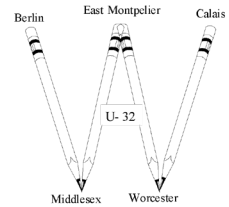


Washington Central Unified Union School District

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

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761



Washington Central Unified Union School Board Meeting 12.18.24 6:15-9:15 PM (Virtual Only) Central Office 1130 Gallison Hill Rd Montpelier, VT

Virtual Meeting Information

<https://tinyurl.com/bduhp355>

Meeting ID: 849 3594 9997

Password: 297072

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

- | | |
|---|------------|
| 1. Call to Order | 6:15 PM |
| 2. Welcome | 15 minutes |
| 2.1. Adjustments to the Agenda | |
| 2.2. Reception of Guests | |
| 2.3. Public Comments-Time limit strictly enforced, see note | |
| 3. Presentation | 60 minutes |
| 3.1. CVCC Budget Presentation (Jody Emerson) – pg. 4 | |
| 3.2. Budget Presentation – pg. 21 | |
| 3.2.1.Budget Survey Feedback – pg. 32 | |
| 3.2.2.Community Q & A | |
| 3.2.3.Board Feedback on FY 26 Budget Draft | |
| 4. Reports | 15 minutes |
| 4.1. Superintendent/COLT Report – pg. 39 | |
| 4.2. Principal Report – pg. 41 | |
| 4.3. Student Report | |
| 4.4. Central VT Career Center Report | |
| 4.5. VSBA Report | |

- | | |
|--|------------|
| 5. Board Operations (Discussion/Action) | 60 minutes |
| 5.1. Approve Participation in Winooski Valley School Choice Lottery - pg. 46 | |
| 5.2. FY 26 Budget Draft Next Steps | |
| 5.3. Mailing Ballots | |
| 5.4. Configuration Committee Appointments | |
| 5.4.1. Executive Session : Appointment of Configuration Committee Members | |
| 6. Ed Quality Update | 20 minutes |
| 6.1. Post-Secondary Outcomes – pg. 47 | |
| 7. Finance Committee | 15 minutes |
| 7.1. Fund Balance Projections - Enterprise Funds – pg. 61 | |
| 8. Policy Committee | 15 minutes |
| 8.1. First Readings: | |
| 8.1.1. F20 Fiscal Management & General Fiscal Accountability – pg. 62 | |
| 8.1.2. D4 Title I Comparability – pg. 65 | |
| 8.1.3. Prevention of Conflict of Interest in Procurement –pg. 68 | |
| 8.2. Second Reading & Adoption : | |
| 8.2.1. F45 Fundraising - pg. 69 | |
| 9. Personnel | 5 minutes |
| 9.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 73 | |
| 10. Consent Agenda(Discussion/Action) | 5 minutes |
| 10.1. Approve Minutes of 12.4.24 – pg. 76 | |
| 10.2. Approve Board Orders | |
| 11. Future Agenda Items | |
| 11.1. Board Evaluation | |
| 12. Board Reflection | 10 minutes |
| 13. Public Comment | 15 minutes |
| 14. Adjourn | |

NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.

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, and celebrate successes.

AGENDA KEY

Agenda Section	Examples	Role/ Responsibility	Description
Call to Order	n/a	Board Chair or designee	Formal opening to meeting. Superintendent calls to order during annual reorganization
Public Comment			Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.
Executive Session	Personnel Student Matter Negotiations		Only for discussion of items covered in VSA §313. Formal actions not taken in Executive Session
Reports to the Board	Superintendent/ COLT Student Report	Administration	Both regular/recurring reports and one-time reports happen here. One-time reports are determined by the Board workplan or requested by the will of the Board. Generally, reports invite clarifying questions but not formal discussion/action
Committee Reports	Finance Policy Education Quality	Board	Chair of the committee reports on substance of most recent committee meeting. Generally, reports invite clarifying questions; any discussion or action items would be listed in the respective section of the agenda
Discussion Items		Board with input from administration	Items on the agenda specifically for discussion of the Board. Chair can seek input from audience during discussions. Generally not intended for action (although nothing prevents the Board from taking an action)
Action Items	Personnel approvals	Board	Items formally on the agenda for Board action. Discussion can occur after a motion is on the table
Consent Agenda	Board Orders Minutes	Board	Designed for items that need proforma approval and/or are sufficiently routine. Board acts on all items in the Consent agenda and does not discuss any item unless it is pulled out during Agenda Adjustments



CVCCCS BUDGET OVERVIEW

Fiscal Year 2026



CVCCSD MISSION

The Central Vermont
Career Center School
District supports and
prepares students to be
engaged members of a
diverse society and the
workforce through rigorous,
safe, and experiential
learning communities.



CVCCSD GOALS



Goal 1: Long Term Planning

The ability to serve all eligible students in our region and to provide programming that fulfills the needs of students, employers and the community are key points in the CVCC Board goals. Our present facilities prevent us from doing so. By 2029 CVCC will have a state of the art facility that serves all eligible students in our region, staffed and resourced appropriately. We will realize an increased enrollment versus applicant percentage as well as altered and added programming from previous years.

CVCCSD GOALS (CONT.)



Goal 2: Educational Quality

Provide equitable, safe and rigorous programs by strengthening inclusive curriculum, instruction and assessment across the center.



Goal 3: Community Engagement

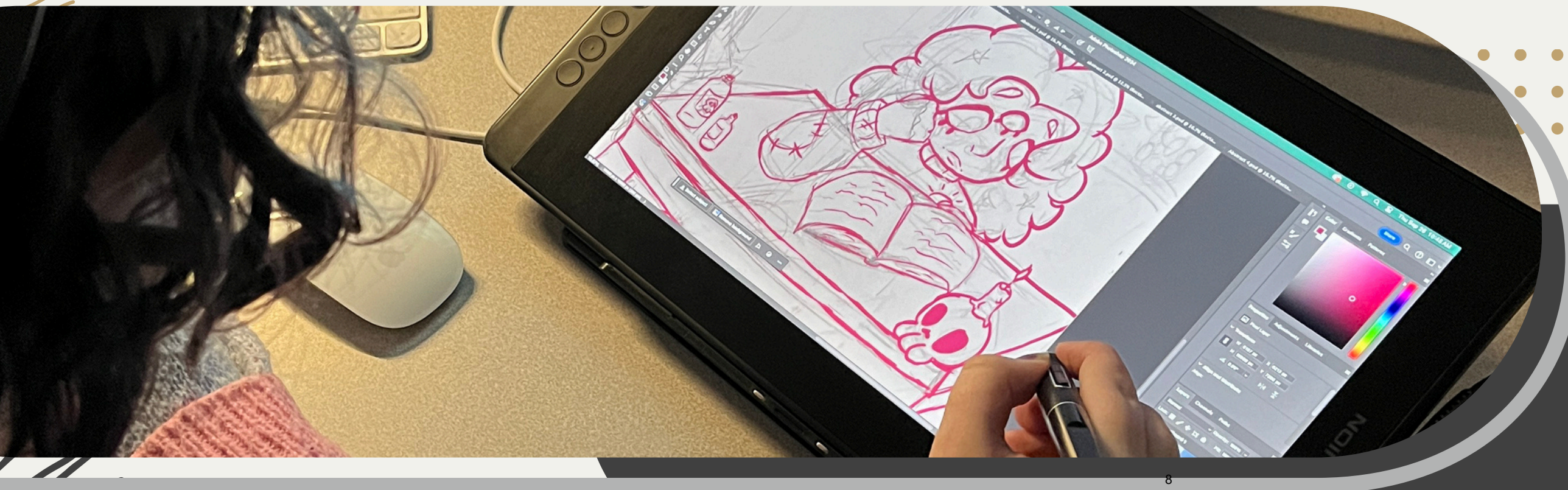
Develop an engagement plan to include district leaders, Program Advisory Boards, other Career Centers and general community members for the purpose of collaboration and communication.

CHARGE

Develop and Implement a full-day educational program that integrates academic coursework, beyond the embedded credits/proficiencies, with CTE programming by FY29.

Increase student access to and enrollment in CTE courses.

Enhance student preparedness for entering the workforce.



WHY?



Address the issue of turning away nearly half of our applicants due to space limitations.



Improve academic access for students who currently struggle with attending or thriving outside of their CTE programming.



Create a more effective and enriching educational experience for students, leading to better preparedness for the workforce.

CVCC MISSION STATEMENT

The Central Vermont Career Center will provide a supportive learning environment that encourages everyone to value themselves and others, to attain their highest level of achievement, and to prepare themselves to recognize and meet future opportunities.

Education that works.





BUDGET DEVELOPMENT

As part of the District's ongoing effort to create a more equitable school system for students, families, and staff, we work to create an Equitable Budgeting and Staffing Model and annual process for allocating funding to our schools. Our goal is twofold:

- I. Resources, including money, time, qualified staff, appropriate facilities, materials, instructional hardware and software, and academic and other supports – must be distributed in ways to ensure that all students achieve high academic standards;
- II. To increase transparency and community participation in the budget development process.



BUDGET PARAMETERS

The CVCCSD Board created the following parameters for the budget:

- Develop the CVCC budget towards a future full day program that realizes program quality improvements and results in improved student outcomes.
- Explore opportunities for collaboration across our sending districts in support of this work.
- Consider configuration changes that realize program quality improvements that can serve more students.

In November 2024 the CVCCSD Board asked us to bring back options with percentage increases between level services and desired state. Range between 9% and 15%. Administration brought the board a level service budget of 10.8%, a 12% increase option and a 13.3% increase option. Due to the change in the education base rate, we did not feel comfortable advocating for more.

CONDITIONS THAT AFFECT BUDGET DEVELOPMENT FOR FY26

1 Student-Related Issues:

- CVCCSD class sizes
- Classroom Space Maximization
- Building to meet student needs up to new facility and full day academics in FY 29.

2 State Regulations:

- State funded (**Base Education Rate**) FY26 anticipated \$12,668; FY25 final rate was \$13,063, a **3.1% decrease**.
- School Health Insurance/Benefits - average 11.9% increase.

3 Economy:

- Increased liability insurances - projected 4-7% increase.
- Increased Collective Bargaining Agreement costs
- Exorbitant supply costs





FY 26 BUDGET FACTS

- Anticipates salary known and unknown increases, which are currently being negotiated by the CVCCSD Board.
- Health insurance premium increased on average 11.9%
- Facility cost increased
- Small line by line adjustments based on historical spending

These estimated increases, in particular the wage and health care cost increases, indicate that CVCCSD's baseline budget will increase even without adding programs or staffing.

Anticipated Tuition \$20,738

- FY23 155.45 FTEs
- FY24 174 FTEs
- FY25 184 FTEs
- FY26 194 FTEs estimated

CVCCSD ENROLLMENT

As of October 15 of Fiscal Year

Program	FY 24 FTE	FY 24 Headcount	FY 25 FTE	FY 25 Headcount	FY 26(Capacity)
Automotive	21	21	16	16	21
Baking			8	8	8
Baking & Culinary	17	17			
Building Trades	16	16	20	20	21
Cosmetology I	15	15	16	16	16
Cosmetology II	9	10	12	14	16
Culinary			11	11	8
Design & Fabrication	5	5			12
Digital Media Arts	13	13	17	17	20
DMA II	7	7	8	8	16
Electrical	24	24	21	21	21
Emergency Services 1	7	7	12	12	16
Emergency Services 2	3	4	4	5	12
Exploratory	19	19	24	24	24
Medical Professions	14	14	12	12	21
Natural Resources	0	0	0	0	0
Plumbing & Heating	17	17	20	20	21
Welding	0	0	16	16	18
Totals	187	189	217	220	271

TUITION

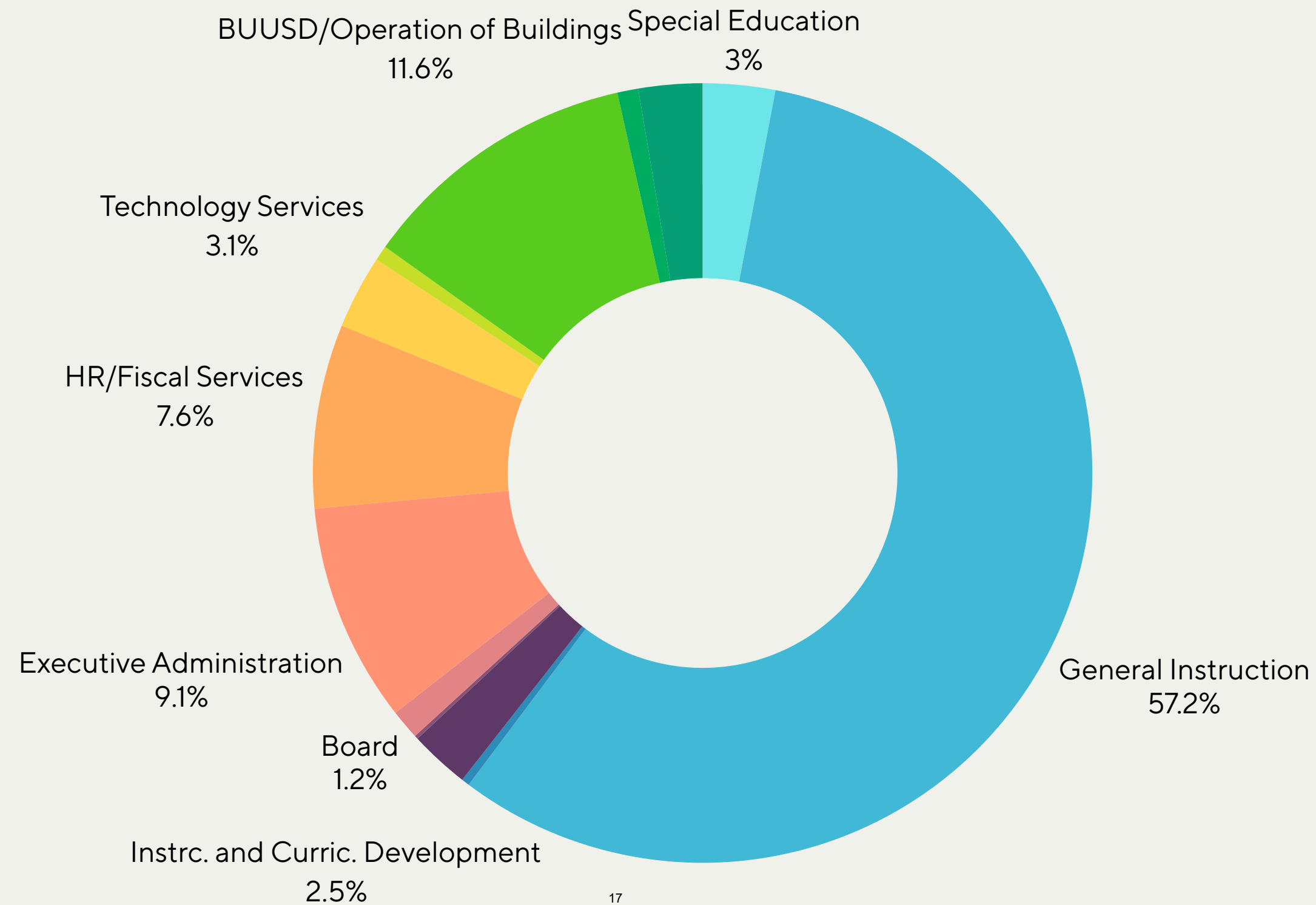
\$20,738 Anticipated FY26 Tuition Amount
(9.7% increase)

Less On Behalf Payments- from school district via the
Vermont Education Fund from the Voc. Ed. Support
Grant, State Tuition Reduction Grant, and State Salary
Assistance Grants paid directly to CVCCSD.

\$9,717 Remaining Sending School District Tuition per FTE

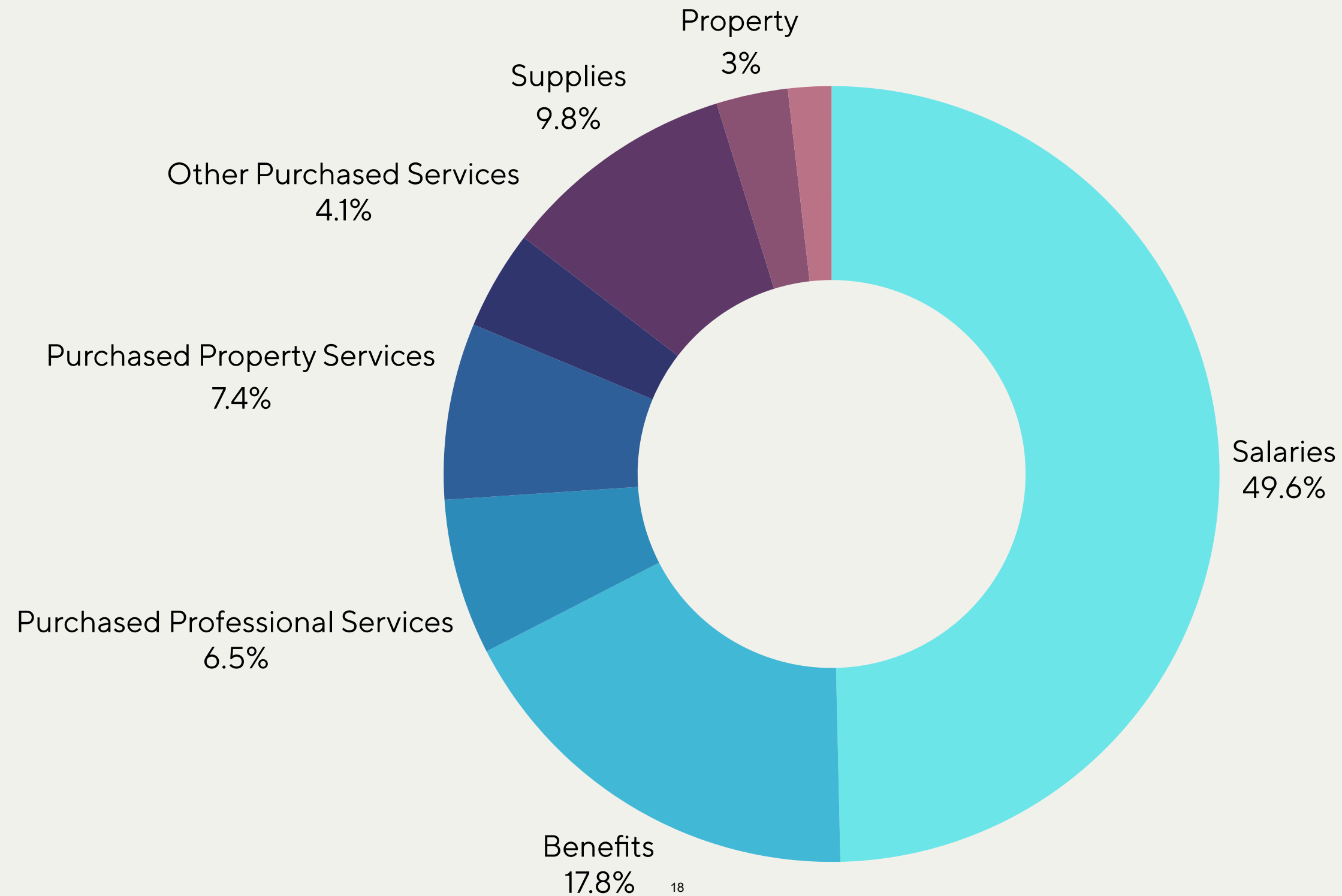
FY26 BUDGET BY FUNCTION

(DEPARTMENT OR ACTIVITY)



FY26 BUDGET BY OBJECT

(TYPE OF SERVICE OR COMMODITY PURCHASED)



FY26 REVENUE SOURCES

Tuition Students/Adults \$ 19,500
Voc Ed Support Grant \$ 2,138,105
State-Tuition Reduction \$ 860,157
State - Salary Assist.-Coop Coord. \$ 31,600
State - Salary Assist.-Guid. Coord. \$ 39,400
State - Salary Assist. - Voc. Dir. \$ 69,600
State - Salary Assist. -Assist Voc. Dir. \$ 44,400
Business Revenues \$15,000

Total Other Revenues \$ 3,217,762

Amount to be raised by tuitions \$1,885,071



QUESTIONS ?

Thank you for

- Supporting the development of the Central Vermont Career Center School District.
- Preparing students for both career and college by giving them the skills for success in both.
- Supporting the Vermont workforce and economy.

Please continue your support of students accessing the Central Vermont Career Center.

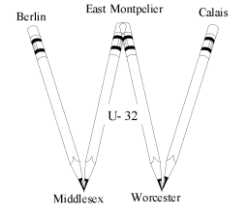


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Steven Dellinger-Pate
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Steven Dellinger-Pate, Superintendent
Susanne Gann, WCUUSD Business Administrator
RE: FY 26 General Fund Budget Draft #2 and Preliminary Tax Rate Projections
DATE: December 13, 2024

Review: The Board participated in a budget training September 18th, followed it up with a [Community Input Session](#) November 6th, and received the presentation of the first draft of the FY 2025-26 General Fund Budget on November 20th. The Board asked administration to provide additional information on proposed personnel changes, which was provided at the December 4th Board meeting.

Board Parameters: The principles that guide our budget decisions are outlined in the Board Parameters.

- Remain under the per pupil [spending threshold](#)
- Continue to offer and further develop the Multi-Layer System of Supports
- Consider configuration changes that support our criteria
- Frame budget decisions around meeting goals of the Strategic Plan and adhering to our Core Beliefs
- Frame programmatic decisions around Education Quality Standards and Equitable Distribution of Resources.
- Support accelerated growth for students from historically marginalized identities
- Budget towards long term financial sustainability of our district

Update: The tuition cost estimates for Act 166 preschool participation have been updated following the release of the preschool tuition by the Agency of Education (AOE). The District received the Tax Commissioner's letter, which included the estimated Property Yield for the FY 2025-26 tax rate projections. The AOE distributed version 1 of the updated Long-term Weighted Average Daily Membership for the District on December 6th. The District has identified discrepancies with the data used by the AOE, and submitted several questions for review. This appears to be common statewide. The AOE will be revising the data and sending a new file out in the next week.

The increase in the local education spending for this budget is 5.35% from \$34,180,343 in FY 2024-25 to \$36,008,394 in FY 2025-26.

Expenditures

FY 2025 = \$41,662,364

FY 2026 = \$43,099,684

\$ Increase = +\$1,437,320

% Difference = +3.45%

Revenues

FY 2025 = \$7,482,020

FY 2026 = \$7,091,290

\$ Decrease = -390,730

% Difference = -5.22%

Net Education Spending

FY 2025 = \$34,180,343

FY 2026 = \$36,008,394

\$ Increase = +\$1,828,050

% Difference = +5.35%

Tax Rate Projections: The [December 1 letter from the Tax Commissioner](#) provided a preliminary estimate for the Homestead Property Yield at \$11,879. New legislation starting July 1, 2025 applies a statewide adjustment for the average CLA to the property yield and town CLAs. The statewide adjustment of 72% makes the adjusted yield \$8,553 ($\$11,879 \times .72$), which is a decrease from last year's final property yield of \$9,893. This yield is impacted by the average expected growth in per pupil spending across the state is 7.0% as well as income yield and the non-homestead property tax rate, which will be set by the legislature.

- Long-term weighted average daily membership (LTW ADM) estimate of 2,274.18 was used to project the tax rate. Current projections from the AOE are higher than this number, which would raise the overall excess spending threshold and lower the tax rate.
- The per pupil excess spending threshold is currently estimated at \$15,926 by the AOE. This is slightly lower than previous estimates, which lowers the excess spending threshold. The per pupil spending for Draft #2 is \$15,834, which is below the per pupil excess spending threshold.
- The local spending per equalized pupil is a 10.11% increase over FY 2024-25 from \$14,380 to \$15,834.
- The equalized tax rate, using \$8,553 as the property yield, is an increase of \$.3977 or 27.36% from \$1.4536 in FY 2024-25 to \$1.8513 in FY 2025-26. Without the statewide adjustment to the yield, the FY 2025-26 equalized tax rate would have been 1.3330, **which would have been a decrease of \$.1206 or 8.30%.**

- The estimated changes per \$100,000 house value range from a \$62 decrease per year in Berlin to \$420 per year in Worcester.

Preliminary Common Level of Appraisal Change from FY 2024-2025 to FY 2025-2026

Towns	CLA 24-25	Preliminary CLA 25-26	CLA Reduction	SWA CLA*
Berlin	72.29%	68%	-4.29%	95%
Calais	72.34%	63%	-9.34%	88%
East Montpelier	70.33%	62%	-8.33%	86%
Middlesex	71.72%	66%	-5.72%	91%
Worcester	79.09%	59%	-20.09%	82%

*SWA CLA is the Statewide Adjusted CLA: CLA/.72

FY 2025-26 Budget Draft #1 Tax Rate Projection – Equalized Tax Rate = \$1.8513

Towns	Preliminary SWA Common Level of Appraisal Estimates	Post Legislative Session Tax Rates FY 24-25	Estimated Tax Rates FY 25-26	Increase (Decrease)	Increase per \$100,000 House Value
Berlin	95%	\$2.0108	\$1.9487	-\$0.062	-\$62
Calais	88%	\$2.0094	\$2.1037	\$.094	\$94
East Montpelier	86%	\$2.0668	\$2.1527	\$.086	\$86
Middlesex	91%	\$2.0268	\$2.0344	\$.008	\$8
Worcester	82%	\$1.8379	\$2.2577	\$.420	\$420

Factors that will change the preliminary tax rate:

- The Annual Property Valuation and Review Report provides the updated Common Level of Appraisal for each town. This report is generally not available until late December or early January.
- The final property yield, income yield and non-homestead tax rate is set by the legislature based on reports statewide as we progress in the budget development process, and may change post-legislative session.
- Final adjustments to the LTW ADM received from the Agency of Education.

Next Steps:

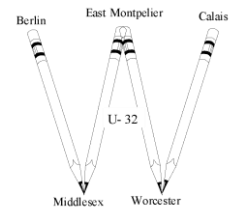
1. Administration will bring Draft #3 to the Board in January. Draft #3 will have changes for Tech Center tuition and FTEs, along with updated tax rate projections.
2. The School Board reviews and discusses the proposed Budget on Wednesday, December 18, 2024.
3. The School Board provides the Leadership Team with additional guidance to continue to inform the budget process.
4. The School Board continues to work to inform and engage the community in the budget process.
5. The School Board adopts a budget on January 22, 2025

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Steven Dellinger-Pate
Superintendent



December 13, 2024

Dear WCUUSD Board,

The proposed staffing in Draft #2 of the FY26 budget is based on providing a level of staffing needed to meet the instruction, interventions, enrichment and support needs of all students, along with the administrative support needed to carry out those services. The first two layers in a Multi-Layered System of Support consist of the initial instruction in academic, behavior and social emotional learning that all students participate in and are delivered by highly qualified educators using instructional practices that are informed by research and supported by a strong consistent curriculum. Additional staffing needed to provide enrichment and Layer 3-6 intervention services were also provided in the Draft #1 recommendation. These services are provided by high-quality instructors in increasingly targeted and intensive interventions in addition to the layer 1 and 2 instruction. Layer 3-6 instruction supplements and intensifies the classroom curriculum to meet student academic, behavioral, and social needs. Schools determined how Intervention and Enrichment Staffing funds will be allocated to meet the specific needs of their students.

The WCUUSD staffing needs are also informed by instructional time agreements for our students that are designed to meet the learning needs of the whole child. These staffing allocations are based on student and staff numbers following the recommendations of the Education Quality and other National Standards.

The budget development process led to the following adjustments to staffing levels in the district. In order to obtain the proposed staffing levels any adjustments will be made in alignment with the collective bargaining agreement and by first looking at attrition, not filling vacancies, some reassignments, and if necessary, recommendations to the board for reductions in force. We are still early in the process and how specific individuals will be affected is subject to change.

School	Proposed FTE Decreases	Proposed FTE Increases
Berlin		
Calais	-.1 Library / Media -.6 School Counselor -.8 School Nurse	
Doty	-.4 School Nurse	

EMES	-1.0 Classroom Teacher -.2 Library/Media -.4 Admin Assistant -.2 School Counselor	
Rumney	-.2 Interventionists -.1 Library/Media -.2 School Counselor -.4 School Nurse	
U-32	-.6 School Nurse -1.0 Classroom Teacher -1.0 SAP Counselor -.6 Student Service Director -3.0 Admin Assistants	+6 School Counselor
Centralized Services	-2.0 Special Educators -1.0 IT Admin Assistant -.4 Food Service Worker -11.65 Paraeducators	+1.0 Director of IT +1.0 Head Cook

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
COMPARATIVE SUMMARY
FY 2024 - 2025 BUDGET vs. FY 2025-2026 DRAFT #2

	BUDGET 2024-25	\$ INCREASE (DECREASE)	BUDGET 2025-26	BUDGET % CHANGE
<u>SALARIES AND BENEFITS</u>				
Salaries		\$ 506,569		1.22%
Benefits		\$ 620,805		1.49%
TOTAL SALARY & BENEFITS	\$ 29,052,369	\$ 1,127,374	\$ 30,179,743	2.71%
<u>NONSALARY ITEMS</u>				
Estimated inflationary costs offset by line item reductions		\$ (116,153)		-0.28%
Tuition to Other School Districts (Tech Centers)		\$ 8,000		0.02%
Interest on Short-term Debt		\$ (5,168)		-0.01%
Transportation		\$ 278,509		0.67%
Debt Service		\$ (22,963)		-0.06%
Fund Transfer - Capital		\$ (423,252)		-1.02%
Fund Transfer - Food Service		\$ 12,995		0.03%
Special Education		\$ 577,978		1.39%
TOTAL NONSALARY ITEMS	\$ 12,609,995	\$ 309,946	\$ 12,919,941	0.74%
TOTAL EXPENSE INCREASES / (DECREASES)	\$ 41,662,364	\$ 1,437,320	\$ 43,099,684	3.45%
<u>REVENUE CHANGES</u>				
Tuition		\$ (119,939)		-0.29%
Investment Earnings		\$ 32,896		0.08%
Miscellaneous Revenues		\$ (14,624)		-0.04%
Miscellaneous State Reimbursements		\$ 100,801		0.24%
Special Ed Revenues		\$ 95,427		0.23%
Fund Balance		\$ (485,291)		-1.16%
TOTAL REVENUE INCREASES / (DECREASES)	\$ 7,482,020	\$ (390,730)	\$ 7,091,290	-5.22%
LOCAL EDUCATION SPENDING INCREASE (DECREASE)	\$ 34,180,343	\$ 1,828,050	\$ 36,008,394	5.35%

Baseline Budget Comparison

Local Education Spending was \$38,446,499 or a 12.48% increase.
The budget was reduced \$2,438,105 from the baseline budget.

Percentages for consideration

Every 1% increase in the budget = \$341,803.
A 3% increase in the budget = \$1,025,410.
A 3% increase in the budget will require us to cut \$802,640.

Excess Spending Threshold

The excess spending threshold = \$15,926 per LTW ADM.
The estimated LTW ADM for the FY 26 budget is 2,274.18.
The estimated excess spending threshold is \$36,218,590.68
This budget is below the estimated excess spending threshold by \$210,197.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2024-2025 BUDGET vs. FY 2025-2026 DRAFT #2

DESCRIPTION	ACTUAL 2023	ACTUAL 2024	FINAL BUDGET 2025	DRAFT #2 BUDGET 2026	\$ Increase (Decrease)	% Increase (Decrease)
REVENUES						
TUITION REVENUES	\$ 1,080,352	\$ 782,263	\$ 920,759	\$ 800,820	\$ (119,939)	
INVESTMENT EARNINGS INTEREST	\$ 164,129	\$ 219,216	\$ 218,729	\$ 251,626	\$ 32,896	
MISCELLANEOUS INCOME-OTHER / FUND TRANSFERS	\$ 306,628	\$ 127,133	\$ 179,476	\$ 164,851	\$ (14,624)	
EDUC. SPENDING REVENUES	\$ 28,821,017	\$ 31,699,134	\$ 34,180,342	\$ 36,008,393	\$ 1,828,050	
MISC STATE REIMBURSEMENTS	\$ 904,062	\$ 953,219	\$ 704,500	\$ 805,300	\$ 100,801	
SPED EXPENDITURE REIMBURSEMENT	\$ 4,869,348	\$ 4,495,279	\$ 4,973,266	\$ 5,068,693	\$ 95,427	
SUBTOTAL REVENUES	\$ 36,145,535	\$ 38,276,243	\$ 41,177,073	\$ 43,099,684	\$ 1,922,611	
FUND BALANCE	\$ -	\$ -	\$ 485,291	\$ -	\$ (485,291)	
TOTAL REVENUES	\$ 36,145,535	\$ 38,276,243	\$ 41,662,364	\$ 43,099,684	\$ 1,437,320	3.45%
EXPENSES						
INSTRUCTIONAL SERVICES						
SALARIES	\$ 8,579,736	\$ 9,160,460	\$ 8,922,263	\$ 9,394,769	\$ 472,506	
MISCELLANEOUS BENEFITS	\$ 2,415,680	\$ 2,588,289	\$ 2,936,853	\$ 3,389,882	\$ 453,029	
TUITION REIMBURSEMENT	\$ 161,039	\$ 113,887	\$ 105,687	\$ 118,275	\$ 12,588	
PROFESSIONAL EDUCATION SVC	\$ 64,989	\$ 178,464	\$ 119,800	\$ 217,450	\$ 97,650	
REPAIRS AND MAINT SVCS	\$ 6,732	\$ 3,493	\$ 1,700	\$ 900	\$ (800)	
TUITION TO OTHER SCHOOL DISTRICTS	\$ 561,305	\$ 692,978	\$ 829,605	\$ 837,605	\$ 8,000	
TRAVEL	\$ 11,398	\$ 16,307	\$ 16,550	\$ 18,500	\$ 1,950	
GENERAL SUPPLIES	\$ 245,946	\$ 238,795	\$ 278,750	\$ 226,700	\$ (52,050)	
BOOKS AND PERIODICALS	\$ 49,388	\$ 61,445	\$ 66,650	\$ 59,700	\$ (6,950)	
EQUIPMENT	\$ 33,766	\$ 6,019	\$ 35,800	\$ 7,200	\$ (28,600)	
DUES AND FEES	\$ 9,966	\$ 23,031	\$ 11,300	\$ 24,050	\$ 12,750	
TOTAL INSTRUCTIONAL SERVICES	\$ 12,139,945	\$ 13,083,169	\$ 13,324,958	\$ 14,295,031	\$ 970,073	7.28%
PRESCHOOL PROGRAM						
SALARIES	\$ 369,637	\$ 378,556	\$ 365,399	\$ 344,003	\$ (21,396)	
MISCELLANEOUS BENEFITS	\$ 138,602	\$ 141,891	\$ 142,913	\$ 171,416	\$ 28,503	
TUITION REIMBURSEMENT	\$ 1,289	\$ -	\$ 12,489	\$ 10,498	\$ (1,991)	
PROFESSIONAL EDUCATION SVC	\$ 6,364	\$ 10,326	\$ 13,350	\$ 14,000	\$ 650	
TUITION TO PRIVATE SCHOOLS	\$ 145,300	\$ 155,110	\$ 170,896	\$ 127,700	\$ (43,196)	
GENERAL SUPPLIES	\$ 8,770	\$ 1,988	\$ 6,750	\$ 2,400	\$ (4,350)	
BOOKS AND PERIODICALS	\$ -	\$ 419	\$ 4,500	\$ 500	\$ (4,000)	
DUES AND FEES	\$ -	\$ 37	\$ 200	\$ 200	\$ -	
TOTAL PRESCHOOL PROGRAM	\$ 669,962	\$ 688,328	\$ 716,497	\$ 670,717	\$ (45,780)	-6.39%
GUIDANCE SERVICES						
SALARIES	\$ 748,386	\$ 804,271	\$ 1,033,720	\$ 1,023,437	\$ (10,283)	
MISCELLANEOUS BENEFITS	\$ 221,044	\$ 256,076	\$ 438,249	\$ 384,407	\$ (53,842)	
TUITION REIMBURSEMENT	\$ 514	\$ -	\$ 8,746	\$ 10,037	\$ 1,291	
PROFESSIONAL EDUCATION SVC	\$ 11,636	\$ 2,425	\$ 12,650	\$ 3,800	\$ (8,850)	
TRAVEL	\$ 402	\$ 4,118	\$ 1,150	\$ 5,000	\$ 3,850	
GENERAL SUPPLIES	\$ 26,410	\$ 29,018	\$ 30,050	\$ 29,500	\$ (550)	
BOOKS AND PERIODICALS	\$ 527	\$ 1,103	\$ 1,300	\$ 1,700	\$ 400	
DUES AND FEES	\$ -	\$ 567	\$ -	\$ 700	\$ 700	
TOTAL GUIDANCE SERVICES	\$ 1,008,918	\$ 1,097,577	\$ 1,525,865	\$ 1,458,581	\$ (67,284)	-4.41%
HEALTH SERVICES						
SALARIES	\$ 406,041	\$ 421,342	\$ 509,932	\$ 365,000	\$ (144,932)	
MISCELLANEOUS BENEFITS	\$ 153,925	\$ 160,104	\$ 234,636	\$ 168,559	\$ (66,077)	
TUITION REIMBURSEMENT & PD	\$ 5,873	\$ 3,390	\$ 4,068	\$ 5,125	\$ 1,057	
PROFESSIONAL SERVICES	\$ 368	\$ 135	\$ 1,450	\$ 1,300	\$ (150)	
GENERAL SUPPLIES	\$ 11,712	\$ 6,432	\$ 15,400	\$ 5,700	\$ (9,700)	
BOOKS AND PERIODICALS	\$ -	\$ -	\$ 1,750	\$ 900	\$ (850)	
TOTAL HEALTH SERVICES	\$ 577,918	\$ 591,403	\$ 767,236	\$ 546,584	\$ (220,652)	-28.76%
CURRICULUM SERVICES						
SALARIES	\$ 273,698	\$ 218,965	\$ 227,717	\$ 223,316	\$ (4,401)	
MISCELLANEOUS BENEFITS	\$ 40,454	\$ 22,950	\$ 20,364	\$ 20,178	\$ (186)	
TUITION REIMBURSEMENT & pd	\$ 5,088	\$ -	\$ 2,848	\$ 2,136	\$ (712)	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ 2,194	\$ 2,000	\$ 2,200	\$ 200	
TRAVEL	\$ 1,848	\$ 1,238	\$ 2,000	\$ 1,300	\$ (700)	
GENERAL SUPPLIES	\$ 771	\$ 104	\$ 5,000	\$ 200	\$ (4,800)	
BOOKS AND PERIODICALS	\$ 2,994	\$ 601	\$ 3,300	\$ 1,200	\$ (2,100)	
DUES AND FEES	\$ 1,336	\$ 1,000	\$ 1,450	\$ 1,000	\$ (450)	
TOTAL CURRICULUM SERVICES	\$ 326,188	\$ 247,051	\$ 264,679	\$ 251,530	\$ (13,149)	-4.97%
INSTRUCTIONAL STAFF TRAINING						
SALARIES	\$ -	\$ -	\$ -	\$ 44,683	\$ 44,683	
MISCELLANEOUS BENEFITS	\$ -	\$ -	\$ -	\$ 23,611	\$ 23,611	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2024-2025 BUDGET vs. FY 2025-2026 DRAFT #2

DESCRIPTION	ACTUAL 2023	ACTUAL 2024	FINAL BUDGET 2025	DRAFT #2 BUDGET 2026	\$ Increase (Decrease)	% Increase (Decrease)
EMPLOYEE TRAINING/DEVELOPMENT	\$ 85,391	\$ 104,726	\$ 92,400	\$ 117,100	\$ 24,700	
TOTAL INSTRUCTIONAL STAFF TRAINING	\$ 85,391	\$ 104,726	\$ 92,400	\$ 185,394	\$ 92,994	100.64%
LIBRARY SERVICES						
SALARIES	\$ 376,070	\$ 392,164	\$ 377,954	\$ 320,813	\$ (57,141)	
MISCELLANEOUS BENEFITS	\$ 105,470	\$ 99,887	\$ 129,835	\$ 93,382	\$ (36,453)	
TUITION REIMBURSEMENT	\$ 1,684		\$ 2,645	\$ 3,843	\$ 1,198	
PROFESSIONAL ED SERVICES	\$ 1,300	\$ 2,731	\$ 1,450	\$ 2,900	\$ 1,450	
TRAVEL	\$ 295	\$ 294	\$ 350	\$ 300		
GENERAL SUPPLIES	\$ 11,539	\$ 21,933	\$ 13,250	\$ 21,600	\$ 8,350	
BOOKS AND PERIODICALS	\$ 49,586	\$ 48,524	\$ 53,100	\$ 47,300	\$ (5,800)	
EQUIPMENT	\$ -	\$ -	\$ 6,000	\$ 6,100	\$ 100	
TOTAL LIBRARY SERVICES	\$ 545,943	\$ 565,533	\$ 584,584	\$ 496,238	\$ (88,296)	-15.10%
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS						
SALARIES	\$ 553,750	\$ 591,857	\$ 472,360	\$ 517,058	\$ 44,698	
MISCELLANEOUS BENEFITS	\$ 100,241	\$ 103,527	\$ 74,727	\$ 145,030	\$ 70,303	
TUITION REIMBURSEMENT	\$ -	\$ -	\$ 11,187	\$ 12,601	\$ 1,414	
PROFESSIONAL SERVICES	\$ 67,073	\$ 39,594	\$ 226,486	\$ 170,600	\$ (55,886)	
RENTALS AND LEASES-COPIER	\$ 60,210	\$ 80,696	\$ 65,184	\$ 84,600	\$ 19,416	
COMMUNICATIONS	\$ 106,185	\$ 113,450	\$ 133,300	\$ 128,300	\$ (5,000)	
TRAVEL	\$ 1,345	\$ 735	\$ 7,000	\$ 3,500	\$ (3,500)	
SUPPLIES-TECH RELATED	\$ 42,535	\$ 30,542	\$ 45,600	\$ 34,200	\$ (11,400)	
SOFTWARE	\$ 410,754	\$ 430,870	\$ 400,000	\$ 336,800	\$ (63,200)	
EQUIPMENT	\$ 346,851	\$ 376,633	\$ 330,000	\$ 330,000	\$ -	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$ 1,688,944	\$ 1,767,903	\$ 1,765,844	\$ 1,762,689	\$ (3,155)	-0.18%
BOARD OF EDUCATION SVCS.						
SALARIES	\$ 27,000	\$ 25,776	\$ 32,180	\$ 31,515	\$ (665)	
MISCELLANEOUS BENEFITS	\$ 2,817	\$ 2,476	\$ 3,048	\$ 2,729	\$ (319)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 10,663	\$ 86,785	\$ 10,000	\$ 86,900	\$ 76,900	
LEGAL SERVICES	\$ 31,576	\$ 32,656	\$ 58,450	\$ 58,450	\$ -	
INSURANCE	\$ 113,015	\$ 105,622	\$ 124,050	\$ 124,050	\$ -	
POSTAGE	\$ 2,507	\$ 3,078	\$ 2,750	\$ 3,400	\$ 650	
ADVERTISING	\$ 965	\$ 4,770	\$ 7,500	\$ 5,600	\$ (1,900)	
GENERAL SUPPLIES	\$ 15,235	\$ 10,014	\$ 19,000	\$ 10,500	\$ (8,500)	
BOOKS AND PERIODICALS	\$ 2,047	\$ 645	\$ 2,250	\$ 1,600	\$ (650)	
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	
DUES AND FEES	\$ 8,242	\$ 8,321	\$ 11,000	\$ 9,100	\$ (1,900)	
TOTAL BOARD OF EDUCATION SVCS.	\$ 214,067	\$ 280,144	\$ 270,228	\$ 333,844	\$ 63,616	23.54%
SUPERINTENDENT SERVICES						
SALARIES	\$ 366,739	\$ 407,659	\$ 520,035	\$ 525,380	\$ 5,345	
MISCELLANEOUS BENEFITS	\$ 130,700	\$ 158,562	\$ 214,660	\$ 209,256	\$ (5,404)	
TUITION REIMBURSEMENT & PD	\$ 7,584		\$ 10,373	\$ 10,892	\$ 519	
PURCHASED PROF & TECHNICAL SERVICES	\$ 10,804	\$ 24,855	\$ 14,400	\$ 27,200	\$ 12,800	
COMMUNICATIONS-POSTAGE	\$ 17,934	\$ 28,578	\$ 19,400	\$ 31,100	\$ 11,700	
PRINTING AND BINDING	\$ -	\$ -	\$ 1,500	\$ 750	\$ (750)	
TRAVEL	\$ 1,595	\$ 3,433	\$ 7,000	\$ 3,800	\$ (3,200)	
GENERAL SUPPLIES	\$ 24,358	\$ 12,227	\$ 26,350	\$ 13,400	\$ (12,950)	
BOOKS AND PERIODICALS	\$ 268	\$ 758	\$ 750	\$ 900	\$ 150	
DUES AND FEES	\$ 7,405	\$ 11,595	\$ 8,400	\$ 12,700	\$ 4,300	
TOTAL SUPERINTENDENT SERVICES	\$ 567,385	\$ 647,667	\$ 822,868	\$ 835,378	\$ 12,510	1.52%
OFFICE OF THE PRINCIPAL						
SALARIES	\$ 1,544,118	\$ 1,672,388	\$ 1,670,066	\$ 1,585,801	\$ (84,265)	
MISCELLANEOUS BENEFITS	\$ 471,754	\$ 475,755	\$ 545,426	\$ 660,053	\$ 114,627	
TUITION REIMBURSEMENT	\$ 10,608	\$ 3,499	\$ 42,166	\$ 39,159	\$ (3,007)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 4,797	\$ 23,806	\$ 14,000	\$ 26,400	\$ 12,400	
COMMUNICATIONS-POSTAGE	\$ 13,777	\$ 8,830	\$ 18,750	\$ 9,900	\$ (8,850)	
TRAVEL	\$ 4,482	\$ 4,953	\$ 4,800	\$ 5,700	\$ 900	
GENERAL SUPPLIES	\$ 47,976	\$ 48,197	\$ 55,300	\$ 51,400	\$ (3,900)	
DUES AND FEES	\$ 10,986	\$ 13,267	\$ 12,700	\$ 15,150	\$ 2,450	
TOTAL OFFICE OF THE PRINCIPAL	\$ 2,108,498	\$ 2,250,696	\$ 2,363,208	\$ 2,393,563	\$ 30,355	1.28%
FISCAL SERVICES						
SALARIES	\$ 349,147	\$ 378,708	\$ 370,408	\$ 383,565	\$ 13,157	
MISCELLANEOUS BENEFITS	\$ 105,351	\$ 158,228	\$ 126,225	\$ 136,414	\$ 10,189	
TUITION REIMBURSEMENT & PD	\$ 6,733	\$ 7,614	\$ 14,238	\$ 19,221	\$ 4,983	
PURCHASED PROF & TECHNICAL SERVICES	\$ 37,094	\$ 5,099	\$ 42,150	\$ 22,100	\$ (20,050)	
AUDITING SERVICES	\$ 34,413	\$ 34,600	\$ 42,150	\$ 42,150	\$ -	
TRAVEL	\$ 2,378	\$ 2,059	\$ 2,600	\$ 2,600	\$ -	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2024-2025 BUDGET vs. FY 2025-2026 DRAFT #2

DESCRIPTION	ACTUAL 2023	ACTUAL 2024	FINAL BUDGET 2025	DRAFT #2 BUDGET 2026	\$ Increase (Decrease)	% Increase (Decrease)
GENERAL SUPPLIES	\$ 967	\$ 947	\$ 3,000	\$ 1,100	\$ (1,900)	
DUES AND FEES	\$ 1,171	\$ 300	\$ 1,300	\$ 700	\$ (600)	
INTEREST ON SHORT-TERM DEBT	\$ 120,209	\$ 124,111	\$ 130,006	\$ 124,838	\$ (5,168)	
TOTAL FISCAL SERVICES	\$ 657,460	\$ 711,665	\$ 732,077	\$ 732,688	\$ 611	0.08%
OPERATION AND MAINT.PLANT						
SALARIES	\$ 1,305,065	\$ 1,576,505	\$ 1,645,080	\$ 1,804,610	\$ 159,530	
MISCELLANEOUS BENEFITS	\$ 434,476	\$ 511,075	\$ 611,505	\$ 698,173	\$ 86,668	
UTILITY SERVICES	\$ 28,674	\$ 24,354	\$ 44,450	\$ 45,750	\$ 1,300	
CLEANING SERVICES	\$ 84,664	\$ 79,696	\$ 104,650	\$ 107,650	\$ 3,000	
REPAIR AND MAINTENANCE & RENTALS	\$ 314,732	\$ 383,244	\$ 365,800	\$ 434,300	\$ 68,500	
COMMUNICATIONS	\$ 2,627	\$ 2,898	\$ 2,850	\$ 3,200	\$ 350	
TRAVEL/GAS &BOTTLED GAS	\$ 10,611	\$ 6,360	\$ 12,250	\$ 16,100	\$ 3,850	
GENERAL SUPPLIES	\$ 190,941	\$ 238,471	\$ 207,900	\$ 232,650	\$ 24,750	
ELECTRICITY	\$ 333,712	\$ 374,674	\$ 365,300	\$ 411,750	\$ 46,450	
OIL	\$ 171,821	\$ 111,277	\$ 194,500	\$ 189,900	\$ (4,600)	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$ 58,995	\$ 94,957	\$ 147,550	\$ 154,600	\$ 7,050	
SOFTWARE	\$ -	\$ -	\$ -	\$ 24,000	\$ 24,000	
EQUIPMENT	\$ 127,708	\$ 108,745	\$ 147,250	\$ 101,500	\$ (45,750)	
DUES AND FEES	\$ 90	\$ 1,478	\$ 100	\$ 1,800	\$ 1,700	
TOTAL OPER. AND MAINT.PLANT	\$ 3,064,115	\$ 3,513,733	\$ 3,849,185	\$ 4,225,983	\$ 376,798	9.79%
STUDENT TRANSPORTATION SV						
SALARIES	\$ 5,639	\$ 6,348	\$ 6,681	\$ 6,909	\$ 228	
BENEFITS	\$ 1,926	\$ 2,012	\$ 2,780	\$ 2,605	\$ (175)	
STUDENT TRANSPORTATION SV	\$ 1,623,239	\$ 1,660,867	\$ 1,616,045	\$ 1,876,754	\$ 260,709	
TOTAL STUDENT TRANSPORTATION SV	\$ 1,630,804	\$ 1,669,227	\$ 1,625,506	\$ 1,886,268	\$ 260,709	16.04%
STUDENT TRANS-OTHER						
STUDENT TRANS-FIELD TRIPS	\$ 50,251	\$ 62,810	\$ 61,500	\$ 79,300	\$ 17,800	
TOTAL STUDENT TRANS-OTHER	\$ 50,251	\$ 62,810	\$ 61,500	\$ 79,300	\$ 17,800	28.94%
DEBT SERVICE						
REDEMPTION OF PRINCIPAL	\$ 773,231	\$ 772,533	\$ 772,855	\$ 773,111	\$ 256	
INTEREST LONG TERM DEBT	\$ 329,080	\$ 217,051	\$ 226,325	\$ 203,106	\$ (23,219)	
TOTAL DEBT SERVICE	\$ 1,102,311	\$ 989,584	\$ 999,180	\$ 976,217	\$ (22,963)	-2.30%
REFUND PRIOR YEAR						
REFUND PRIOR YEAR TUITION	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL REFUND PRIOR YEAR	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
FUND TRANSFER OUT						
FUND TRANSFER-CAPITAL	\$ 880,000	\$ 901,234	\$ 923,252	\$ 500,000	\$ (423,252)	
FUND TRANSFER-FOOD SERVICE	\$ 149,115	\$ 50,371	\$ 147,405	\$ 160,400	\$ 12,995	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$ -	\$ 50,000	\$ 50,000	\$ 55,000	\$ 5,000	
TOTAL TRANSFER TO OTHER FUNDS	\$ 1,029,115	\$ 1,001,605	\$ 1,120,657	\$ 715,400	\$ (405,257)	-36.16%
SUPPORT PROGRAMS-SPECIAL EDUCATION						
SALARIES - SUPPORT	\$ 1,494,003	\$ 1,616,336	\$ 1,678,094	\$ 1,667,861	\$ (10,233)	
MISCELLANEOUS BENEFITS - SUPPORT	\$ 652,608	\$ 719,099	\$ 1,177,966	\$ 1,144,503	\$ (33,463)	
SPECIAL EDUCATION SHARED SERVICES	\$ 300,650	\$ 3,749,939	\$ 4,886,634	\$ 4,967,613	\$ 80,979	
ZENITH PROGRAM	\$ 81,617	\$ 85,691	\$ 165,326	\$ 170,187	\$ 4,861	
STATE PLACED STUDENT COSTS	\$ 5,870	\$ 171,257	\$ 154,350	\$ 196,650	\$ 42,300	
SUMMER PROGRAM	\$ -	\$ 99,066	\$ 93,713	\$ 108,248	\$ 14,535	
PSYCHOLOGICAL SERVICES	\$ 3,500	\$ 154,543	\$ 177,547	\$ 184,386	\$ 6,839	
SLP SERVICES	\$ -	\$ 577,457	\$ 753,978	\$ 798,461	\$ 44,483	
OT SERVICES	\$ 398	\$ 35,095	\$ 750	\$ 37,533	\$ 36,783	
PT SERVICES	\$ 958	\$ -	\$ 2,450	\$ -	\$ (2,450)	
TRANSPORTATION (NOT SUMMER)	\$ 134	\$ 138,555	\$ 4,450	\$ 224,189	\$ 219,739	
EEE PROGRAM	\$ 5,390	\$ 23,074	\$ 6,000	\$ 89,036	\$ 83,036	
STATE PLACED 504 STUDENTS	\$ -	\$ 12,834	\$ 3,550	\$ 33,800	\$ 30,250	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	\$ 6,784,101	\$ 7,382,945	\$ 9,319,270	\$ 9,622,467	\$ 517,659	5.55%
SPED ADMINISTRATION						
SALARIES	\$ 306,313	\$ 325,623	\$ 318,897	\$ 356,069	\$ 37,172	
MISCELLANEOUS BENEFITS	\$ 88,042	\$ 100,210	\$ 101,110	\$ 109,890	\$ 8,780	
TUITION & PD	\$ 12,298	\$ 22,436	\$ 7,252	\$ 31,975	\$ 24,723	
INSURANCE	\$ -	\$ -	\$ 3,500	\$ -	\$ (3,500)	
COMMUNICATIONS	\$ -	\$ -	\$ 4,800	\$ -	\$ (4,800)	
ADVERTISING	\$ 674	\$ 533	\$ 750	\$ 700	\$ (50)	
TRAVEL	\$ 1,208	\$ 859	\$ 2,450	\$ 1,300	\$ (1,150)	
SUPPLIES	\$ -	\$ 116	\$ 4,450	\$ 2,700	\$ (1,750)	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2024-2025 BUDGET vs. FY 2025-2026 DRAFT #2

DESCRIPTION	ACTUAL 2023	ACTUAL 2024	FINAL BUDGET 2025	DRAFT #2 BUDGET 2026	\$ Increase (Decrease)	% Increase (Decrease)
SUPPLIES-SOFTWARE	\$ 5,214	\$ 5,640	\$ 6,000	\$ 10,800	\$ 4,800	
DUES AND FEES	\$ 3,275	\$ 1,651	\$ 3,550	\$ 1,900	\$ (1,650)	
TOTAL SPED ADMINISTRATION	\$ 417,024	\$ 457,068	\$ 452,759	\$ 515,334	\$ 62,575	13.82%
ENGLISH LANGUAGE LEARNER						
SALARIES	\$ 60,166	\$ 66,219	\$ 68,795	\$ 71,492	\$ 2,697	
MISCELLANEOUS BENEFITS	\$ 19,368	\$ 16,671	\$ 21,997	\$ 24,302	\$ 2,305	
TUITION REIMBURSEMENT	\$ -	\$ 2,503	\$ 1,627	\$ 1,709	\$ 82	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ 2,500	\$ -	\$ 2,800	\$ 2,800	
TRAVEL	\$ 1,965	\$ 976	\$ 1,250	\$ 1,200	\$ (50)	
TOTAL ENGLISH LANGUAGE LEARNER	\$ 81,498	\$ 88,869	\$ 93,669	\$ 101,503	\$ 7,834	8.36%
CO-CURRICULAR ACTIVITIES						
MISCELLANEOUS EXPENSES	\$ 763,160	\$ 833,051	\$ 910,194	\$ 1,014,974	\$ 104,780	
TOTAL COCURRICULAR ACTIVITIES	\$ 763,160	\$ 833,051	\$ 910,194	\$ 1,014,974	\$ 104,780	11.51%
TOTAL EXPENSES	\$ 35,512,999	\$ 38,034,754	\$ 41,662,364	\$ 43,099,683	\$ 1,437,319	3.45%

Budget Framework Responses (Raw Data)

Received : 25

What are your Biggest takeaways from the Budget Presentation ?

- Educators need to learn to work smarter, not harder. Roles and responsibilities appear to be different among elementary schools even within the same position. This creates unequal outcomes. I believe the EA Teachers are working on similar goals. All first graders will..... but the school counseling program appears to be dependent on the individual and what he/she skill set is, which should not be subjective. This is strictly for Pre-K-6.
- U-32 is top heavy. If there is a decline in student numbers at U32 why is the number of administrators the same? What are the class sizes at U32? How many AP classes are there and how many students are in each one? Where are the data numbers on the effectiveness of the Interventionists in the elementary school? Does it work? Share what the day of an Interventionist might look like and what the day of a student who is receiving services from one or more interventionists during the day.
- Well organized and well presented. A few more details need to be broken out for more transparency.
- Philosophically solid , but lack of clear, transparent staffing number changes.
- Not enough effort to reduce central office positions. There clearly needs to be new leadership on the board.
- How much does our district pay Great Schools? Perhaps we should consider saving money by not funding that anymore. Many school boards are able to function without them. If we are looking for a place to save, this is one place. It never comes up in discussions though.
- Too many reductions in instructional services to children, not enough reductions (if any) in the superintendent's office personnel.
- We need better board leadership.
- This is another hard budget season and there is no good way to make it easier. You have good overall parameters to try to frame this work, but many of these points are general enough that people can and will interpret them very differently.
- The proposed budget increase is too high.
- Doty spending per pupil is irresponsible and completely unsustainable
- I am grateful for Ursula Stanley for all her work and for making information available via FPF
- You need to close Doty and Calais

- I was not able to attend the meeting.
- Until there are reductions in administrative costs as opposed to direct services to students it is hard to take the board seriously with respect to the proposed budget.
- That the cuts are going to greatly affect the wellbeing and health of our students
- Without structural changes both at the state and local levels, we are going to keep having these same painful discussions about cutting services to kids.
- The organization of the budget
- The state doesn't fund our schools well enough.
- I don't understand the purpose of this question.
- I am answering for the two presentations on November 6 and November 20 meetings.
- I took away an understanding of how the first draft of the budget has been developed.
- Note that the budget presentation from the November 20 meeting is not included in the materials under the budget tab on the website. This presentation contains a lot of important information about spending at the individual district schools. <https://resources.finalsite.net/images/v1732133949/wcsu32org/idptkmgssjmmv7a4im4v/FY26BudgetPresentation2.pdf>
- From the presentations it is hard to know how classrooms will be configured, and it is especially hard to know what the staffing will be for the allied subjects. I had understood that the administration was going to provide this information about the allied subject staff but I don't think it is available yet.

What are your Concerns about the Budget?

- Faculty are heavy for positions that can be and should be done by less people. I believe when I look at and hear administrators say "because of the student population" or because students are different than before it comes down to a lack of supervision, a strong evaluation procedure, and understanding appropriate roles and responsibilities. For example, school counselors should not be seeing students in a 1:1 setting on a weekly basis. ASCA does not endorse this, nor should school counselors act as a

therapist. We are supposed to offer brief/short term counseling and then assist a family in seeking a more permanent and sustainable solution. If I was the board I would take a deeper dive into the daily schedules of each position that is above the recommendation of the AOE, ASCA, ESQ. Each student K-6 should be receiving similar minutes of education: Math, Literacy, PE, Art, Music, Library, Guidance, Language (?). It is not equitable to have one elementary school receive language and another elementary school not to have accessibility. The school budget is heavy on school nurse, school counselor, and librarian ratios. I believe looking and seeking advice from other districts who can do this and are successful is really important. I really do not understand how schools in other counties share teachers among buildings and this district and community members are complaining about this. It is not smart budgeting.

- We need new leadership on the board. Someone who can lead
- My concerns are around explaining the budget to the community so that it passes the first time. Parents need to speak out to make sure that other community members know how lean this budget already is and that there isn't room for more cuts.
- Could you clearly state the change +/- the number of faculty and staff currently at U32 proposed for next year, please? How then, were the changes determined by the Department? If so, what is the change per department?
- Are paraeducators in the Special Education budget? Are those paraeducators listed by school in a separate category than the WCUUSD budget. Paraeducators are determined by students' IEP teams and will vary depending on IEP needs.
- Can we see a breakdown of the special education budget that encompasses such a large part of the budget? How does that budget shrink and grow with population changes?
- Many students elect to go into trades and therefore our population decreases...is there a way to meet the students' need for trades here at u32?
- There is not enough examination of central office expenses. Almost all the proposed cuts affect direct services to children.
- When I read the minutes of the meeting, it is astounding to me that anyone would suggest that a teacher could teach both music and art. If you look at what is required to become certified in music and in art alone, it would be a very rare person who is dually certified in those two areas. That tells me there isn't a complete understanding as to what these two disciplines are really all about and the knowledge that a person is required to have. A person could be dually certified in math and science, or English and Social Studies/History but I doubt not many in Art and Music. It is kind of disrespectful to the teachers of those two areas.

- We need less administrative positions.
- Continuing to run three small elementary schools and two tiny elementary schools is not cost efficient now and won't be in the future. Please put Doty and Calais on the table. In addition, please consider cuts to administration and central office personnel at least in proportion to cuts to faculty.
- See above.
- Continued increases YoY
- We have declining enrollment, rising costs and mediocre educational outcomes. Consolidation remains the best way to contain costs by closing Doty and Calais; in lieu of that, we will need to have more combined grade classes to reduce the overall number of teachers.
- Loosing services and putting more pressure on teachers to work one and a half jobs
- It should be level funded and it's not.
- I understand that there are significant program cuts in the budget.
- Nursing and counselor cuts
- I am a teacher at Rumney with experience at the primary level and currently in an interventionist position. My concern is the combined K/1 or 1/2 configuration at Rumney with no additional support. We have experience with combined grade levels, but kids separate for math and literacy with one teacher to teach each grade level in their respective subjects (i.e., a teacher for 1st grade, math, and another one for second grade math). With our current configuration, we are leaving one teacher to teach the math and literacy curriculum to two different grade levels. This will cut down on instruction time for both grade levels and will not be good for kids. One grade level will have to be independent while the teacher instructs another grade level. Primary students could independently practice incorrectly reinforcing incorrect learning. When this is done, it is hard to undo. Furthermore, the primary grade levels require a lot of extra planning to supplement the curriculum so that kids are engaged. In order to do this successfully, I found I would be at work late each evening and working Saturdays as well for one grade level. It creates an untenable position for that teacher to do this for 2 grade levels. Both interventionist positions were cut .2. Creating part-time positions makes it challenging for the district to fill them. I will look for another position as they will not accept a part-time position. An easy solution to both of these problems is to reinstate the .2 cut to intervention and have the interventionist teach

one grade level curriculum. For example, the classroom teacher plans and teaches K math and the math interventionist plans and teaches 1st grade math. 90 minutes a day for five days a week we'll make up that .2 FTE.

- There are areas that are the most important to the kids that are currently being strained and areas that could safely be cut down without directly impacting the children.
- No one can afford it.
- Centralizing and merging services means students at the fringes, and in the most rural areas, will still be at a disadvantage. That doesn't feel very inclusive or very Vermont.
- High cost and high taxes.
- It is difficult to understand how the district spending affects the property tax rates in the five towns, and the tax rates are the focus for most taxpayers. If the board thinks that the Vermont Public explanation of the education funding system is a good one, it would make sense to emphasize that resource.
- Several board members have an approach to the budget that suggests that it is the board's responsibility to follow the budget decisions made by the Leadership Team. I think that the board should understand and value the Administration's advice but members should feel free to suggest changes.
- It is not clear what Board of Education expenses are --school board expenses or something else?
- The Community Connections budget includes funding for only four elementary schools . Community Connections does not operate at Doty this year because the pre-K students from Worcester are at Rumney. It is not clear why Doty should not get funding in the FY 2026 budget.

What seems especially important? What would you like to prioritize?

- Student voice and choice in the MS and HS. Not making classes that are not required mandatory because you want to keep a full time staff/faculty. For example music, art, language in MS. Why do students have to take "X" amount of minutes when only "X" is required. It creates a culture of increased behavior challenges and a decrease of student engagement. Please consider giving students more choice when certain classes are not mandatory. U-32 is operating on an outdated pedagogy with what works for

most students. I am hopeful Becca analyzes this for the future.

- Quality education for students. Qualified teachers. Administration gets in the way of qualified teachers.
- I want all of our children to be afforded the best education possible in ALL aspects including art, music, PE, language learning, etc. I hope we can get to a consistent and sustainable model that supports our kids.
- Clarity about the change in faculty/staff staffing at U32 and how it was determined.
- Central office staff needs to be reduced, not direct services.
- I'm still not understanding why administration isn't being reduced if student enrollment is declining which leads to fewer teachers. Why does U-32 have so many administrators with fewer students?
- Of the 4 often listed priorities, why is academics listed 3rd?
- Every board member is elected by the whole district to serve the whole district.
- Keeping school budget increases in line with social security increases (2.5% for 2025) and the inflation rate (2.6% for the 12 months ending in October). More needs to be done in terms of consolidation and reduction of administrative costs. These decisions will be hard and unpopular, but increases of the magnitude proposed, not to mention last year's insanity, are not sustainable. I will vote against a 5.42% increase.
- Right-sizing the entire system for the # of students. Starting at admin spending.
- Educating our kids is the priority but health care costs are going to bankrupt all of us.
- Next union contract will need to either shift costs back to employees or have those costs reflected in reduced wage increases.
- Closing Doty and Calais
- keeping costs down.
- I would like the school board to prioritize consolidating the elementary schools and closing Worcester and possibly Calais. I am very disappointed that it doesn't seem that this will be pursued. It is unfortunate that schools that are too small to provide students with ample opportunities will be kept open and instead the district will be cutting programs.
- new board leadership.
- I would like to see the closure of the smaller schools in order to not cause cuts to resources that are needed within the schools.
- My point above is important for Rumney school and I would like that change revisited. Unfortunately, Karoline was sick the week

before the budget presentation so we were unable to give feedback prior to the board presentation. We were presented the budget the same day as the board meeting. I have met with Karoline and she agreed with my points above. I'm hoping we can find a way to support the Primary classrooms at Rumney.

- The biggest priorities should be what benefits the students. I would like to prioritize the employees who are qualified to teach what they were hired for. A school with more than 500 students needs enough math teachers for every class, enough nurses to help, especially since there is no one else who can do a nurse's job. Just because our principal can be a math teacher does not mean she can be a licensed nurse as well. We need nurses, we need math teachers, but we do not need luxuries such as a new set of projectors or field trips on the first days. Though this sounds like hate, I know that we can keep our math teachers and we can keep our nurses, but we need to think of other ways to save money instead of cutting out as many employees as we can.
- Keeping school consolidation part of the long term discussion. Comparison budgets and impact on educational services/opportunities and quality across school configurations/scenarios would be helpful to be clear on what we're giving up by keeping some places open. sorry if I missed those resources
- Keep Doty open. Close nothing. Increase class size to lower costs.
- Letting towns decide what is appropriate for the town.
- Lowering costs.
- Allocating funds to each school according to its number of weighted pupils is a very positive step as it focuses spending on the students identified as having the highest need. I think that showing per pupil spending based on the number of non-weighted students is confusing and could easily lead to criticism of schools that receive more money under the weighting formula and therefore will by definition have higher per pupil costs.
- I think that the school board should analyze its portion of the budget. At the very least I think that spending on items like a board retreat at the Trapp Family Lodge could be reduced. I would also like to see the cost of the facilitators and a discussion of what value they bring.
- The budget should include transportation funding that solves the problem of extremely long bus rides for some students. This issue should also be addressed for the remainder of the 2024-5 school year.



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

Finance

Open enrollment health insurance plan changes or changes to flexible spending and dependent care account contributions will go into effect on the January 10th payroll. This movement can cause significant work for staff that must be completed in a compressed timeline. Holly Poulin and Penny Andrews will work together the first week in January to update employee deductions and review for accuracy. Anyone with questions regarding the enrollment information can reach out to Holly at hpoulin@u32.org.

Shannon Knowles and Penny Andrews will be attending a training for Payroll and Accounts Payable on December 12th hosted by our software vendor. This training will cover the electronic filing of W2s on BSO, closing accounts payable, filing 1099s electronically with the IRS and reviewing the child care credit contribution setup and process for payroll.

The positive pay check procedure implemented with Community Bank in November is fully implemented. Some minor issues were identified, and the procedure has been updated to eliminate the cause of the issues. Happy to report that this additional layer of protection to the bank account is now going smoothly. Thank you to Tom Hamlin, Financial Accountant, for taking the lead on this process.

Curriculum, Instruction and Assessment

Since the spring of 2021 our district has offered a course on racial and intersectional justice. The course is taught by Shelley Vermilya, our equity scholar-in-residence.

Over the years, teachers, administrators, paraeducators, and school board members have participated in the semester-long course. In addition to engaging in reading, exploring identity, and developing individual projects to support our work with students, each cohort develops a legacy project to move the work forward beyond the class.

The course is one way that our district manifests its commitment to Humanity, Justice, Community, and Belonging, one of our core values.

This spring's course is designed to directly support our district's ability to implement Vermont's new Education Quality Standards. Entitled *Schools and Pedagogy to Thrive: Embracing Education Quality Standards*, the course will explore the IRIS Framework for Ethnic Studies and will result in units of study and lesson plans that will be shared across our district. We can't wait to see what this year's participants create!



Human Resources

Open Enrollment for eligible employees at the District has closed and HR is processing 15 employee changes to their health plan, 20 employee changes to their dental plan, 114 enrollments for participation in a Flexible Spending Account, 9 enrollments for participation in the Dependent Care Assistance Plan, 4 enrollments to the 403 (b) and 66 employees enrolled in the 2025 CIL (cash-in-lieu). New this year, HR offered to provide a review of an employee's beneficiaries and 55 employees requested a review. All changes to an employee's benefits are effective January 1, 2025.

HR continues to process throughout the year, all volunteer, chaperones, coaches, new hires (permanent, temporary and substitutes) background checks and associated payroll and HR paperwork as needed. Since July 1, 2024, HR has processed 168 background checks.

Student Support Services

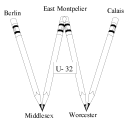
The Director of Student Support Services continues to serve as the Title IX Coordinator for the District, addressing reports of potential sexual harassment incidents as required by Title IX. We have received six reports so far this year from staff, students, and/or families. Each report is being reviewed and handled in accordance with District policy and Title IX requirements. Further actions will be taken as necessary to ensure a safe and compliant environment.

On Thursday, December 5, the PreK-12 Special Education Department held its meeting at U-32. The primary objectives of the meeting were:

- Team Reconnection: Strengthening collaboration and communication across the department to improve service delivery.
- Act 173 Implementation: Focus on the changes introduced through Act 173 and how they impact the eligibility determination process for special education.

Additionally, small group discussions focused on the following:

- Transition Planning for 6th Grade Students: We have begun discussions on how to best support the transition of our 6th grade students to U-32 next August. These conversations are focused on academic, social, and emotional preparation for this important transition.
- Service Delivery in Elementary Schools: Discussions regarding our service delivery system, especially in elementary schools, are centered on ensuring students with special needs receive appropriate and effective support.



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2024-2025 Priorities ([Strategic Plan](#) Goals):

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

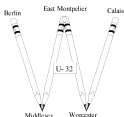
Update on Strategic Plan goals:

Well-being and inclusivity (HJC school and School Safety Team committee report out?)

Berlin: This time of the year brings such joy and togetherness. On the 18th of November we celebrated as a community with a Harvest Luncheon. Chef Jake prepared a delicious meal of brisket and we were all accompanied by the Sally Fox Trio who serenaded us through the lunch hour. Our staff has also worked collaboratively to create a Community Day which will take place on December 13th to coincide with the Annual Holiday Bazaar that happens here at Berlin. Our community has been very supportive of families in need of a helping hand by picking a mitten from the line to support a family in need during this time of year. We are so grateful to all of our community for supporting each other and truly living the spirit of giving and community. Our HJC group has been meeting and is working on a collaboration with Reading to End Racism, more to come in the future!

Calais: The holiday season brings out such love and caring from the Calais community. We have been organizing several different “drives” to support our community and our families have stepped up in a big way. Whether it has been our Food Drive (donated to the East Montpelier Fire Department), our Toy Drive (donated to local charities through a community member), or our Family Support Drive which gives our school and larger community the opportunity to provide support to families (groceries and holiday gifts), Calais is truly driven by the spirit of giving. We could not be more appreciative of such incredible generosity. Additionally, we are planning to hold our first Calais HJC Committee meeting next week and are looking forward to the great work that is going to take place with this group.

Doty: Here at Doty we are starting to think about our signage and how to create some interchangeable signs so that we can periodically change our messaging. The Doty HJC is making a very deliberate launch. Our goal is to be constantly action oriented, moving from talking about change to actually creating the conditions where change can happen. Safety is much on our mind here with snow play and afternoon pickup. We have reminded families of the pickup protocols that ensure students are not in the parking lot without an adult. For snow play at recess, we have been reviewing guidelines with students, reminding them that we are not trying to ruin their fun but make their fun less injury-prone.



EMES: Our Gifts for Giving and Soup for the Soul dinner were a big hit. Students prepared up to nine beautiful gifts for family and loved ones which were wrapped in homemade paper and delivered just after the Thanksgiving break. We are now wrapping up our annual gift and clothing collection for families who could use some extra support this time of year. Through generous donations from our school and the broader community, nearly a dozen families will receive food, winter clothing, and gifts next week. EMES also had our first Humanity and Justice team meeting earlier this week. We are working with Shelley Vermilya to identify ways this team can support this important work and coordinate efforts with the district-level coalition.

Rumney: At our staff meeting teachers were asked “what have we done in the last month to move humanity and justice forward?” After considering for a moment, staff were able to identify the following:

- Teaching empathy and perspective taking through literature
- Provide visible examples of historically marginalized populations in positions of power and influence through literacy characters.
- Having conversations when they arise and ask students about impact.
- Discussing history and the narrative prior to women’s right to vote.
- Open discussions in social studies regarding founding documents; who is represented? Who is this being written for ?

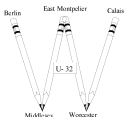
U-32:

Our work around well-being and inclusivity continued with Joelle Van Lent just prior to our November Recess in which she met with teams to explore how to support individual student needs, reframe behavior as unmet need, and also provide time and space for support among the team. Shelley, our Equity Scholar in Residence, is working to bring together our school-based Humanity and Justice Committee starting with Affinity Group advisors and student representatives. We are finalizing a plan with Rebecca Haslam of Seed the Way to engage in whole staff conversations that uplift our commitment to Humanity and Justice.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: Staff have worked together to analyze the K-6 district writing prompt. We have also been working on analyzing our Unit Assessments in Foundations and iReady to better inform our teaching practices in weekly data team meetings. We are looking forward to collecting winter data to best inform our practices in the second half of the year.

Calais: Teaching staff are working on finalizing the data from the K-6 District Writing Assessment and providing feedback to Curriculum Council on the process. This data is going to help us start our new process of data collection/visualization as we want to improve how we collect, interpret, and utilize data to inform our instruction across the board. Additionally, we are working on a process to improve our usage of iReady in both Math and Reading as we look forward to the 2nd semester.



Doty: As we wind down units before the break, we are looking forward to gathering our winter data to compare with our collected formative and summative assessment information from the whole fall. Comparing these two sets of data allow us the opportunity to ask the needed questions about who needs intervention and enrichment opportunities.

EMES: EMES teachers will participate in a half-day retreat next Wednesday with a focus on writing and our MLSS system. Using both our school and the district's common writing conventions rubrics, we will work to improve them in a way that ensures vertical alignment across K-6. I have also been working on an MLSS prioritization document with coach Ellen Dorsey on how to use the data we have to better identify students in need of interventions at the various layers. We are excited to use this document for our January assessments and will tune it with our interventionists and special educators at our retreat next week.

Rumney: Two teachers and I were able to participate in the professional development in writing that was hosted by EMES. We gave all staff access to the slideshow, and brought much of the information to staff at our staff meeting. Thank you to Hilary Paquet for sharing this information with us.

U-32: We are continuing to engage in our department work around high quality tasks that are “worth doing” and aligned to our transferable skills. Department facilitators decided to collect one per person to look at how we are assessing transferable skills across our courses and then create a plan for creating a clear system for assessing transferable skills across content areas.

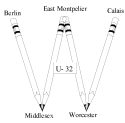
Update on Strategic Plan goals:

Community Engagement and Communication

Berlin: We continue to send out a weekly newsletter and are seeing an increase in our readership. We believe this is an effective way to communicate information in a clear way consistently. Our PTNA has been working diligently this year to help support the connection with the broader community. Please check out our new webpage: www.berlinptna.com. We have a fun filled calendar of community events and fundraising pieces so keep your eyes peeled!

Calais: The Calais Parent Planning Team held its first meeting the week before Thanksgiving and pulled off an incredible community “Week Before Thanksgiving Potluck” in our gym. More than 80 Calaisites showed up, pitched in with food and drink, and had an awesome evening spending time together and enjoying a meal as a Calais community before Thanksgiving. A new tradition has begun! The Calais Parent Planning Team is meeting again this week to start planning more events to engage our school community and our expectations are high.

Doty: The Family Lunch at Doty was a smashing success! We had a good turnout of families and many families were also taken out to recess too. Events like these, that are more relaxed and less of a “program” are so important for building relationships within and across the



Doty/Worcester community. The annual Worcester Holiday Craft Fair was held in the gym on December 8. The event was well attended and the creative geniuses of Worcester were well represented. We are looking forward to having this event at Doty in future years as well.

EMES: The Soup for the Soul dinner was a great success, and we heard a lot of feedback from families that they appreciated us moving it to the evening so they didn't have to miss work to attend (or not be able to attend because of work). We will also welcome families back next week for two December concerts: a K-3 general music concert and a 4-6 chorus and band concert. Students have been practicing their singing, dancing, and a variety of instruments and are excited to perform for our school and their families. Our PTNO will also prepare a special breakfast for our staff next Tuesday morning.

Rumney: Our gym was filled with community members joining us for our annual community meal. It was amazing to see so many people come to our school and enjoy time together. Our music teacher has mapped out all concerts for the year. Our first is an "informance" and we will have other opportunities for evening performances. Our hope is to make it possible for all families to attend at least one concert.

U-32: We are beginning to look at ways to continue to utilize our space beyond school hours of engaging work and asking students and families to share their insights into what additional offerings beyond the school day might be of interest.

Celebrations & Upcoming Events

Berlin:

- Holiday Bazaar/Community Celebration (December 13th)
- Holiday Gnomie Gift Exchange (week of December 16th)
- Staff Breakfast December 20th

Calais:

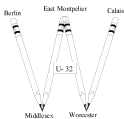
- Staff Secret Snowflake Gift Exchange (Week of December 16th)
- Gifts for Giving (December 18th)
- Day in the Dark - Winter Solstice Lantern Celebration (December 20th)

Doty:

- December 19 - Gifts for Giving
- December 20 - All School Morning Meeting and we are formulating a darkest day folly

EMES:

- Staff Secret Snowflake Exchange (week of December 16)
- K-3 Music Concert December 19th, 2:30 pm
- 4-6 Chorus and Band Concert December 19th, 6 pm
- Staff holiday gathering and celebration December 18th
- School-wide winter solstice comfy cozy/day in the dark December 20



Rumney:

- Coffee House (hosted by 5th and 6th grade) Monday, December 16
- 1-6 concert Tuesday, December 17
- Staff celebration and connection December 18 3:15-4:45
- All School Meeting Friday, December 20

U-32:

- Winter MS Dance Friday, December 13
- TA Celebrations Friday, December 20
- Math Team Hosting Math Meet Monday, December 16
- Hadestown January 23rd-February 1st
- J-Term, January 22nd-24th

Supervision & Evaluation Updates ([EOS 2121.3](#); 2121.4)

Berlin: I am wrapping up formal evaluations and scheduling meetings with all of my support staff in the new year as part of their evaluation. I am enjoying the time in the classrooms and observing the great work of our teachers.

Calais: Formal observations will be scheduled and occur after December Break.

Doty: This month we are having some observations but primarily connecting with each other regarding instruction and MLSS. One issue that we are aware of is that if we don't connect as a faculty around students, our practice can become siloed. We also naturally develop blind spots. Open conversations open us back up and improve practice.

EMES: Round one formal observations have wrapped up and we are gearing up for a mid-year check-in on our goals when we return in January.

Rumney: This month I was able to get into classrooms, including some allied arts classes, to gather walk-through data. Walk-through data is used to find patterns and trends over time. Our on-task behavior has significantly risen compared to the last two years. This is a huge success!

U-32: All supervisors will have been into classrooms before winter break to give feedback to teachers around our two focal areas: inclusion and rigorous and relevant instruction.

Agreement to Join the Winooski Valley & Statewide
Choice of Public High School Collaborative
for the 2025-2026 School Year
Under Act 129 (Sec. 34. § 822d 2A)

_____ agrees to join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2025-2026 school year. We will abide by the conditions outlined in the attached Articles of Agreement.

Our high school will agree to accept no more than _____ students and will send no more than _____ students* for the 2025-2026 school year.

** Please make sure this number agrees with the guidelines provided
by Act 129 Sec. 34. § 822a.(b)**

For the Board of School Directors of _____

Signature & Title: _____

Dated: _____

Please fill in the name of the school contact who will send out & receive applications (usually the Principal or Guidance Director) for your school.

School Contact Name & Position: _____

E-mail for School Contact: _____

November 2024

To: WCUUSD School Board

From: Education Quality Committee

Purpose/Charge:

According to our Student Achievement Monitoring plan, adopted by the full board in the spring of 2023, the board is to receive four reports each year: two on math and reading achievement, one on a rotation of other Student Learning Outcomes (two to three each year), and one on post-secondary outcomes.

This report is on the post-secondary outcomes of the students within our district. Post Secondary Outcomes are one of our district's Equity Indicators. Monitoring this data also helps monitor our progress on three of the District's strategic plan goals.

How are we doing? What are we doing?

Our district offers multiple pathways for students to explore career and education opportunities beyond high school through personalized plans. These include U32 courses, Advanced Placement (AP) courses, independent studies, and various external programs such as Central Vermont Career Center, Dual Enrollment, and Early College.

Our students' post-high school plans include Apprenticeship, Career Education, College/University, Gap/Service year, and Military service.

Enrollment in Early College and Dual Enrollment programs is notable, and the district administers several post-secondary assessments, including PreACT, PSAT, ACT, SAT, and AP exams. Emphasis is placed on graduating within four years to ensure college and career readiness, with individualized support plans for students who don't meet graduation proficiencies on time.

The district's successes include flexible pathways and dedicated student support services, and we have seen improved reading scores. Challenges include some low AP course enrollment and the impact of early college enrollment on school dynamics. Approximately 60% of students meet math achievement standards on some external exams, indicating room for improvement. The district aims to improve communication about available opportunities and balance offering college credit courses with in-house curriculum challenges. Collaboration with leadership is needed to align offerings with core beliefs and strategic goals.

Current Report :

In November the Education Quality Committee reviewed data on the post-secondary outcomes of our students. In December, the committee received answers to our many questions during our November meeting.

Our district's students have multiple pathways to exploring career and education opportunities beyond their high school years. Students use individualized plans to reach proficiencies needed for graduation that align with their desires for their post-high school plans. These plans include U32 courses - including Advanced Placement (AP) courses, U32 independent studies, Central Vermont Adult Education, Central Vermont Career Center, Dual Enrollment, Early College, Job Corps, Vermont Virtual Learning Community (VTVLC) courses, and Youth Build.

Our district utilizes many different post-secondary planning tools and activities. Naviance is one tool we use. It is introduced in 8th grade and continually used throughout the high school years for planning and goal setting. During the '23-'24 school year a Skills A curriculum was introduced to our 8th graders. The Skills A curriculum is an emotional intelligence curriculum and part of our ongoing efforts to support Social and Emotional Learning for our students. This work supports the implementation of Act 173 and Goal #1 of the district's strategic plan.

Post-Secondary Planning


- Next Step via Flex Time in 8th grade
 - Skills A curriculum (SY 23-24)
- High School Seminars during Callback
 - 9th grade: Transition to HS / 4 year planning
 - 10th grade: Naviance introduction or resources/ update to 4 year plan
 - 11th grade [Post High School Planning Guide](#) and Naviance
 - 12th grade: Continued Post High School Planning
- 12th grade In-school field trip
 - College application support, essay help, financial aid, resume writing, interviewing skills, career exploration
- Individual meetings with school counselors (College, Career, Personal/Social)
- College fairs / Military fairs/ Alumni fair / Alumni panel
- Career Callbacks
- [U-32 Program of Studies](#)
- Community Based learning / Branching Out, etc.

There are currently 33 students enrolled in Early College. Students who are enrolled in Early College cannot take Advanced Placement or Dual Enrollment courses. There are currently 20 students enrolled in a Dual Enrollment course, which is one of three English courses that prepare students to take the Advanced Placement English Exam. To be prepared students need to take two of the three courses.

For the 24-'25 school year, 81 students are enrolled in Advanced Placement (AP) classes. The majority of enrolled students are in 11th grade (53) or 12th grade (23). Enrollment by Advanced Placement course this year is:

- Biology: 10
- Calculus: 10
- Chemistry: 7
- Computer Science: 4
- French: 3
- Physics I: 12
- Physics II: 3
- Pre-Calculus: 30
- Spanish: 5
- Statistics: 12
- US History: 30

Advanced Placement (AP)

 SCHOOL SUMMARY					
	2020	2021	2022	2023	2024
Total AP Students	75	94	68	74	84
Number of Exams	153	180	134	140	167
AP Students with Scores 3+	48	57	50	40	63
% of Total AP Students with Scores 3+	64.00	60.64	73.53	54.05	75.00

Advanced Placement (AP) (continued)

	Biology	Chem	Eng Lit	Physics 1	Pre Calc	Stats	US History
# of exams	14	11	19	17	21	20	34
Avg score	3.5	2.2	3.3	3.1	3.8	2.5	3.7
% w/ Score of 3 or higher	79%	45%	74%	59%	90%	45%	88%

The following is a Summary of student reflections on Early College opportunities:

Reasons for Choosing Early College: Lack of interesting classes at U32, especially in the humanities, More diverse and plentiful options compared to AP or advanced classes at U32, Desire to experience college-level curriculum while living at home, Opportunity to start early on future classes, Influence of friends and a more flexible schedule.

Best Things about Early College: Increased free time and less stress compared to AP classes at U32, Opportunities to meet new people and explore specific academic interests, Enjoyment of being around new people and connecting with new teachers.

Challenges of Early College: Initial costs, Longer commute and the cost associated with the commute, Less engaging schoolwork, a faster curriculum, and homework.

Why I Choose Not to Do Early College: Drawn by a high-level class (AP Physics 2) at U-32, Use of resources like Branching Out and clubs, Feeling more connected to U-32, Not ready to leave U-32 behind, Desire to spend senior year where high school started, More academically challenged and entertained by classes and teachers at U-32, Familiar environment, Simplifies co-curricular activities (theater and sports) without needing a ride, Known teachers and classmates providing comfort, Pursuing Pilot, playwriting, and the ability to create a club at U-32.

Our district utilizes the following post-secondary planning assessments: PreACT, PSAT, ACT, SAT, and Advanced Placement. Our district administers the PreAct to all students in 10th grade, and the PSAT to all students in 11th grade as a part of our Local Comprehensive Assessment Plan. It should be noted that these assessments are college pathway assessments, which is just one of the pathways our district students may choose.

Post-Secondary Planning Assessments

Assessment	Grade Level	Subjects	Notes
PreACT	10	English, math, reading, science	Part of Local Comprehensive Assessment Plan (LCAP) District funded
PSAT	11	Reading, writing, math	LCAP District funded
SAT/ACT	11 and/or 12	SAT: Reading, writing, math ACT: English, math, reading, science	Self pay
Advanced Placement (AP)	Varies (mostly 11 & 12)	English, biology, physics, chemistry, US history, calculus, statistics, computer science, French, Spanish	District funded

What PreACT tests

OVERVIEW OF ACT TEST SECTIONS	
English	<ul style="list-style-type: none"> 75 multiple-choice questions 45 minutes Tests grammar, punctuation, sentence structure and rhetorical skills Learn more about the ACT English Test
Math	<ul style="list-style-type: none"> 60 multiple-choice questions 60 minutes Algebra I and II, geometry, and some trigonometry Learn more about the ACT Math Test
Reading	<ul style="list-style-type: none"> 40 multiple-choice questions 35 minutes Four passages (prose fiction, social studies, humanities, and natural sciences) with 10 questions per passage Learn more about the ACT Reading Test
Science	<ul style="list-style-type: none"> 40 multiple-choice questions 35 minutes Questions on science-based passages presented with graphs, charts, tables and research summaries Learn more about the ACT Science Test

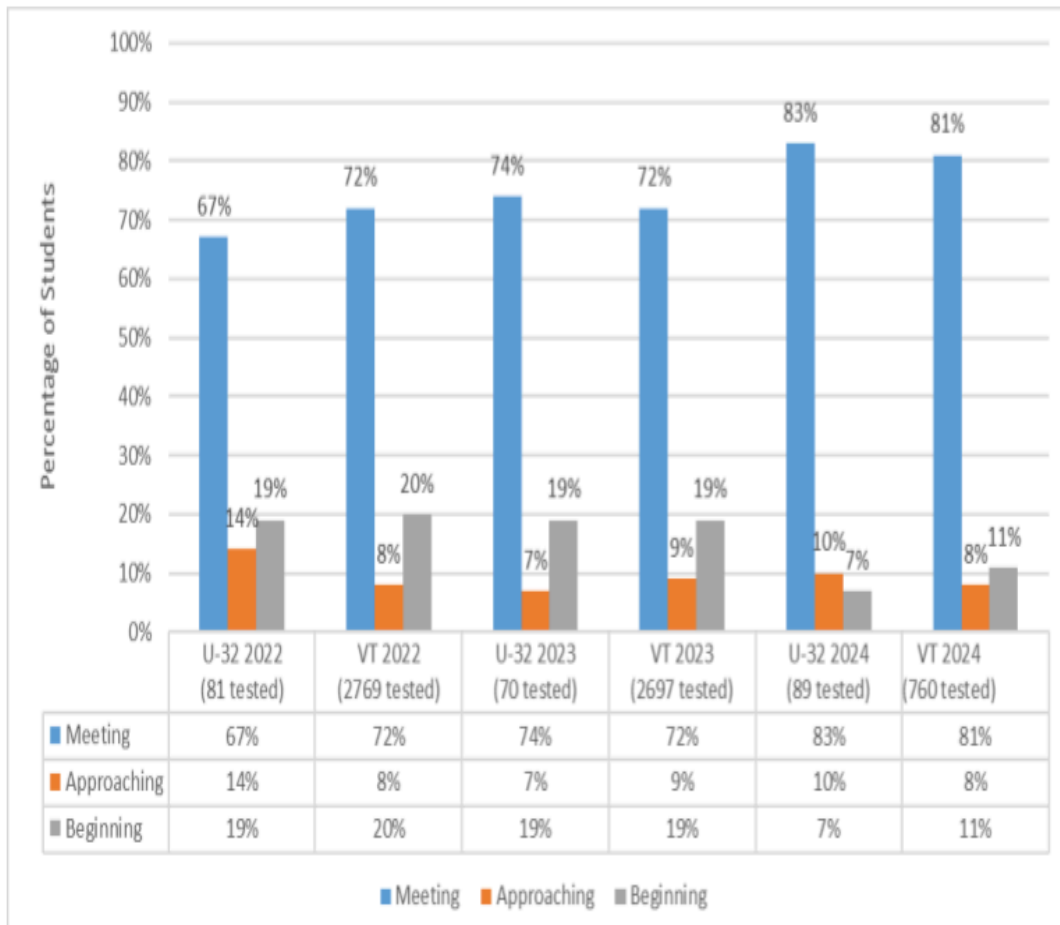
Pre ACT Math/Science/ STEM Benchmark Data

Year of administration	2021	2022	2023	2024
# of testers U-32	96	88	88	71
<i>U-32 on target</i> <i>Math</i> <i>Science</i> <i>STEM</i>	22% 38%	56% 43%	41% 39% 15%	42% 45% 14%
<i>U-32 close to target</i> <i>Math</i> <i>Science</i> <i>STEM</i>	23% 27%	19% 20%	16% 22% 18%	18% 11% 17%
<i>U-32 in need of intervention</i> <i>Math</i> <i>Science</i> <i>STEM</i>	55% 35%	45% 36%	43% 40% 67%	39% 44% 69%

Pre ACT English and Reading Benchmark Data

Year of administration	2021	2022	2023	2024
# of testers U-32	96	88	88	71
<i>U-32 on target</i> <i>English</i> <i>Reading</i>	53% 45%	75% 65%	83% 58%	76% 55%
<i>U-32 close to target</i> <i>English</i> <i>Reading</i>	22% 26%	11% 7%	11% 26%	13% 18%
<i>U-32 in need of intervention</i> <i>English</i> <i>Reading</i>	25% 29%	14% 28%	6% 16%	11% 27%

Fall 2022, Fall 2023, Fall 2024



SAT Benchmark Data

	2022	2023	2024
# U-32 of testers # of VT	22 1167	19 1008	26 2061
Reading / Writing U-32 Mean Score VT Mean Score	587 558	606 558	619 575
Math U-32 Mean Score VT Mean Score	587 537	586 537	549 537

The following table outlines the expenses related to our post-secondary assessments for the past few years.

What is the cost of the PreACTs, PSATs, and AP Exams? Please see the chart below for expenditures in recent years.

2023-2024		
PreACTS	\$1638.00	
PSATs	\$1083.60	
APs	\$15972.50	AP Exams: \$13,850.00 AP Proctor: \$2,122.50
Total 23-24	\$18,694.10	
2022-2023		
PreACTS	\$1547.00	
PSATs	\$1312.00	
APs	\$13,925.50	AP Exams: \$12,360.00 AP Proctor: \$1565.50
Total 22-23	\$16,784.50	
2021-2022		
PreACTS	\$1584.00	
PSAT	No cost due to participation in trial questions	
APs	\$13,864.00	AP Exams: \$11,998.00 AP Proctor: \$1,866.00
Total 21-22	\$15,448.00	
Totals Over 4 Years		
PreACTs	\$6,085.00	
PSATs	\$2,395.60	
APs	\$60,250.50	
Total	\$68,731.10	

High school graduation is crucial. The traditional 4-year timeframe, created in a credit-based system, is supported by our proficiency-based system to ensure students meet Proficiency-Based Graduation Requirements within this period. Research shows that students not graduating in 4 years are less likely to graduate at all. Our school system aims to prepare students for college and career readiness and set them up to graduate in 4 years, starting from pre-kindergarten. Students who don't meet graduation proficiencies work with their school counselor to create an individual plan. Some finish by summer's end, others need another semester or year, and some take more than a year.

AOE Definition of 4-year Cohort Graduation Rate:

The cohort graduation rate is calculated by tracking students from the time they enter Grade 9. Students who graduate within four years are considered on-time graduates. Students who graduate one or two years later are included in the 5- and 6-year graduation rates. The total number of graduates is divided by the total number of students in the cohort. Students who transfer into a school are included in the cohort, while students who transfer out are dropped from the cohort.

WCUUSD and Vermont Graduation Rates

Year	U-32 4-Year Rate	VT 4-Year Rate	U-32 6-Year Rate	VT 6-Year Rate
2014-2015	88%	88%	94%	91%
2015-2016	88%	88%	90%	92%
2016-2017	89%	89%	92%	91%
2017-2018	90%	85%	91%	91%
2018-2019	82%	85%	91%	92%
2019-2020	84%	83%	95%	88%
2020-2021	77%	83%	89%	87%
2021-2022	85%	83%		
2022-2023	76%	82%		

Our students have many post-high-school career and education paths, the following tables highlight the choices our students are making.

What post-secondary choices do our students who attend the Central Vermont Career Center (CVCC) make?

	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Employment	9	9	18	10	11
Apprenticeship	6	1	1	1	2
College (4 year)	2	4	2	1	3
College (2 year)	1	0	1	0	0
Gap/Service Year	3	2	2	2	0
Military	0	1	0	0	0
Undecided	0	0	0	0	0
Total # of Students	21	17	24	14	16

Alumni Report from Naviance

	Enrolled Immediately	Enrolled in 1st Year	Returned for 2nd Year	Graduated in 4 yrs	Graduated in 6 yrs
2014	49%	50%	47%	38%	40%
2015	49%	52%	45%	46%	48%
2016	52%	57%	50%	42%	38%
2017	47%	50%	40%	38%	44%
2018	49%	51%	44%	39%	42%
2019	59%	63%	51%	46%	

Senior “Self Reported” Post HS Plans

	2017	2018	2019	2020	2021	2022	2023	2024
# of Graduates	123	126	106	113	119	119	122	104
% Attending College	65	68	65	65	68.8	66.4	52.9	60.5
% Career Ed	6.3	2.4	7.5	8	.8	1.7	4.9	4.8
% Employed	24.2	27.8	19.6	17.7	17.6	22.7	31.7	25
% Military	.8	2.4	.9	3.5	.8	0	.8	2.9
% Year Off	3.8	.8	6.5	6.2	11.8	9.2	8.9	6.7

Class of 2024 College Acceptances: American University, Bard College, Barry University, Bates College, Beloit College, Bentley University, Brandeis University, Bryant University, Butler University, Case Western Reserve University, Champlain College, Coastal Carolina University, Colby-Sawyer College, College of Charleston, Colorado College, Colorado State University, Community College of Vermont, Connecticut College, Culinary Institute of America, Curry College, Dartmouth College, Dean College, Delaware Valley University, Drexel University, Duquesne University, Emmanuel College, Endicott College, Fordham University, Franklin Pierce University, Georgian Court University, Gonzaga University, Gordon College, Hartwick College, High Point University, Hobart and William Smith, Hofstra University, Ithaca College, James Madison University, Johnson & Wales University, Kansas State University, La Salle University, Louisiana State University, Marymount University, Massachusetts College of Art and Design, Mercy University, Michigan State University, Middlebury College, Monmouth University, New England College, Northeastern University, Norwich University, Oregon State University, Pace University, Pennsylvania State University, Plymouth State University, Pratt Institute, Princeton University, Queens University of Charlotte, Quinnipiac University, Regent University, Roanoke College, Rochester Institute of Technology, Roger Williams University, SUNY College of Agriculture and Technology at Cobleskill, SUNY College of Technology at Delhi, SUNY Cortland, SUNY at Purchase College, Saint Joseph's College of Maine, Saint Michael's College, Salem State University, Salve Regina University, Sarah Lawrence College, Simmons University, Skidmore College, Springfield College, St. Joseph's University, St. Lawrence University, Stevenson University, Suffolk University, Syracuse University, The College of New Jersey, The George Washington University, The University of Alabama, The University of Montana, The University of Tampa, Union College, University of Colorado Boulder, University of Connecticut, University of Idaho, University of Illinois, University of Kentucky, University of Maine, University of Mary Washington, University of MA-Amherst, University of MA-Boston, University of MA-Lowell, University of Miami, University of Michigan, University of New England

This report highlights some of the presentation slides. The Support References section at the end of this report has a link for student testimonials video. As a reminder, past reports and presentations can be found on the [Board Committee Resource Page](#).

Below is a summary of our analysis.

System Successes:

- Our students have flexible pathways to find success after U32
- Our 6-year graduation rate is generally equal to or slightly higher than the state rate.
- Our District's Student Support staff are dedicated to continuing student support services beyond our students' years at U32 to ensure graduation needs are met.
- We have a robust School Profile that accompanies student transcripts when applying to colleges and universities, as well as when transferring schools.
- We have seen a general increase in the number of students on target/ meeting the testing standards for reading. The number of students identified as in need of intervention/beginning has declined for reading scores.
- Our students are following state trends for scores on math assessments.

System Challenges:

- Our 4-year graduation rate is lower than the state average and lower than our desired rate
- We continue to see AP courses that have low enrollment.
- Early college enrollment leads to fewer students in our school.
- Fewer students in our school affect our school as a social organism, the effects can be seen in areas such as class size, TAs, electives we can offer, peer-to-peer connections, etc
- The number of students on target/ meeting the testing standards for math on some external exams is approximately 60%, which leaves room for improvement.
- Some of our early college options have additional associated costs that our students and their families bear. This could be a barrier to some students.

System Needs:

- Refine and improve how we tell our story so that students and families are aware of the opportunities available to them.
- Examine what will serve our students best: coursework that provides college credit or a challenging in-house curriculum. Balance the areas of opportunity, challenging and interesting curriculum, and ensuring a robust, thriving social entity in our district.

Changes to instructional and evaluation practices:

- Skills A curriculum was introduced to the 8th grade in the '23-'24 school year
- The SAT/ACT requirements, mandatory vs. optional, for colleges and universities have been fluctuating, and this affects the number of students taking the tests.

Implications for the School Board:

- Lifetime support from student service staff is not codified into policy, it is simply a testament to our staff.
- Low enrollment in AP classes may make them hard to continue supporting if we face class-size minimums from the state in the future, but cutting AP classes has equity implications because early college does incur costs to the student (fees, books, transportation)
- Collaboration with leadership to examine what fits best with our core beliefs, strategic planning goals, needs of students, equity, and limited district resources - what are the areas of opportunity we offer our students?

Here are some terms that are important to know and understand related to post-secondary outcomes.

- **Dual Enrollment** - is for high school students who are academically prepared to enroll in a college-level course and could benefit from that experience.
- **Early College** - is for high school seniors who are academically prepared to enroll in five college classes each semester during their senior year. The Early College Program (ECP) simultaneously serves as a student's senior year of high school and a full year of college credit.

- **Graduation Rates** - The cohort graduation rate is calculated by tracking students from Grade 9. It's the number of graduates divided by the total cohort of students. Transfers in are included; transfers out are excluded. Graduating within four years is on time; students graduating one or two years later are included in the 5-year and 6-year rates.
- **Advanced Placement (AP) Courses** - Advanced Placement courses are college-level courses and exams that students can take in high school and can be used to earn college credit.
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for Vermont's public school students.
- **Equity Indicators** - allow us to compare outcomes for two groups to measure the disparity.
- **Cross-Sectional Analysis** - A data view comparing different students across years i.e. last year's 3rd grade and this year's 3rd grade.
- **Longitudinal cohort Analysis** - A data view of the same students over time i.e. last year's 3rd grade and this year's 4th grade.

Support References

[Student Video - Testimonials on future plans](#)

[U32 Program of Studies](#)

[Naviance Video](#)

[School Profile](#)

[Central Vermont Career Center](#)

[Early College](#)

[Dual Enrollment](#)

[Military after High School](#)

[Job Corps](#)

We would like to discuss this report during our full board meeting on October 16th. We offer the following questions for your consideration.

- What stands out to you?
- What questions do you have? About our analysis? About the data?
- Do you agree with our analysis?
- What other implications for the full board do you see?
- How is the format?

Washington Central Unified Union School District
Fund Balance Projections - Enterprise Funds
As of June 30, 2024

Enterprise Fund Activity FY 24	Food Service - 150	Community Connections - 800	Dental - 991	HRA - 992	Fund 6 Totals
Beginning Fund Balance	\$ 347,826.41	\$ 332,069.55	\$ 115,930.24	\$ 408,154.09	\$ 1,203,980.29
Revenues	\$ 1,036,830.16	\$ 603,518.58	\$ 271,038.51	\$ 765,203.17	\$ 2,676,590.42
Expenses	\$ 1,162,832.48	\$ 453,456.26	\$ 275,680.28	\$ 898,419.50	\$ 2,790,388.52
Fund Balance Current Year - Increase (Decrease)	\$ (126,002.32)	\$ 150,062.32	\$ (4,641.77)	\$ (133,216.33)	\$ (113,798.10)
Cash Accounts	\$ 76,599.02	\$ 309,441.59	\$ -	\$ 432,858.88	\$ 818,899.49
Petty Cash	\$ 240.00	\$ -	\$ -	\$ -	\$ 240.00
Intergovernment Acct Rec	\$ 152,127.53	\$ -	\$ -	\$ -	\$ 152,127.53
Accts Receivable	\$ 10,948.76	\$ -	\$ -	\$ -	\$ 10,948.76
Inventories for Consumption	\$ 27,882.73	\$ -	\$ -	\$ -	\$ 27,882.73
Total Assets	\$ 267,798.04	\$ 309,441.59	\$ -	\$ 432,858.88	\$ 1,010,098.51
Interfund Loans Payable	\$ 40,497.75	\$ (176,995.28)	\$ (111,288.47)	\$ 157,921.12	\$ (89,864.88)
Accounts Payable	\$ -	\$ 4,305.00	\$ -	\$ -	\$ 4,305.00
Accrued Salary & Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Revenues	\$ 5,476.20	\$ -	\$ -	\$ -	\$ 5,476.20
Total Liabilities	\$ 45,973.95	\$ (172,690.28)	\$ (111,288.47)	\$ 157,921.12	\$ (80,083.68)
Ending Fund Balance	\$ 221,824.09	\$ 482,131.87	\$ 111,288.47	\$ 274,937.76	\$ 1,090,182.19
Difference	\$ -	\$ -	\$ -	\$ -	\$ -

RECOMMENDED

FISCAL MANAGEMENT AND GENERAL FINANCIAL ACCOUNTABILITY

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.

(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.

(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.

(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

It is the policy of the _____ Supervisory Union/School District to manage its financial affairs in a lawful, responsible and transparent manner. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Administrative Responsibilities

The superintendent or designee shall develop procedures and/or assist the board to:

1. Establish and maintain a system for receipt, deposit, disbursement, accounting, control, and reporting procedures that meets the Generally Accepted Accounting Principles (GAAP) for state and local governments and will follow, at a minimum, the code structure contained in the Handbook for Financial Accounting of Vermont School Systems: Financial Code Classification system.¹
2. Examine claims against the district for school expenses and draw orders for the payment of those claims.²

¹ 16 VSA § 563(8)

² 16 VSA § 563(8)

3. Establish, with the advice and consent of the Auditor of Accounts and the Vermont Secretary of Education, a system of accounts for the proper control and reporting of school district finances and for stating the annual financial condition of the district.³
4. Arrange an annual audit of accounts by a certified public accountant. The Board shall review the final audit.
5. Provide suitable crime insurance coverage or bonding for employees handling large sums of money, for any school directors authorized to receive or disburse funds, and for the collector, or treasurer, or both.⁴
6. Maintain inventories of supplies, materials, and instructional equipment to be presented to the board annually.
7. Follow the bidding requirements set out in 16 V.S.A. §559.
8. Establish a system for managing miscellaneous accounts such as fees, fines, penalties, book losses, breakage and sale of equipment and materials. At the school level, the principal will be responsible for overseeing all student accounts.
9. Ensure that the Board is aware of any material deviations from the budget.
10. Provide the Board with financial reports at least quarterly, and as requested. The reports will provide the Board with the information needed to assure focused and responsible management of financial resources, including but not limited to:
 - a. Appropriation Accounts
 - i. Original appropriation
 - ii. Authorized transfers and adjustments
 - b. Revised appropriations
 - i. Expenditures to date
 - ii. Outstanding encumbrances
 - iii. Unencumbered balance
 - c. Revenue Accounts
 - i. Estimated revenues
 - ii. Amounts received to date
 - iii. Revenues estimated to be received during the balance of the fiscal year

[1] 16 V.S.A. §563(8)

[2] 16 V.S.A. §563(8)

[3] 16 V.S.A. §563(9)

VSBA Versions:	August 15, 2023
Date Warned:	

³ 16 VSA § 563(9)

⁴ 16 VSA § 492, 16 VSA § 735(f), 24 VSA § § 832, 833

Date Adopted:	
Legal Reference(s):	16 V.S.A. §§563(8),(9) (Powers of school boards)
	16 V.S.A. §559 (Public bidding)
	16 V.S.A. §.§ 492, 735(f), and 24 V.S.A. §§ 832, 833 (Bonding requirements)
	16 V.S.A. §1756 (Indemnity and insurance)
	Vermont State Board of Education Manual of Rules & Practices Rule Series 3250 and 6300
	Vermont Agency of Education Rules Series 100 (District Quality Standards)
	Vermont Agency of Education Handbook for Financial Accounting of Vermont School Systems (Handbook II)
Cross Reference(s):	Capitalization of Assets

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****TITLE I COMPARABILITY****POLICY: D4****WARNED: 9/30/20****ADOPTED: 11/4/20****EFFECTIVE: 11/4/20**

If a school in the Washington Central Unified Union School District becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

*Legal Reference:**20 USCA §6321(c).**20 USC 7801(26) (LEA defined)**16 V.S.A. 144*

TITLE I COMPARABILITY

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.

(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.

(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.

(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

If a school in the _____ School District becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure:

1. Compliance with the federal comparability requirements; and
2. That records documenting compliance are maintained and updated biennially;

VSBA Review Date

August 15, 2023

¹ 20 USC §6321(c) requires local education agencies (LEAs) to have a policy ensuring equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

<i>Date Warned</i>	
<i>Date Adopted</i>	
<i>Legal References</i>	20 USC §6321(c) 20 USC 7801(26) (LEA defined) Vermont Agency of Education CFP Comparability Guidance
<i>Cross References</i>	

DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

Prevention of Conflict of Interest in Procurement

It is the policy of the Washington Central Unified Union School District Board that all purchasing and contracting comply with state and federal laws.

No employee, officer, or agent of the Washington Central Unified Union School District may participate in the selection, award, or administration of a purchase or contract if that person has a real or apparent conflict of interest. Any employee, officer or agent with a real or apparent conflict of interest shall notify the superintendent of the conflict and not participate in the selection, award or administration of the purchase or contract at issue. The superintendent or his or her designee will develop written procedures to implement this policy.

A conflict of Interest arises if an employee, officer, agent, immediate family member, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a direct or indirect financial or other interest in, or a tangible personal benefit from a vendor considered for a purchase or contract.

An employee will not solicit or accept any favor, gratuity, or anything of monetary value from such vendors, which exceeds a \$100 value.

In the event of a violation of this policy, the District may take disciplinary action against the employee, officer or agent according to procedures in the Washington Central Unified Union School District personnel manual and/or collective bargaining agreement.

Date Adopted:

Date Revised:

Legal Reference(s): 2 CFR 200.318

NOTE: This policy satisfies the federal regulatory requirement in 2 CFR 200.318. Alternatively, the district or supervisory union may fulfill this legal requirement by developing "written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

FUNDRAISING & SALES TO STUDENTS ON SCHOOL PROPERTY

POLICY: F45

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

Purpose

The Washington Central Unified Union School District board of directors recognizes that some individuals or groups in the WCUUSD community may wish to raise funds for the purpose of financing additional educational opportunities for students that are outside the regular budgeted curricular and co-curricular programs of the school. Additionally, the board recognizes that funds or other resources may need to be raised on behalf of the organizations or individuals with acute needs that are part of our community and/or part of our citizenship responsibility. "Fund-raising" for the purpose of this policy includes fund-raising drives for cash donations from individuals, businesses, and other groups; sales of school related items, food, apparel, or other household items; raffles; and donations for goods and/or services. The school board recognizes that fundraising may benefit students' overall experiences as a supplement to taxpayer funding for curricular and co-curricular activities. The school board also recognizes that fund-raising activities can be an important learning experience for students, in part through encouraging the development of business skills, honest dealing, and personal, as well as group, goal attainment. Nevertheless the school board intends to limit fund-raising and establish controls over the fund-raising that does occur.

I. SCOPE OF POLICY

A. This policy applies to:

1. All fundraising activities conducted at WCUUSD schools, represented as sponsored by WCUUSD schools, or intended to support curricular or co-curricular activities at the school. This includes fundraising efforts by the booster club, PTO, class trips, athletic teams and clubs, and any other groups and individuals at WCUUSD schools that choose to utilize the name or logo of the WCUUSD or its individual schools to promote fundraising activity.
2. On-campus sales and fund-raising activity occurring on school grounds, whether for student projects, school programs, commercial, or other purposes (charitable causes).

B. This policy does not apply to :

1. General admission to school sponsored activities such as athletic and drama events and student dances^[1]^[2].

2. Sales related to student programs that are managed by the administration, which include but are not limited to the lunch program, yearbook sales, graduation supplies, student supplies in classrooms, or for the formation of a school store.

II. AUTHORIZATION FOR FUNDRAISING

- A. Fundraising activities and use of WCUUSD school names or logos require advance approval of the principal, or designee.
- B. ~~The superintendent or designee principal~~ [3][4] shall establish the procedure for application, management, and reporting for all fund-raising efforts at WCUUSD schools.
- C. The principal, or designee, in consultation with the school board has the authority to limit the number of fund appeals during a school year, so that the community is not overburdened by excessive requests for funding support from WCUUSD.
- D. The principal, or designee, has the authority to use discretion in approving methods and timing of fund-raising in a manner that will avoid potential confusion because of duplication or multiple efforts by fund-raising groups.

III. THE FOLLOWING CONDITIONS APPLY TO FUNDRAISING

- A. All funds raised on behalf of WCUUSD schools become the property of the school and must support the educational mission of the school, unless funds are raised through the efforts of an independent booster club or PTO operating as a business separate from the schools. Any unused funds remain the property of the school and will be used in succeeding years in a manner consistent with the spirit of the original effort as much as is reasonably possible. Items purchased with funds raised under this policy become and remain the property of the school as public property, with the exception of clothing purchased through approved fundraising efforts and gifted to students, staff and/or coaches because of a club or co-curricular activity. Individuals who raised the funds have no special claim to the administration of leftover funds or priority claim as to the use of any school property acquired from fund-raising.
- B. Fundraising must be conducted in a manner that strengthens student learning of valued behaviors, such as honest dealings, business accountability, and compliance with the mission that was originally established for the need or desire to raise funds.
- C. Student time at school is valuable, and time spent on fundraising should not detract in any significant way from students' academic school day or co-curricular activities after school.
- D. Persons proposing or promoting any type of fundraising shall disclose to the principal any financial or other tangible benefit of any type that may derive from the activity. Additionally, any significant costs relating to the fundraising will be disclosed.

- E.** Proceeds of any fundraising efforts on behalf of the school shall be submitted to the treasurer of the student activities account, who shall be accountable to the organization, as well as the principal or designee, for the funds, unless funds are raised through the efforts of an independent booster club or PTO operating as a business separate from the schools..
- F.** Fund-raising at WCUUSD schools must be for group benefit only. Fund-raising solely for the benefit of an individual is prohibited with the following exceptions: an individual happens to be the only remaining member of a team or group program that has been qualified by the governing body of that activity to continue participating in a competition or performance at a higher level than the rest of the team or group; funds are being raised to support the 8th Grade Washington, D.C. trip; or funds are being raised for an individual with acute needs.
- G.** Fund-raising incentives or prizes offered by professional fund-raising companies to individual students are prohibited.
- H.** Donations of equipment, supplies, uniforms, or services by anyone or any entity in return for promotional recognition are prohibited unless approved in advance by the school board.
- I.** All fund-raising efforts must have a staff or administrative sponsor from the application process to the final reporting. This sponsor is responsible and accountable for supervising the fund-raising group's compliance with this policy.
- J.** Coin drops that impede public traffic are strictly prohibited.
- K.** Employees or others requesting donations from general fund-raising organizations such as the Booster Club must have their request approved by the principal or designee prior to submitting that request to any school affiliated fund-raising organization.
- L.** Employees may fundraise from other employees or adults for gifts or charitable causes if approved by the administration.

IV. SALES TO STUDENTS

- A.** No person, outside the school community, shall sell or attempt to sell anything to a student on school premises without advance approval of the principal, or designee.
- B.** The principal , or designee, is authorized to approve vendors to sell on school grounds school logo apparel or other items, student photographs, and traditional graduation materials.
- C.** Transactions related to authorized sales to students are not to occur during classroom time. Such transactions may occur only during a student's free time, TA, before school, or after school.

- D.** The school is not responsible for casual sales of personal property between students, or between students and school employees, on school premises.
- E.** All other sales of products by outside vendors to students require the approval of the school board.

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

- 1. New Hire Nominations (for 24-25 school year)**
Kathryn Saunders - School Nurse 1.0 FTE - Calais Elementary
- 2. Retirement**
- 3. Re-Hires**
- 4. Resignations**
- 5. Extended Leave of Absence Request:**
- 6. Change in FTE:**
- 7. Long-Term Substitutes (24-25 School Year)**
Robin Gannon – LTS Special Educator .8 FTE– Berlin Elementary
- 8. Change in Position (24-25)**



TEACHER NOMINATION

POSITION: School Nurse		FTE: <u>1.0</u>
REASON FOR VACANCY: <input checked="" type="checkbox"/> Retirement/Resignation <input type="checkbox"/> New Position <input type="checkbox"/> Leave of Absence		
SCHOOL BUILDING: Calais Elementary School		
SEARCH COMMITTEE COMPOSITION: <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Teachers (numbers and groups represented) <input type="checkbox"/> Support Staff <input type="checkbox"/> Parents/Community Members <input type="checkbox"/> Other: Internal /External , 3 Applicants,		
EDUCATIONAL PREPARATION: (College, degree, date obtained)	Midwife - Graduate Study and Certificate Master of Science in Pediatric Nurse Practitioner Bachelor's of Science in Nursing	
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: (objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)	More than qualified, history of positive experiences in health care (including as a school nurse), can provide our school/district with broad view of health services in schools and a larger view of how we can provide expanded services.	
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: (resume and cover letter attached) NAME: Kathryn Saunders		

(If the board has additional questions about the candidate or other applicants, this should be discussed in executive session due to privacy rights and should not include information that would not be asked as a part of an interview process such as marital status, where candidate lives, etc.)

NOMINATED BY James Wiers 12/9/24
Principal/Administrator Date

RECOMMENDED BY Tony B 12/11/24
Superintendent Date

BOARD APPROVAL DATE: _____

Salary Placement - M30 Step O - \$85,994.00

**TEACHER NOMINATION**

POSITION: Special Educator		FTE: .8 Long Term Sub
REASON FOR VACANCY: <input type="checkbox"/> Retirement/Resignation <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Leave of Absence		
SCHOOL BUILDING: Berlin Elementary School		
SEARCH COMMITTEE COMPOSITION: <input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Teachers (numbers and groups represented) <input type="checkbox"/> Support Staff <input type="checkbox"/> Parents/Community Members <input type="checkbox"/> Other:		
EDUCATIONAL PREPARATION: (College, degree, date obtained)	UVM - Masters Degree in Reading and Language Arts UVM - Bachelors in Elementary Education, minor in Special Education	
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: (objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)	Robin was nominated by another building principal for her extensive prior teaching experience. Upon interviewing it was clear that Robin had the qualifications for the job. She previously held a Special Education license and many years of experience in the grade levels needed for this position.	
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: (resume and cover letter attached) NAME: Robin Gannon		

(If the board has additional questions about the candidate or other applicants, this should be discussed in executive session due to privacy rights and should not include information that would not be asked as a part of an interview process such as marital status, where candidate lives, etc.)

NOMINATED BY Celia M. Guggemos 12/9/24
Principal/Administrator Date

RECOMMENDED BY [Signature] 12/11/24
Superintendent Date

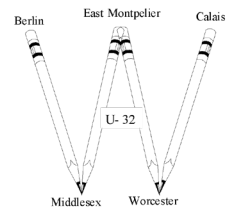
BOARD APPROVAL DATE: _____

Salary Placement - M30 Step O - \$85,994/185/7.5 = \$61.98

Washington Central Unified Union School District

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

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761



Washington Central Unified Union School Board Community Forum 12.4.24 6:15-9:15 PM Berlin Elementary School 372 Paine Turnpike North Berlin, VT

Board Members present: Flor Diaz Smith, Elizabeth Brown, Zach Sullivan, Daniel Keeney, Ursula Stanley, Chris McVeigh, Mckalyn Leclerc, Patrick Whelley, Natasha Eckart, Amelia Contrada, Michelle Ksepka, Kealy Sloan, Lei DeGroot, Julia Hewitt, Linnea Darrow

Administration: Superintendent Steven Dellinger-Pate, Principal Becca Taitistcheff, Jen Miller-Arsenault, Julia Pritchard, Susanne Gann, Celia Guggemos, Alicia Lyford, Jarrod Weiss, Karoline May, Lisa LaPlante, Gillian Fuqua

Others: April Davis, Noah Weinstein, Leigh Garrity, Allison Fayle, Amber Larrabee, Amy, Annie Ledue, Arlyn Bruccoli, David Hannigan, David Lawrence, Erica Zimmerman, Erin Mullaney, Honi Bean Barrett, Jen, Lauralea Curavoo, Larry Gilbert, Lila Richardson, Michael Sherwin, Robert M, Penny, Shelley Vermilya, Debra Bloom, ORCA Media

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:17 p.m. She spoke about the shared responsibility of the board and she reviewed the core beliefs document that the board had created.
2. **Welcome**
 - 2.1. **Adjustments to the Agenda**
 - 2.2. **Reception of Guests**
 - 2.3. **Public Comments-Time limit strictly enforced, see note:** Honi Bean Barrett asked what increase in FTE for library and tech positions would be required to ensure that all students in WCUUSD are receiving equitable opportunities and programming, and so that teachers are provided equitable planning and professional development.

3. Presentations:

3.1. Math Program: Celia Guggemos presented a slide deck: *Focus on Mathematics, 2024-25, Berlin Elementary School*. She explained that, as last year the focus at each school was around presenting *Social Emotional Learning* to the board, this year the focus will be math. She invited questions or comments from the board.

Elizabeth Brown spoke about the discrepancy in outcomes for economically disadvantaged students as often they do not have their basic needs met. How are we sure their basic needs are met so that they can access the curriculum? She asked, looking at the discrepancy regarding gender, how does this change by grade level? She guesses that as they get older, the discrepancy might get wider, as STEM engagement overall is not as prevalent with females.

Zach Sullivan stated the math that our students are coming home with is different from what parents know. What are we doing to address this, so that parents understand how to help their students? Celia Guggemos spoke about parent information sessions such as open house/ info nights.

Chris McVeigh said it seems like economically disadvantaged students and special education students are performing equally. Is there some overlap in the population? He asked, what is the best resource that you have available that could have an exponential effect? Celia Guggemos answered the time for team meetings and professional development. She stated that intentionality about professional development as a district, and then investing in those resources, are important.

Linnea Darrow spoke, as a student, about the notion of time. She stated that the most helpful thing for her as a student has been to have the time to be able to talk with her teacher and ask for extra help.

Kealy Sloan stated that it is very helpful to see in the presentation the data that the district is specifically looking at. It helps with context for the larger picture, SU-wide.

3.2. Strategic Planning Update:

3.3. Superintendent Evaluation: Goals: Superintendent Dellinger-Pate had shared a written document with the board. He had indicated three goals within the Strategic Plan. He shared that, for each of the goals and action steps, he will track tasks within, and indicate when they are complete. He stated that his goals are the same as the goals within the Strategic Plan.

Linnea Darrow asked for specifics about how he intends to involve students in curriculum development. Superintendent Dellinger-Pate spoke about some of the student groups and opportunities to collaborate.

Daniel Keeney asked for a reminder of what the Curriculum Council does.

Jen Miller-Arsenault explained that this group does the bigger level curriculum work - currently the primary focus is supporting implementation of Act 173.

Superintendent Dellinger-Pate stated that he would like to have as much of the superintendent evaluation process in open session. He realizes there are things that will be discussed in Executive Session but he would like to limit that as much as possible.

4. Community Input/Dialogue

4.1. Budget Q & A: Flor Diaz Smith opened the floor to the public for a question and answer period around the budget.

Superintendent Dellinger-Pate explained that the ratio of services to students across our schools has been the starting point, for example, to address the concerns that were expressed earlier by Honi Bean Barrett. He stated that layers one and two of MTSS should be meeting approximately 80 per cent of student needs. Increasing our ability to provide this instruction means that we support more students. The additional supports are meant to support the 20% of students who are struggling. (These are general parameters: 80% general education; 20% special education)

Chris McVeigh asked, is there a safety valve for instances, for example, in a smaller school with smaller staff, when teachers do not have opportunities for teaming, professional development.

Lauralea Curavoo asked, with the budget starting from the ground up, how is this affecting current staffing and programming at each district. Superintendent Dellinger-Pate shared a document that showed proposed adjustments to FTE at each school.

Amber Larrabee expressed concerns about reducing school nurse positions. She shared the importance of the roles of school nurses.

Steven Dellinger-Pate stated that we continue to see a decline in enrollment in the schools and that the level of service that we are proposing will meet the needs of the students in each school. He stated that it is a very difficult balance. He shared that when there are students with significant health issues, the school nurse staffing pattern changes to accommodate them. He spoke about the idea of Community Schools - if we want our schools to be health centers, as well as schools with a school nurse, then that is a different structure and different budgeting consideration. He stated, for example, that could be a conversation with our towns or with outside agencies.

Amber Larrabee stated that allowing the school nurses to have a voice in the conversation would be helpful; this felt like a blindside.

Arlyn Brucoli plans to share a letter with the board. She shared that what she believes is being lost for students is the technology integration position. She stated that considering one position that is called Librarian/ Tech Integrationist does not reflect that this position requires two separate endorsements. She stated that she believes we have more needs in our

schools despite declining enrollment. She stated that it would be hard to attract and retain qualified staff; she expressed concern that the students in our schools will not have the same opportunities that they have had in the past. In her letter, she shares some of the history, as she is not sure that everyone understands what is being lost. She stated that it helps if we are honest about what we are losing rather than taking the stance that we are making cuts but there will not be negative impacts/ losses.

Noah Weinstein spoke about the topic of board membership on the configuration committee. He reiterated his ask that the board members on the committee represent some diversity in perspective, and an open mind to looking at bigger and broader ideas.

Noah Weinstein asked for some specific information about where cuts were made to the budget draft. Superintendent Dellinger-Pate had shared a document in the board folder explaining reductions in FTE. Celia Guggemos also noted that at the district level, administrators were asked to take a close look at each budget line item, for example, supplies, field trips, etc., and make cuts where possible.

5. Board Operations

5.1. Board Learning: Improving School Board Effectiveness (Read Chapter 1): Flor Diaz Smith invited reflection from reading this chapter.

Daniel Keeney stated that he appreciates his role in committee work. For example, the work on the Ed Quality Committee.

Zach Sullivan stated that he struggled with the role of the board to request and study data in order to keep the administration accountable. How are board members to have the expertise to know what are appropriate goals regarding data?

Kealy Sloan stated that it is helpful for her to look at data at each school - this makes the data easier to digest and makes sense of the larger scope, WCUUSD-wide.

Elizabeth Brown stated that one of her learning styles is to gather information and get curious. She struggles with honoring her learning style without looking like she does not believe in or trust administrators. She is always trying to understand “why are we doing what we are doing?” and therefore asks questions out of curiosity. She reiterated Kealy Sloan’s statement that digesting data at the school level makes it easier to understand the larger picture data of WCUUSD-wide data.

Ursula Stanley stated that she believes as a board that there are times when we second-guess what the administration is bringing us, when they are bringing it based on our request. She believes we need to monitor ourselves, look to the administrators as experts, and consider their proposals.

Elizabeth Brown stated that it is our role to understand that. She values brainpower and thinks it is appropriate to ask, “Tell me more.” We are responsible for creating conditions for maximum learning, and part of that responsibility is asking questions for clarification.

Flor Diaz Smith asked board members to consider the table with information around balanced governance approach. Discussion followed as board members reflected on the topics and issues that arose from this reading.

- 5.2. Configuration Study Update and Next Steps:** Flor Diaz Smith explained that on December 18 the board would appoint Configuration Study members. Information has been shared on Front Porch Forum in the towns and community members are invited to express interest in being considered. Information will be shared with board members in advance of the December 18 meeting.

Natasha Eckart asked whether we know when the committee meetings will take place. This is unknown until the committee comes together, but a suggestion was made to inquire with people who express interest, what is their availability.

6. Consent Agenda

- 6.1. Approve Minutes of 11.20.24: Patrick Whelley moved to approve the minutes from November 20, 2024. Seconded by Kealy Sloan, this motion carried unanimously.**

7. Personnel

- 7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:**
(None tonight)

8. Future Agenda Items

- 8.1.** Flor Diaz Smith stated that the December 18 board meeting would likely be remote.
8.2. Jody Emerson (Central Vermont Career Center) - January meeting?
8.3. Patrick Whelley asked whether we could discuss as a board how to lobby our legislators about education-related issues. Superintendent Dellinger-Pate shared that the board typically invites legislators to attend a board meeting. Patrick Whelley suggested that we discuss in advance as a board some of the topics that we would like to discuss. Board members stated that having this meeting with legislators early - January or February - would be helpful.

- 9. Board Reflection:** Kealy Sloan stated that the open office hours at each of the schools are an amazing opportunity and she thanked Superintendent Dellinger-Pate for creating this opportunity. He noted that on the second round of open office hours, he would like to invite board members to attend as well. Daniel Keeney expressed disappointment that the board was not given an opportunity to engage in a budget discussion tonight.

- 10. Public Comment:** Lila Richardson expressed appreciation for the open office hour opportunities for community engagement. She also stated that having the Q&A period during the board meeting has been helpful and she feels that it makes the community feel more heard. She stated that she feels giving the meeting the title “Community Forum” was misleading, as there was a

short period of public comment/ Q&A, but there was other board business and overall this was not a community forum based on our previous experiences.

Debra Bloom asked for clarification around bus routes in Worcester. Flor Diaz Smith stated that we continue to add information to the Q&A document, which is an ongoing work in program.

11. Adjourn: Michelle Ksepka moved to adjourn at 9:02 p.m. Seconded by Ursula Stanley, this motion carried unanimously.

Respectfully submitted,
Lisa Grace, Board Recording Secretary