to the Leadership Team on what the budget needs to include in order to be approved and what would cause the board to not approve it.
 - Budget Meetings with Principals. Early discussions with individual buildings on any new or reduced services and staffing requests for FY 26 Budget Draft #1.
 - 18th - WCUUSD Board receives the Multi-year Capital Improvement Project Budget and approves the transfer to the capital reserve fund in FY 2025-26.
 - 18th - WCUUSD Board Budget Training.
 - 18th - WCUUSD Board reviews and approves the Budget Development Timeline and provides guidance to the Leadership Team on what the budget needs to include in order to be approved and what would cause the board to not approve it.
 - 18th - WCUUSD Board receives the Baseline Budget to inform draft discussions.
-

- 19th - WCLT develops a plan for faculty and staff communication and engagement for FY 26 budget.
 - 19th - WCLT discusses the collection of staff recommendations and feedback to advise the budget development.
 - 19th - WCLT develops the FY 26 Budget Draft #1 budget proposal
-

October – Develop WCUUSD FY 26 Budget Draft #1.

- 3rd – WCLT budget planning meeting.
 - 4th - Packet materials finalized for the WCCUSD Finance Committee/Board.
 - 16th - WCUUSD Annual Title I Meeting.
 - 16th - WCUUSD Board reviews and approves FY 26 Dental Premiums.
 - 24th – WCLT finalizes Special Ed staffing levels.
 - 24th – WCLT receives the seniority list from HR to advise any potential RIF notifications.
 - 24th – WCLT budget planning meeting. Review the Board’s guidance, the Strategic Plan, Equity Indicators, Continuous Improvement Plan, Enrollment data and class size, resource sharing opportunities, staff recommendations and feedback, and baseline budget estimates. District-level discussions on new or reduced services and staffing requests to finalize for FY 26 Budget Draft #1.
-

November – Develop and Present WCUUSD FY 26 Budget Draft #1.

- 6th – Community Engagement Meeting – This is a budget input session to inform the community and provide an opportunity for input.
 - TBD - Meeting with Budget Ambassadors.
 - 8th - Packet materials finalized for the WCUUSD Finance Committee/Board.
 - 12th - Finance Committee reviews and recommends to the Board the FY 26 Dental premiums.
 - 12th - Finance Committee reviews and recommends to the Board the FY 26 budget assumptions for fund transfers for the HRA, Food Service, Community Connections.
 - 12th - Finance Committee reviews FY 26 Budget Draft #1.
 - 14th – WCLT budget planning meeting to debrief feedback and consider any adjustments as a result of the WCUUSD Board input.
 - 20th - WCUUSD Board reviews FY 26 Budget Draft #1 and provides feedback to the Leadership Team.
-

- Administrators have conversations with any people that *may* be affected by a reduction in force.
-

December – Develop and Present WCUUSD FY 26 Budget Draft #2.

*****NOTE: Revenue information for budgets becomes available between December 1-15.**

- 6th - Packet materials finalized for the WCUUSD Finance Committee/Board.
 - 10th - Finance Committee budget discussion.
 - 12th - WCLT budget planning meeting. Final changes, if any, made to the FY 26 Budget.
 - 18th - Community Presentation and Board Budget Discussion
 - **TBD – Grand List and Common Level of Appraisal information available from Agency of Education**
-

January – Budget Meetings to Finalize Warning, Budget and Town Meeting Materials

- 8th – WCUUSD Board reviews school board vacancies, language for the warning and annual report format.
 - 8th - Community Presentation. WCCUSD Board discusses FY 26 Budget, finalizes and approves.
 - 10th - Packet materials finalized for the WCUUSD Finance Committee.
 - 14th - Finance Committee Budget Discussion.
 - **15th - Final FY 26 Budget warned and other materials to the printers and Town Clerks.**
 - 22nd - WCUUSD Board reviews FY 24 audit.
-

February

- Administrators work with the Director of Facilities to complete Capital Project Request Forms.
- Business Administrator begins Five-year Capital Improvement budget conversations with the Director of Facilities and Superintendent.
- Administrators have conversations with any people that *are* affected by reduction in force.
- 7th - Packet materials finalized for the WCUUSD Finance Committee.
- 11th - Finance Committee develops WCUUSD Board Communication and Outreach Plan.

- 19th - WCUUSD Board reviews and approves Board Communication and Outreach Plan.
-

March

- WCLT prepares for hiring season and reviews para and new staffing requests.
 - 3rd - Annual Meeting at U-32.
 - 4th - Town Meeting Day Budget Vote Via Australian Ballot.
-

April

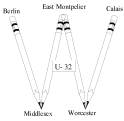
- WCLT reviews and approves Capital Improvement Project Plan and Multi-year Capital Improvement Budget.
-

May

- WCUUSD Board reviews and approves Capital Improvement Project Plan and Multi-year Capital Improvement Budget.
 - 9th - Finance Committee reflects on FY 26 Budget Development Process.
 - 13th - WCUUSD Board reflects on FY 26 Budget Development Process.
 - CFP and IDEA B grant budget developed.
-

June

- TBD - School Board Retreat
- TBD - Leadership Team Retreat
- COLT administrators complete CFP and IDEA B grant applications in the GMS program and submit end of year reimbursement requests.



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To: WCUUSD Board
From: Flor Diaz Smith, WCUUSD Board Chair
on behalf of the Finance Committee
Re: Budget Parameters 2025-2026 See update below

WCUUSD School Board members,

The Finance Committee met and want to share the following budget parameters we discussed. Before we get started I want to remind us that we approved an [equity policy](#) that defines educational equity as:

Educational equity occurs when each child receives what they need to develop to their full academic and social-emotional potential. Equity goes beyond formal equality where all students are treated the same. Working towards equity in schools involves:

- Expecting high outcomes for all participants in our educational system, and removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Identify and remove inequitable practices, examining biases and creating inclusive multicultural school environments for adults and children;
- Providing every student with access to high quality culturally responsive educational experiences
- Discovering and cultivating the unique gifts, talents and interests that every human possesses



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Keep in mind the definition above as you review the following budget parameters:
(Seeking to understand) (How the success of our students. connectedness)

1. Continue to offer and further develop the Muti-Layer System of Supports to all students across all schools and Professional Development for Teachers. (Strategic investment in building teacher capacity)(Most vulnerable students will have what they need)
2. Concentrate on the Services we should include and tie the parts of our budget to service delivery to students, including how Admin positions support the success of all our students.
3. Frame budget to the Goals of our [Strategic Plan](#) and our [Core Beliefs](#).
4. Consider configuration changes that support our [Criteria Table](#)
5. Stay under the Excess spending threshold.
6. Continue to frame budget decisions around Ed Quality Standards, Equitable distribution of Resources (and meeting student need, *transportation Equity, Opportunity for extended before and after care*)
7. *Provide the lowest increase in net spending with meeting EQS and addressing equitable distribution of resources and student needs.(enrollment and program reductions)*
8. *Consider configurations that realize program quality improvements within optimal class sizes.*
9. *Move towards long Term Financial Sustainability of our system (Appropriate level of increase that we can sustain within our community)*

After we review them and finalize them, these parameters will be used to guide our administrators as they develop the Next Budget Draft. The finance committee is looking forward to working and collaborating with all of you as we get started in our budget process. Please review in advance for discussion at our meeting on September 18th,

DRAFT CRITERIA synthesized from the 7/31/24 Finance Committee Meeting

Practices and processes:

- Communicate clearly and with greater detail
 - Share data
 - Elaborate on costs AND benefits
 - Share proposals with credible arguments
 - Define equity
 - Provide more information on options
- Answer specific questions from the community data (FAQ)
- Acknowledge when data is inconclusive
- Communicate process, timeline, and opportunities for community input

Criteria	Core Belief
Impact on student well-being	Well-Being
Travel time <ul style="list-style-type: none"> • Length of bus rides for various age groups • Travel time for families to school 	Well-Being Humanity, Justice, Community, and Belonging
Implications of moving 6th grades to U-32 <ul style="list-style-type: none"> • Student impacts: social, emotional, academic • System impacts 	Well-Being Humanity, Justice, Community, and Belonging Rigorous Curriculum and Instruction
Sustainability and fiscal responsibility	Transparent and Responsible Leadership
Does this configuration set us up to enter a merger conversation with other districts?	Transparent and Responsible Leadership
Implications of different proposals on specific communities/towns and the community as a whole <ul style="list-style-type: none"> ◦ Per pupil spending (we can't control taxes) ◦ Community viability ◦ Property values ◦ Community well-being ◦ Pros/Cons for all scenarios/options ◦ Impact of closures on towns (center towns most impacted) 	Community Engagement and Relationships Humanity, Justice, Community, and Belonging
Specific educational improvements and opportunities for students	Rigorous Curriculum and Instruction Humanity, Justice, Community, and Belonging
Allow class sizes that meet Education Quality Standards and are sufficient to provide rich instruction	Rigorous Curriculum and Instruction Transparent and Responsible Leadership
Maintain full time nursing and counseling	Well-Being Humanity, Justice, Community, and Belonging

Maintain or expand enrichment opportunities that are consistent across the system (music, art, world language, etc.)	Rigorous Curriculum and Instruction Humanity, Justice, Community, and Belonging
Limit (or eliminate) shared positions across schools and very small FTE	Humanity, Justice, Community, and Belonging