

Washington Central Unified Union SCHOOL DISTRICT

ANNUAL REPORT 2024-2025



WCUUSD CORE BELIEFS

To provide an education that is both accessible and tailored to meeting the needs of all students, we have developed five **Core Beliefs** that will drive our decision making and budget processes.

- Rigorous Curriculum and Instruction
- Transparent & Responsible Leadership
- Community Engagement & Relationships
- Wellbeing
- Humanity, Justice, Community & Belonging

TABLE OF CONTENTS

Message from the School Board	4
Superintendent’s Letter	6
School Reports	
Berlin Elementary School	8
Calais Elementary School	10
Doty Memorial Elementary School	12
East Montpelier Elementary School	14
Rumney Memorial School	16
U-32 Middle / High School	18
Town Meeting and Budget Information	21
Warning: WCUUSD Meeting and Vote	22
WCUUSD Comparative Summary: FY 2024-25 vs. FY 2025-26 Budgets	25
WCUUSD Budget: FY 2024-25 vs. FY 2025-26 Budgets	26
Three Prior Years Comparisons -- Format as Provided by AOE	30
WCUUSD General Fund Budget: FY 2024-25	31
WCUUSD Tax Rate Projections: FY 2024-25	32
Enrollment Figures	33
Notification of Services for Children with Disabilities	33
WCUUSD Schools, Central Office and Board	34
Town Meeting and Polling Information	35

MESSAGE FROM THE SCHOOL BOARD



Greetings. It is such a privilege for me to serve on the Washington Central School Board, and to be involved in promoting, providing, and protecting a sound public education for every student in our district. What we have gone through over the past few years - the meetings, community forums, surveys - has truly been a reflection of democracy in action. And at this pivotal moment in public education, it continues to be precisely what we need. Public education is not a political enterprise but a democratic prerequisite for ensuring political and civil rights. It has a profound impact at both the personal level—shaping the lives of students, families and educators—and at the population level by influencing how communities set the conditions for their collective future. While our work hasn't always been easy, I am so proud to be part of a school district that takes its responsibility to public education so seriously.

As I look back over the past year and ahead to the coming one, I have so many emotions. I am profoundly grateful for the time and work our administrators, teachers and staff members—and our new superintendent—put in to educate our children. Going the extra mile is just part of the fabric of who they are. And I am equally grateful for the time so many of our community members put in this past year to understand and discuss the challenges we face and to do the work of finding solutions that are fair and equitable to all. Our students are so fortunate to have so many people engaged in preparing them for the future and looking out for their best interests. Because of this, I have every confidence that our graduates will have the education and preparedness to make a positive difference in the world.

As we look ahead to the coming year, guided by our Core Beliefs and our Strategic Plan, we are proposing a school budget that builds and nurtures a culture of well-being and inclusivity; that challenges, empowers, and engages each student through evidence-based instructional strategies and curriculum and varied educational opportunities; and that fosters and commits to responsive leadership that engages the community and communicates transparently. Those are our goals, and with your support and engagement, we will reach those goals together. In an effort to be both fiscally sustainable and sensitive to the burden school taxes place on our homeowners, we have recommended a number of cuts in services and programming that we value, but that our

current structure does not allow us to fully deliver upon. Going forward, drawing on the latest research, best practices and our administrators' and teachers' expertise, we will determine the academic, social, and extracurricular opportunities our students need to thrive and succeed not only at the elementary, middle, and high school level, but in the colleges and careers they choose after graduation. We will discuss and analyze the data we receive openly and transparently. And we will work out from the center of that to determine what configuration of schools and resources will provide the best possible education and outcomes for our children.

While educating and preparing our children to find happiness, success, and meaning in the careers and lives they choose is our primary goal and responsibility, we recognize that our taxpayers (and we are taxpayers, too) are struggling. And as much as everyone values and understands the importance of a quality school system, there are limits as to how much we can afford. This does not, however, have to be an either/or situation. It is rather an opportunity for us—as a district—to look realistically at what is possible; at what our core beliefs and strategic plan call for; at how we might be able to do more with less; and at what is sustainable in the long term. It is an opportunity to be driven less by factors outside of our control, and more by factors that we can control. And it is exciting to think about the possibilities.

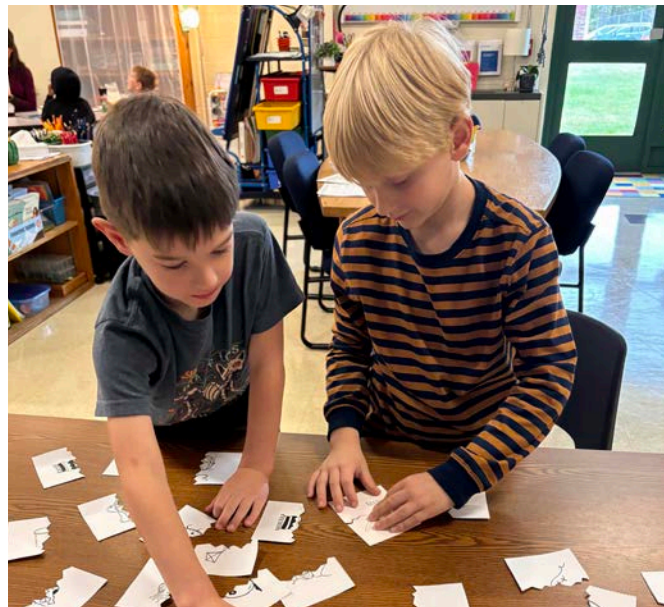
When I consider the work that lies ahead, even though I know it won't be simple or easy, it still gives me a deep sense of both gratitude and humility. It is important work, and I compare it sometimes to planting trees. People who plant trees seldom sit under the shade they provide. It is future generations that look back with awe and appreciation on the work and forethought that went into the simple act of planting a tree. Planting seeds and imagining the fruit they will one day produce gives me a wonderful sense of hope and satisfaction, and it is in that spirit that I invite any and all who care about education, democracy, and the future of our country to join us in this endeavor.

For the Board, -

Flor Diaz Smith

Flor Diaz Smith, Chair of Board





FROM THE SUPERINTENDENT

To the Communities of Berlin, Calais, East Montpelier, Middlesex, and Worcester

The office that I now occupy is located in a different building, and the challenges - and accomplishments - that come across my desk extend to six schools now instead of just one. But I have to say, now that I have completed my first six months as your Superintendent, I am gaining an even broader understanding of —and appreciation for— this very special school district.

I'll start this letter by saying what we already know: we have our work cut out for us in the coming year. The challenges we face, however, are not unique to Washington Central. Just about every school district in Vermont is doing whatever it can to maintain and sustain programming while the state grapples with finding affordable solutions to education funding. How many times have you heard those words in the past few years?

But here's the good news. We have the tools, knowledge, and ability to provide a high quality —and equitable— education to every student in our district. The tools include our Core Beliefs and Strategic Plan - what we as a district have determined will drive our vision and programming. The knowledge comes from outstanding educators, interventionists, para-professionals, and staff who truly care about the children entrusted to them. And our ability comes from a community that has historically funded budgets that they believe were carefully crafted, evaluated, and reviewed for accuracy, authenticity, and suitability.

In his inaugural address this past January, Governor Phil Scott focused on the need to fix how the state funds and administers education. And it's encouraging to know that most of our legislators feel the same way. But we don't have the luxury of waiting for that to happen, because we have students who need and deserve the best education possible today if they're going to move on to colleges and careers that are meaningful to them and then, hopefully, stay right here in Vermont to support our communities' economic growth and sustainability. If I've learned anything in my 28 years working in education, it is that anything is possible if you have a vision, a plan, and a commitment to carrying it out. And we do.

Vision: Our vision is guided by our Core Beliefs and Strategic Plan, which define who we are and what we will do. We will challenge, empower, and engage each student through instructional strategies, a rigorous curriculum, and a wide

range of educational pathways. We will build and nurture a culture of well-being and inclusivity. And we will engage and communicate with the community transparently.

Programming: Our vision drives our programming. We already have the academic, social-emotional, extra- and co-curricular programs and expertise to meet students where they are and guide them to where they need to be to pursue their post-graduation goals. In the coming year we will be looking closely at various service and support areas in order to better understand what the district's needs are in those areas. And utilizing the many resources available to us, we will provide each student with an education tailored to their needs and goals. We are both big enough, and small enough, to build and sustain this kind of programming.

Structure: Contrary to how things may have worked in the past, if we truly believe in our vision we cannot allow our structure to limit us, or to drive our programming. Our vision is what needs to drive our programming; our programming (what students need and deserve to reach their full potential) should drive our structure; and our structure (how we deliver that programming) should drive our budget. That's the work that lies ahead this coming year, and that's the work I am excited about doing.

We fully understand the burden that school taxes place on our homeowners. And part of our job - and commitment - is to provide a financially sustainable district. I am convinced that we can articulate a vision that's equitable to and inclusive of every student; we can build programming that delivers on that vision; and we can structure ourselves in a way that maintains that programming into the future.

When I applied for this job I knew the challenges, and I have truly enjoyed the transition from working with students at the middle and high school level to leading a district that I care very much about and want to see thrive, grow, and succeed. Thank you for the opportunity to serve as your Superintendent.

Steven Dellinger-Pate
Steven Dellinger-Pate

BERLIN ELEMENTARY SCHOOL



Facts and Figures

STUDENT ENROLLMENT

2024-2025 enrollment:	185
2023-2024 enrollment:	187
2022-2023 enrollment:	194
2021-2022 enrollment:	209
2024-2025 PreK enrollment:	14/12
2024-2025 Act 166 enrollment:	7

FACULTY & STAFF NUMBERS

PreK-6 teachers:	11
Special educators:	4
Speech language pathologist:	1.5
Interventionists:	3.0
Math teacher:	1.0
Allied arts:	2.6
School counselor:	1.0
School nurse:	1.0
Number of support staff:	11

CLASSROOMS & ATTENDANCE

K-6 classrooms:	11
PreK classrooms:	2
Average daily attendance:	95%
Average class size:	15.9

OTHER

Use special education services:	20.4%
Qualify for free or reduced lunch:	44.6%

Welcome to Berlin Elementary School! It is my sincere pleasure to be submitting my second annual report as principal of this vibrant and caring learning community.

Over this past year we have continued to work with the iReady Math curriculum and the iReady diagnostic tool, and we are working collaboratively as a team to ensure that all the parts of the curriculum are being followed. We know that this researched based program will improve math scores when followed with fidelity. This year we also added a progress monitoring, Acadience Math, tool to support our Interventionist in tracking student progress. This tool equips our teachers and interventionists with research-based tools designed to identify exactly where students are struggling so they can receive additional, targeted instructional support. We are using this tool weekly to monitor students' progress.

On the reading and literacy side, we continue to use Wilson Foundations in grades K - 3 (with great success) and Wilson's Just Words for students who need a little extra assistance in phonics and spelling. We are continuing to utilize Acadience Reading as a benchmark assessment 3 times a year. And beginning this year, we've been looking at where students stand ability-wise in terms of writing and we'll soon be developing and implementing some district wide writing prompts to create a more cohesive writing and literacy curriculum.



We also spent a good deal of time this year analyzing and solidifying our interventions, clarifying what they are and what they are meant to achieve; how we might intensify them if we're not seeing adequate or grade-appropriate progress; and identifying what our next steps should be in each individual case. Both of these tools are helping us assess students' progress and individualize instruction. We are confidently seeing that students are making progress utilizing our intervention services.

We were pleased this fall to welcome a few new faces to our building, including our new Library Media Specialist, Jessie Dall. Formerly a faculty assistant at Lyndon State College, Jessie most recently was working at U32 MSHS as an administrative assistant. We also welcomed longtime educator Rick Agran who is working with our grade 5/6 students; Kristina Snook, our new Art teacher; and Stacy Magoon who is working in our kitchen. Lastly, we welcomed Ashley Arnold, Rebecca (Becky) Ciampi and Megan Keys to our staff as paraprofessionals. All our new staff members have made positive contributions to our learning community and we are thrilled to have them as part of our team.

In other good news, last year we identified both a need, and a grant funding source, for a Building Based SEL/ Behavior Systems coordinator. Tyler Smith, a longtime teacher here at Berlin, stepped up to fill that role last May and is working with students, teachers and teams to effectively implement plans for students to meet their behavioral and social emotional goals. He is also supporting the implementation of PBIS (Positive Behavioral Interventions and Supports) coordination. We are extremely grateful for the work Tyler is doing and the support and stability that he has brought to our system.

Our Equity Committee continues to be busy. Last year we partnered with a program called Building Fearless Futures (BFF), whose goal is to mitigate racial stress in our schools and communities. BFF has worked with schools and colleges across Vermont to help create connections and understandings which, in turn, can help engender harmony and mutual respect between students from different backgrounds. They spent time mostly with our 5/6th graders to examine language choices and how the words we use can either include or cause harm to our classmates. This year we are continuing to explore our partnership with BFF as well as a revival of a partnership with the program, Reading to End Racism. This program was active years ago at Berlin and we are exploring the ways that we access this community resource to best support all students. We continue to implement Act 173 here at Berlin Elementary, which focuses on how we measure and



assess students' academic, behavioral, social emotional and learning needs in regards to the delivery of special education services. And this coming spring we will turn our attention to implementing Act 139, which calls for schools to screen all students in kindergarten through third grade for reading deficits using an assessment tool known as a universal screener. Under the Act, schools must provide supplementary instruction to struggling students and monitor their progress, as well as train early elementary teachers and administrators on how to use those assessments to deliver "evidence-based, effective, explicit, systematic" instruction that address the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension. Each year, districts must report to the Agency of Education the number and percentage of students in kindergarten through third grade who are below proficiency, as well as communicate with parents where their students stand in terms of reading proficiency. Implementing the Act will require a good deal of work and coordination, but in the end it will help boost students' reading skills.

I am enjoying my work here at Berlin Elementary, and it has been a wonderful experience getting to know our students, staff members, and their families over the past year and a half. All of you have made me feel welcome and I appreciate the support this community continues to give to its elementary school. Working and living in this community gives me a tremendous amount of pride and joy. I'm looking forward to another year here with this spectacular community

Be Well,

Celia Guggemos
Celia Guggemos, Principal

CALAIS ELEMENTARY

A YEAR OF TRANSITION AND OPPORTUNITY



Facts and Figures

STUDENT ENROLLMENT

2024-2025 enrollment:	93
2023-2024 enrollment:	93
2022-2023 enrollment:	97
2021-2022 enrollment:	108
2024-2025 PreK enrollment:	9
2024-2025 Act 166 enrollment:	4

FACULTY & STAFF NUMBERS

PreK-6 teachers:	5.4
Special educators:	1.0
Speech language pathologist:	0.8
Interventionists:	1.0
Allied arts:	1.4
School counselor:	1.0
School nurse:	1.0
Number of support staff:	5.4

CLASSROOMS & ATTENDANCE

K-6 classrooms:	6
PreK classrooms:	1
Average daily attendance:	6%
Average class size:	14.3

OTHER

Use special education services:	12.6%
Qualify for free or reduced lunch:	29.4%

This academic year marks a significant transitional period at Calais Elementary School. With the departure of our long-time Principal Cat Fair our community has experienced a bittersweet change. While we celebrate the new opportunities that lie ahead for her, we recognize the challenge of filling the important role she held within our learning community.

In July, I was appointed as the new Principal of Calais Elementary. Originally from Ohio, my family and I relocated to Vermont in August 2023. My wife and I, along with our four children, made Calais our new home and quickly developed a deep appreciation for this beautiful and vibrant community.



At the outset of the school year, I made a bold proclamation: I declared the 2024-2025 academic year to be "The Greatest Year in the History of Calais Elementary School." While this may seem like an ambitious declaration, it reflects the sentiment that during times of change, we must strive for excellence and aim high. And that is just what we've done.

To kick off the year, we invited students to participate in a meaningful activity during the first days of school. Each student was asked to trace their hand and write down one commitment they would make to contribute to our goal of a historical year. This collaborative effort continued during our Open House and "Welcome Back BBQ," where parents were encouraged to add their own hand tracings to a dedicated wall. This visual representation serves as a constant reminder of our collective commitment to taking positive steps toward achieving our vision and it



symbolizes our unity as one community, one Calais. (The Welcome Back BBQ btw, organized by the Friends of Calais, attracted more than 100 attendees).

To keep our "Greatest Year Ever" theme alive, we organized an all-school "Back to School" dance in September and a large-scale field trip to Peck Farm Orchard in October. Students participated in apple picking, hayrides, and navigating a corn maze. The sight of older students helping younger ones find their way through the maze and the laughter shared while enjoying a sunny day on a flatbed of hay bales exemplify the community spirit we strive for at Calais.

The trip to the apple orchard also allowed us to weave educational experiences into our adventure. Students engaged in math activities related to multiplication, ratios, and percentages as they calculated their apple harvest. In science, they learned about the different types of apples, their growth cycles, and the process of making cider and apple treats. This integration of experiential learning is at the core of our educational philosophy at Calais. We firmly believe that students learn best through hands-on experiences, and we are continually expanding their opportunities for such learning.

Another example of experiential learning at our school is our partnership with the North Branch Nature Center and their ECO Classroom program. This popular initiative brings an expert from North Branch to work with students in our outdoor learning space on a weekly basis. Students in grades 1-4 engage in activities such as tracking animals, identifying plants and birds, building fires, and participating in team-building exercises. Our 5th and 6th graders also play a role by supporting their younger peers during various times of the year.

To further enhance our students' experience here at Calais we have established a Parent Advisory group that plays a crucial role in planning activities that will enrich our school community. Future events include a second school dance, a Winter Carnival, and a family movie night. But our

mission extends beyond merely providing experiences; we are committed to ensuring that every student receives an education tailored to their individual needs. To that end, we employ the Orton-Gillingham (OG) method for teaching reading, which allows us to assess each student's reading level and tailor our instruction to meet their unique learning requirements.

We are also implementing ACT 139 this year, which is designed to guarantee that all students receive appropriate reading instruction and interventions as needed; as well as Act 173, which guides our evaluation of students' academic, behavioral, and social/emotional needs for special education services. Our teachers engage in professional development to ensure they can accurately assess each student's progress in math and reading skills, enabling them to identify those who may require additional support.

As we enter our third year using Foundations for grades K-3 and iReady Math for all grades, we continue to refine our Multi-Layered Systems of Support (MLSS) to provide targeted support for all students, regardless of their learning needs. Our goal is to ensure that every child receives the assistance they need to thrive and that we maintain the staffing and training needed to provide it.

We take great pride in our school here in Calais. Whether it's our emphasis on experiential learning, our mindful academic approach to ensuring all students can achieve their version of success, our personalized methods, or the kindness and support of our community, we firmly believe in the mission of Calais Elementary School. Together, we will continue to strive for excellence in every aspect of our work, pushing to make not only this year but every year the "greatest year ever" in the history of Calais Elementary.

Jarrood Weiss

Jarrood Weiss CES principal



DOTY MEMORIAL SCHOOL



Facts and Figures

STUDENT ENROLLMENT

2024-2025 enrollment:	72
2023-2024 enrollment:	73
2022-2023 enrollment:	75
2021-2022 enrollment:	79
2024-2025 PreK enrollment:	0
2024-2025 Act 166 enrollment:	3

FACULTY & STAFF NUMBERS

PreK-6 teachers:	4.5
Special educators:	1.0
Speech language pathologist:	1.0
Interventionists:	1.0
Math teacher:	1.5
Allied arts:	0.9
School counselor:	1.0
School nurse:	1.0
Support staff:	2.0

CLASSROOMS & ATTENDANCE

K-6 classrooms:	4
PreK classrooms:	0
Average daily attendance:	94%
Average class size:	16

OTHER

Use special education services:	14%
Qualify for free or reduced lunch:	48.5%

Elementary school is all about the ABCs. Here at Doty we work on developing the building blocks for a life of learning and exploration. To accomplish this, we employ various researched and tested math, literacy, and writing programs so that our students learn and grow sequentially in preparation for middle and high school, and beyond. But that said, we also understand that we cannot possibly teach children everything that they need to know within the kindergarten through grade twelve years. What we can do, however, is teach them how to learn.



Here at Doty we focus on giving students both attitude and zeal (see? A-Z) for learning. We are more interested in the strategies they use to meet challenges and solve problems than we are in the answers that they come up with. Strategies are the “how” of learning and can be used across settings. With the world changing as fast as it is, at Doty we know the most valuable thing we can teach students is how to learn and equally, how to fail. We learn just as much in our failures as we do in our triumphs. These are the tools our students need to navigate the future world.

So, how have we been doing that at Doty?

- A** – Acceptance of all, even when we disagree.
- B** – Books, getting into loving reading.
- C** – Community, how do we and all those around us fit and work together.
- D** – Determination, sticking with it, even when it’s hard, even when we make mistakes.
- E** – Experience, applying past learning to new challenges.
- F** – Friendship, what does it mean to be a good friend?
- G** – Gratitude, let people know you appreciate them, it’s good for both of you.
- H** – Health, how to keep our brains and bodies strong and growing.
- I** – Inquiry, how do we form, test, and tweak our theories and ideas?
- J** – Joy, learning is fun and we celebrate both our successes and our struggles
- K** – Knowledge, not just what we know, but how we know that we know it.
- L** – Love, this is a place where students are loved unconditionally.
- M** – Magic, the Doty magic is the culture of care and respect that binds us together
- N** – Numbers, we figure out how they work and why they matter.
- O** – Optimism, we might not have it all figured out yet, but we know that we will get there.
- P** – Play, we learn and practice how to navigate the social world through play.
- Q** – Quirkiness, we celebrate and accept our differences
- R** – Reading, we start with a phonics base and build from there.
- S** – Solutions, we work on solving problems, from math to friendships, we develop student agency in all arenas.
- T** – Teamwork, how do we work together, collaborate, compromise to reach a common goal?
- U** – Unity, every member of our community deserves to feel welcome and valued.
- V** – Vision, we learn to take our ideas and turn them into reality.
- W** – Wonder, we cultivate curiosity and the joy of learning about something you are really interested in.
- X** – Xylophones, through music and art we explore alternate ways to express ourselves
- Y** – Yelling, because sometimes it feels good to run around, whooping and yelling with excitement, especially on the sledding hill.
- Z** – Zebras. We don’t have any but wouldn’t it be fun if we did!



As always, it is an honor to serve the community of Worcester. Thank you all for sharing your students with us.

Gillian Fuqua
Gillian Fuqua

EAST MONTPELIER ELEMENTARY SCHOOL



Facts and Figures

STUDENT ENROLLMENT

2024-2025 enrollment:	206
2023-2024 enrollment:	216
2022-2023 enrollment:	231
2021-2022 enrollment:	239
2024-2025 PreK enrollment:	13/14
2024-2025 Act 166 enrollment:	8

FACULTY & STAFF NUMBERS

PreK-6 teachers:	11
Special educators:	4.0
Speech language pathologist:	1.5
Interventionists:	3.0
Allied arts:	3.2
School counselor:	1.0
School nurse:	1.0
Number of support staff:	11

CLASSROOMS & ATTENDANCE

K-6 classrooms:	11
PreK classrooms:	2
Average daily attendance:	96%
Average class size:	18.2

OTHER

Use special education services:	11.4%
Qualify for free or reduced lunch:	27.4%

It's always such a pleasure to look back over the school year and reflect on the many good things that happen here at East Montpelier Elementary School every day. As I think about this year in particular, I realize that life at EMES is pretty wonderful even amid budget challenges, declining enrollment, and ever-new state mandates.

Our students are caring, eager to learn, always ready to make new friends, and sensitive to others' feelings. Of course, this reflects on the families who drop them off every morning, pick them up in the afternoon, and engage with us in so many ways, but it also reflects on the work our teachers, paras, substitutes, and staff do on a daily basis. I look around and see happy, curious students ready to take on another day of learning. And, this brings me such joy.

Every school year seems to have its own flavor, and this year is no exception. In recent years, we've had our "new mascot year," "the year of Taiko drumming," and our "new playground year." While we may not have a big, exciting new flavor this year, as I look back to the start of 2024-25, I'd say it's the "well-oiled machine year." After so many years of researching and implementing math, phonics, writing programs, etc., it feels like we are reaping those labors' fruits as we do the business of teaching and learning quite seamlessly each day.



If there is one area where we are seeing big changes it's in enrollment. This spring, we'll graduate a class of 37 sixth graders, and our incoming kindergarten class has about 15 students. This is a big change for us. While some of the other elementary schools in WCUUSD have seen declines

for some time now, we've stayed fairly consistent until recently. Next year, for the first time in my fifteen years at EMES, we are projected to have fewer than 200 students Pre-K - 6 in the building. That said, as we anticipate a significant enrollment decline over the next several years, we will continue to do the best we can to build on and sustain the programs we have in place.

I'd like to mention two other highlights: our focus on writing and our use of the WCUUSD Traditions Protocol. In writing, we've designed and utilized common rubrics to assess and score writing across all seven grades using our all-school writing prompts. We've added school-wide instruction on Grammar, Usage, Mechanics, and basic sentence structure using a program called Framing Your Thoughts. I've thoroughly enjoyed going into classrooms to do a read-aloud and writing prompt assignment with all students in K-6. In this way, we can analyze where each student and grade level is in terms of connecting what they hear and process to what they are able to express in writing.



The other highlight is called Traditions Protocol, and it has allowed us to take a second look at our school traditions (e.g. school-wide assemblies, outdoor activities, community meals) through what I'd call an equity lens. As faculty and staff, we've had rich conversations about whether there is equitable access to these traditions. Who is getting left out? Who might just feel left out? A good example of this was our traditional harvest feast. After looking at it through a different lens, we realized that some students' families were unable to join us. Some parents couldn't get the time off, and others found that paying for the event was a struggle. The Traditions Protocol helped us think about how we could break down any barriers to our school functions and traditions, and this year, we were able to do that by canceling the harvest

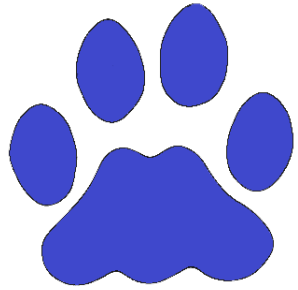


feast and hosting a "soup for the soul" event instead. Soup for the soul offered more than one seating, it was free, and held in the evening, while still looking and feeling like our tradition of sharing a meal together. And best of all, every student who came had at least some family member in attendance.

All in all, this year has felt like a well-oiled machine at EMES. As always, it is a pleasure to spend our days with your amazing children and to watch them grow, learn, and explore. Thank you for sharing them with us.

Alicia Lyford
Alicia Lyford

RUMNEY MEMORIAL SCHOOL



Facts and Figures

STUDENT ENROLLMENT

2024-2025 enrollment:	120
2023-2024 enrollment:	123
2022-2023 enrollment:	124
2021-2022 enrollment:	142
2024-2025 PreK enrollment:	17
2024-2025 Act 166 enrollment:	10

FACULTY & STAFF NUMBERS

PreK-6 teachers:	8.0
Special educators:	2.0
Speech language pathologist:	1.0
Interventionists:	2.0
Allied arts:	1.4
School counselor:	1.0
School nurse:	1.0
Number of support staff:	2.3

CLASSROOMS & ATTENDANCE

K-6 classrooms:	7
PreK classrooms:	1
Average daily attendance:	93%
Average class size:	14.86

OTHER

Use special education services:	12.9%
Qualify for free or reduced lunch:	30.8%

It is my honor and privilege to introduce myself as the school leader of Rumney Memorial School. I hope you find this information in this letter to be both helpful and informative, and I hope it gives you a bit of a window into the experiences of our students and families.

We kicked off the 2024-25 school year with our first school-wide field trip to the Tunbridge Fair. Students explored a one-room schoolhouse, handled and learned about a wide range of antique tools, and viewed livestock of all sorts. This was a wonderful way to help students build connections within our school and it provided an opportunity for every student to learn more about Vermont - its history, traditions, and the unique environment we all share.

In the classroom, we continue to use evidence-based programs in both math and literacy. These programs are designed to teach students skills in a sequence that is most beneficial to long term knowledge and understanding. One of our many goals is to prepare students to enter U-32 and join with other elementary students from throughout the district. We have seen our iReady Math and Foundations literacy programs prepare students for success throughout their elementary experience as well as on their journey to U-32.



The programs we currently utilize are:

- **Ready Math and iReady.** The iReady diagnostic tool is an online assessment that provides students with differentiated instruction and supports that are responsive to their individual needs. Students are engaged with relevant challenges that provide pathways to deeper understanding. As they master one skill after another, they advance further into the program. Its responsive instruction provides ongoing insight into student understanding and performance, enabling teachers to monitor student progress and help them prepare for standards-based assessments and beyond. iReady Math ensures students benefit from the sequence of learning from grade to grade.
- **Foundations.** Foundations is a systematic phonics, spelling, and handwriting program that is designed for students in kindergarten through third grade. It works well with Multi Level Systems of Support (MLSS) instruction as it can be taught in both a whole-class setting as well as in a small group or even on a one-to-one basis. As students advance through the grades, key features of the program include letter formation, sounds, phonics, irregular (trick) word instruction, vocabulary, fluency, comprehension, and written composition. Our grade level teams were excited that our district supported the implementation of this program and have been happy with its success.
- **iReady Reading.** iReady Reading is an online program that helps students become thoughtful, analytical readers. Grounded in best practices, it engages students as they build new skills and learn to access a wide range of texts. Its personalized instruction adjusts the lesson plan (and path) to meet every reader at their individual level, enabling teachers to provide a personalized learning experience, as well as an appropriate assessment, for each student. Our fourth through sixth grade classes will also be using this tool as part of their literacy assessment.



In other news, we are thankful that the free universal meal program, which provides free lunches for all students, was extended for another year. Our cafeteria provides free fruit and vegetable snacks for our students. Both of these programs have been valuable to our families and help ensure that students are ready to learn.

We are also proud of our allied arts classes, which are valued by our entire school community. Students are able to take advantage of a range of arts offerings (Physical Education, Band, Chorus, Music, Guidance, Art, and Library) over the course of each week.

All in all, Rumney Memorial School is a happy and vibrant learning community, and we are grateful to our parents, neighbors, and friends throughout the district for their continued support of our small and amazing school.

Sincerely,

Karoline May
Karoline May



U-32 MIDDLE AND HIGH SCHOOL



Facts and Figures

STUDENT ENROLLMENT

2024-2025 enrollment:	694
2023-2024 enrollment:	722
2022-2023 enrollment:	730
2021-2022 enrollment:	748

FACULTY & STAFF NUMBERS

Teachers (including interventionists):	61.9
Special educators:	11.0
Speech language pathologist:	1.0
Librarians:	2.0
School counselors: (1.0 is grant-funded)	6.0
School nurses:	2.0
Instructional coach:	1.0
Number of support staff:	11.0

OTHER

Use special education services:	19%
Qualify for free or reduced lunch:	38%

CLASSROOMS CONFIGURATIONS

Grade 7 cores:	3
Grade 8 cores:	3
Grade 9 teams:	2
Grade 10 teams:	2

AVG. DAILY ATTENDANCE

High school:	93.83%
Average class size:	14-24

GRADUATION INFORMATION CLASS OF 2024

Number of graduates:	104
Total attending college:	61%
Attending 2 year college:	6%
Attending 4 year college:	55%
Taking Gap Year:	7%

To the U-32 Community,

For those of you whom I have not yet met, my name is Rebecca Tatistcheff, and I am thrilled to have joined this amazing learning community and to continue building and evolving the incredible work that has been done here over the past several years. When I look at where we have been, where we are now, and where we hope to be in the years ahead, I find myself coming back to three basic questions: What are we building? What are we growing? And what are we sustaining?

Let's begin with 'what are we sustaining' since so much of what is already in place here will serve as the foundation on which we will build and grow. Advisory comes to mind first, because it is central to everything we believe is important in educating young people and building the support systems to help them thrive as global citizens. Advisory creates smaller communities of learning within the larger U-32 community. In Advisory, students are known, heard, supported, and encouraged to build their own learning pathway. Advisory also creates connections between students and adults who care about them, and who are committed to helping them connect to their individual passions. Finally, Advisory helps to ensure that no student falls through the cracks.



We are also sustaining what I call our Middle School model of inclusion. As students arrive here from our five elementary schools, we engage them immediately in social and learning activities (World Peace games are a good example) that bring them together and help them form new friendships and relationships. The Core structure alongside TA helps students to build smaller communities within which they can be known holistically. Students in Core work through and across differences to create a unified learning community.



Finally, we are sustaining the work we have done and the programs we have created around personalized learning, introducing students to opportunities such as PILOT, Community Based Learning, Internships, early college and more. At U-32, with guidance from teachers and advisors, students select pathways that not only reflect (and build and grow) their talents and interests, but also guide them towards two important outcomes: an understanding of who they are and who/what they want to be; and access to the colleges, careers, or trades that will give them the life they want.

It is certainly no secret that we are reaching the point where budget constraints and declining enrollment will place limits on what we are able to offer. But we should not overlook the fact that these very things also create a new opportunity. We are at the point now where we have to decide - intentionally - what we will build and grow. Rather than wringing our hands over declining enrollments, we can actually embrace our identity as a small school and develop a program of studies that's relevant, rigorous, and sustainable. No learning community can do everything, but we are big enough/small enough to deepen and sustain what we do well



within the community we serve. We just have to decide what is possible; what is desired; what is feasible; and what is sustainable.

And as we decide - intentionally - what we will build and grow in the coming years, we will seek and encourage input and participation from students and the larger U-32 community. If we can reach consensus on what our students and families believe is important, as well as understand what our taxpayers can afford and are willing to support, we can be intentional about what we build and grow. This process begins with examining our priorities and what we hold dear and then making decisions within that framework. Building and growing intentionally also involves opening our minds to possibilities we may not have considered before, and thinking outside the traditional norms that may have constrained us in the past.



U-32 MIDDLE AND HIGH SCHOOL (CONT.)



Connected to this idea of deciding as a community what we can and want to be, we are also beginning to look at ways in which U-32 Middle and High School could become a community hub. Not just a vibrant learning community of students and teachers, but a hub to our five sending schools and to the community at large. What could that look like? What could we offer in terms of activities, events, and enrichment to bring more people onto our campus? We have an amazing facility here, and perhaps there are ways to engage a broader spectrum of people within these walls. We aren't just the middle/high school up on the hill, but really, a community asset with huge potential.

Looking ahead to the spring, and building on the work we've done with personalized learning and flexible pathways, we will also be looking at building out 'what does a coherent learning journey look like for a young person who comes here from grade seven through twelve?' In this time of change (and again, being mindful of budgets and enrollment), the time has come to reconsider and re-articulate how learning and teaching happens at U-32 Middle and High School. Last year we established our Portrait of a Graduate - what a student is expected to know and be able to do when he/she/they graduate from U-32. Thinking about what a coherent learning journey looks like is like working backwards from that. If these are the things we value and the goals toward which we are working, then what experiences should students have in order to get to that place? We have so much good to grow here - so many amazing things happening with electives, personalized learning, clubs, athletics, extra- and co-curricular activities. So many pieces of the puzzle are already in place - our challenge and opportunity now is to integrate them into each student's learning experience.

I know there will be challenges in the years ahead - most certainly around budgets and enrollments - but I also know we have the core, heart, and devotion to students to - intentionally - turn these challenges into real opportunities. I am excited to be a part of this process, and to work with and within this wonderful community in the years ahead.

Rebecca Tatistcheff

Rebecca Tatistcheff, Principal

TOWN MEETING & BUDGET INFORMATION 2025-2026



**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
WARNING**

The legal voters of the Washington Central Unified Union School District, a municipal corporation consisting of the Towns of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, March 4, 2025, to vote by Australian ballot on Articles 1 through 9 as outlined below.

ARTICLE 1. To elect a Clerk for a term of one year, or three years in the event the voters also pass Article 9 below.

ARTICLE 2. To elect a Treasurer for a term of one year, or three years in the event the voters also pass Article 9 below.

ARTICLE 3. To elect a Moderator for a term of one (1) year.

ARTICLE 4. To elect the following School Directors:

Berlin	One (1) School Director	Three (3) Year Term
Calais	One (1) School Director	Three (3) Year Term
	One (1) School Director	Two (2) Years of a Three (3) Year Term
East Montpelier	One (1) School Director	Three (3) Year Term
Middlesex	One (1) School Director	Three (3) Year Term
	One (1) School Director	Two (2) Years of a Three (3) Year Term
Worcester	One (1) School Director	Three (3) Year Term

ARTICLE 5. To fix the annual compensation of the Union School District officers.

Clerk	\$1000.00
Treasurer	\$6,700.00
Directors	\$1,200.00 each
Chair	\$2,400.00

ARTICLE 6. Shall the voters of the school district approve the school board to expend \$43,225,002, which is the amount the school board has determined to be necessary for the ensuing fiscal year? The Washington Central Unified Union School District estimates that this proposed budget, if approved, will result in per pupil education spending of \$15,272, which is 6.20% higher than per pupil education spending for the current year.

ARTICLE 7. Shall the School District authorize the Board of School Directors of Washington Central Unified Union School District to hold any audited fund balance as of June 30, 2025 in a reserve fund to be expended under the control and direction of the Board of School Directors for the purpose of operating the school?

ARTICLE 8. Shall the School District authorize the Board of School Directors to borrow money in anticipation of the receipt of revenues for the 2025-2026 school year?

ARTICLE 9. Shall the District Clerk and Treasurer be extended to three year terms?

SCHOOL DIRECTORS


Flor Diaz-Smith, Chair (East Montpelier)


Ursula Stanley, Vice-Chair (Middlesex)

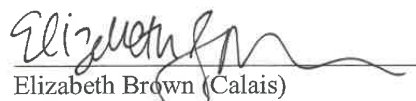

Diane Nichols-Fleming (Berlin)


Kealy Sloan (Berlin)


Vacant (Berlin)


Michelle Ksepka (Calais)



Daniel Keeney (Calais)


Elizabeth Brown (Calais)



Amelia Contrada (East Montpelier)



Melissa Tuller, WCUUSD Clerk

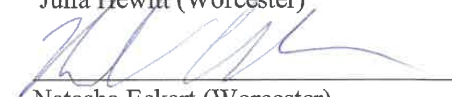

Zach Sullivan (East Montpelier)


Chris McVeigh (Middlesex)


Patrick Whelley (Middlesex)


Mckalyn Leclerc (Worcester)


Julia Hewitt (Worcester)


Natasha Eckart (Worcester)

POLLING PLACES AND TIMES

Berlin Municipal Office

108 Shed Rd. Berlin
10:00 AM-7:00 PM

Calais Elementary School

321 Lightening Ridge Rd. in Calais
7:00 AM-7:00 PM

East Montpelier Elementary School

665 Vincent Flats Rd. in East Montpelier
7:00 AM-7:00 PM

Rumney Memorial School

433 Shady Rill Rd. in Middlesex
7:00 AM-7:00 PM

Doty Memorial School

24 Calais Rd. in Worcester
10:00 AM-7:00 PM

A public hearing will take place on Monday, March 3, 2025, at 5:30 PM to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 4, 2025. The public hearing will be at U-32 Middle & High School 930 Gallison Hill Rd., Montpelier, VT 05602 in Rm 128/131. There will be a virtual option as well. <https://tinyurl.com/57upnjtt>
Meeting Id: 812 6487 3033 Password: 757374 Phone: 1-929-205-6099

Upon the polls closing, the ballots shall be transported and delivered to the East Montpelier Elementary School at 665 Vincent Flats Road in the Town of East Montpelier, where they will be commingled and counted by members of the Boards of Civil Authority of district towns under the supervision of the Clerk of the Washington Central Unified Union School District.

The legal voters of Washington Central Unified Union School District are further notified that voter qualification, registration, and absentee voting relative to said annual meeting shall be as provided in Sections 553 and 706 (u) of Title 16, and Chapters 43, 51, and 55 of title 17, Vermont Statutes Annotated

WCUUSD COMPARATIVE SUMMARY: FY 2024-25 VS. FY 2025-26 BUDGET

	2024-25 Budget	\$ Increase (Decrease)	2025-26 Budget	Budget % Change
SALARIES & BENEFITS				
SALARIES		\$ 575,523		1.38%
BENEFITS		\$ 608,234		1.46%
TOTAL SALARY & BENEFITS	\$ 29,052,369	\$ 1,183,757	\$ 30,236,126	2.84%
NONSALARY ITEMS				
ESTIMATED INFLATIONARY COSTS		\$ (116,154)		-0.28%
TUITION TO OTHER SCHOOL DISTRICTS (TECH CENTERS)		\$ 69,667		0.17%
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		\$ 585,247		1.40%
TOTAL NONSALARY ITEMS	\$ 12,609,995	\$ 378,882	\$ 12,988,877	0.91%
TOTAL EXPENSE INCREASES / (DECREASES)	\$ 41,662,364	\$ 1,562,639	\$ 43,225,002	3.75%
REVENUE CHANGES				
TUITION		\$ (190,079)		-0.46%
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	\$ (460,870)	\$ 7,021,150	-6.16%
LOCAL EDU. SPENDING INCREASE (DECREASE)	\$ 34,180,343	\$ 2,023,509	\$ 36,203,852	5.9201%

Baseline Budget Comparison

Local Education Spending was \$38,446,499 or a 12.48% increase. The budget was reduced \$2,242,647 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 2,370.68.
The estimated excess spending threshold is \$37,755,449.68.
This budget is below the estimated excess spending threshold by \$1,551,597.68.

WCUUSD BUDGET: FY 2024-25 VS. FY 2025-26 BUDGET

	Actual 2023	Actual 2024	Final Budget 2025	Final Budget 2026	\$ Increase (Decrease)	% Increase (Decrease)
REVENUES						
TUITION REVENUES	\$ 1,080,352	\$ 782,263	\$ 920,759	\$ 730,680	\$ (190,079)	
INVESTMENT EARNINGS INTEREST	\$ 164,129	\$ 219,216	\$ 218,729	\$ 251,626	\$ 32,896	
MISC. 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	\$ 36,203,852	\$ 2,023,510	
MISC STATE REIMBURSEMENTS	\$ 904,062	\$ 953,219	\$ 704,500	\$ 805,300	\$ 100,801	
SPEED 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	\$ 43,225,004	\$ 2,047,931	
FUND BALANCE	\$ 0.00	\$ 0.00	\$ 485,291	\$ 0.00	\$ (485,291)	
TOTAL REVENUES	\$ 36,145,535	\$ 38,276,243	\$ 41,662,364	\$ 43,225,004	\$ 1,562,640	3.75%
EXPENSES						
INSTRUCTIONAL SERVICES						
SALARIES	\$ 8,579,736	\$ 9,160,460	\$ 8,922,263	\$ 9,418,854	\$ 496,591	
MISCELLANEOUS BENEFITS	\$ 2,415,680	\$ 2,588,289	\$ 2,936,853	\$ 3,390,397	\$ 453,544	
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	\$ 899,272	\$ 69,667	
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	\$ 14,381,298	\$ 1,056,340	7.93%
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	\$ 0.00	\$ 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	\$ 0.00	\$ 419	\$ 4,500	\$ 500	\$ (4,000)	
DUES AND FEES	\$ 0.00	\$ 37	\$ 200	\$ 200	\$ 0.00	
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	\$ 1,051,484	\$ 17,764	
MISCELLANEOUS BENEFITS	\$ 221,044	\$ 256,076	\$ 438,249	\$ 386,707	\$ (51,542)	
TUITION REIMBURSEMENT	\$ 514	\$ 0.00	\$ 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	\$ 0.00	\$ 567	\$ 0.00	\$ 700	\$ 700	
TOTAL GUIDANCE SERVICES	\$ 1,008,918	\$ 1,097,577	\$ 1,525,865	\$ 1,488,928	\$ (36,937)	-2.42%

WCUUSD BUDGET: FY 2024-25 VS. FY 2025-26 BUDGET

	Actual 2023	Actual 2024	Final Budget 2025	Final Budget 2026	\$ Increase (Decrease)	% Increase (Decrease)
HEALTH SERVICES						
SALARIES	\$ 406,041	\$ 421,342	\$ 509,932	\$ 381,822	\$ (128,110)	
MISCELLANEOUS BENEFITS	\$ 153,925	\$ 160,104	\$ 234,636	\$ 170,045	\$ (64,591)	
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	\$ 0.00	\$ 0.00	\$ 1,750	\$ 900	\$ (850)	
TOTAL HEALTH SERVICES	\$ 577,918	\$ 591,403	\$ 767,236	\$ 564,892	\$ (202,344)	-26.37%
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	\$ 0.00	\$ 2,848	\$ 2,136	\$ (712)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 0.00	\$ 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	\$ 0.00	\$ 0.00	\$ 0.00	\$ 44,683	\$ 44,683	
MISCELLANEOUS BENEFITS	\$ 0.00	\$ 0.00	\$ 0.00	\$ 23,611	\$ 23,611	
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	\$ 0.00	\$ 2,645	\$ 3,843	\$ 1,198	
PROFESSIONAL ED SERVICES	\$ 1,300	\$ 2,731	\$ 1,450	\$ 2,900	\$ 1,450	
TRAVEL	\$ 295	\$ 294	\$ 350	\$ 300	\$ 0.00	
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	\$ 0.00	\$ 0.00	\$ 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	\$ 0.00	\$ 0.00	\$ 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	\$ 0.00	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$ 1,688,944	\$ 1,767,903	\$ 1,765,844	\$ 1,762,689	\$ (3,155)	-0.18%

WCUUSD BUDGET: FY 2024-25 VS. FY 2025-26 BUDGET

	Actual 2023	Actual 2024	Final Budget 2025	Final Budget 2026	\$ Increase (Decrease)	% Increase (Decrease)
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	\$ 643,181	\$ 97,755	
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	\$ 2,376,691	\$ 13,483	0.57%
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	\$ -	
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%

WCUUSD BUDGET: FY 2024-25 VS. FY 2025-26 BUDGET

	Actual 2023	Actual 2024	Final Budget 2025	Final Budget 2026	\$ Increase (Decrease)	% Increase (Decrease)
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 SERVICES &PROP	\$ 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	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
TOTAL REFUND PRIOR YEAR	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	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	\$ 4,972,727	\$ 86,093	
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	\$ 800,616	\$ 46,638	

WCUUSD GENERAL FUND BUDGET: FY 2025-26

The amount the district plans to spend:

Expenditures

FY 25 = \$41,662,364
 FY 26 = \$43,225,002
 \$ Increase = +\$1,562,639
 % Difference = +3.75%

The money the district anticipates receiving to offset expenditures.

Revenue

FY 25 = \$7,482,020
 FY 26 = \$7,021,150
 \$ Decrease = -\$460,870
 % Difference = -6.16%

The amount that needs to be raised by property taxes.

Net Education Spending

FY 25 = \$34,180,343
 FY 26 = \$34,180,343
 \$ Increase = +\$2,023,509
 % Difference = +5.92%

Long Term Weighted Average Daily Membership (LTW ADM);

FY 2025 = 2,376.88
 FY 2026 = 2,370.68
 Decrease = -6.2
 % Decrease = -0.26%

Projected Tax Increase per \$100,000 home*

Berlin =	-\$62	-3.09%
Calais =	+\$94	4.70%
E Montpelier =	+\$86	4.15%
Middlesex =	+\$8	0.37%
Worcester =	+\$420	22.84%

Local Spending / LTW ADM

FY 2025 = \$14,380
 FY 2026 = \$15,272
 \$ Increase = +\$892
 % Increase = +6.20%

*Factors used:

LTW ADM: 2,370.68
 CLA - after statewide adjustment
 Property yield - \$8,553
 Spending per pupil = \$15,272
 Equalized Homestead Tax Rate - \$1.7855

TREASURER'S REPORT: Title 16 V.S.A., Section 706j(3) mandates the election of a treasurer for union school districts. The citizens of Berlin, Calais, East Montpelier, Middlesex and Worcester must elect a Treasurer and approve a budget for the ensuing fiscal year. The financial dictates of the voters are carried out by the WCUUSD District Business Office. The WCUUSD District's financial records have been maintained in an appropriate and satisfactory manner. The Treasurer's Report is submitted in accordance with Section 706q of the same statute. — Mary Ormsby, WCUUSD Treasurer

WCUUSD TAX RATE PROJECTIONS: FY 2025-26

Common Level of Appraisal: Change from FY 2024-2025 to FY 2025-2026			
TOWNS	CLA FY 24-25	CLA FY 25-26	CLA REDUCTION
Berlin	72.79%	67.38%	-4.91%
Calais	72.34%	62.68%	-9.66%
E Montpelier	70.33%	61.59%	-8.74%
Middlesex	71.72%	65.33%	-6.39%
Worcester	79.09%	58.59%	-20.50%

- The CLA compares each town's total property value on the grand list versus the fair market value of properties.
- The higher the fair market value of properties, the further under 100% the CLA will be.
- As the CLA decreases, the tax rate increases.
- This is how the State provides taxpayers with an equalized grand list across the state.

Tax Rate Change from FY 2024-2025 to FY 2025-2026					
TOWNS	COMMON LEVEL OF APPRAISAL (Current Year)	POST LEGISLATIVE SESSION TAX RATES FY 24-25	ESTIMATED TAX RATES FY 25-26	\$ INCREASE (DECREASE)	% INCREASE (DECREASE)
Berlin	93.12%	\$2.0108	\$1.9174	-\$0.0934	-4.64%
Calais	86.62%	\$2.0094	\$2.0613	\$0.0519	2.58%
E Montpelier	85.12%	\$2.0668	\$2.0976	\$0.0308	1.49%
Middlesex	90.28%	\$2.0268	\$1.9778	-\$0.0490	-2.42%
Worcester	80.97%	\$1.8379	\$2.2052	\$0.3673	19.98%

FACTORS USED: LTW ADM = 2,370.68
 Property Yield = \$8,553
 Equalized Homestead Tax Rate = \$1.7855
 CLA - Statewide Adj by Town Spending Per Pupil = \$15,272

Tax Rate Change Impact on Tax Bills from FY 2024-2025 to FY 2025-2026			
TOWNS	\$100,000 House	\$200,000 House	\$300,000 House
Berlin	-\$93	-\$187	-\$280
Calais	\$52	\$104	\$156
E Montpelier	\$31	\$62	\$93
Middlesex	-\$49	-\$98	-\$147
Worcester	\$367	\$735	\$1,102

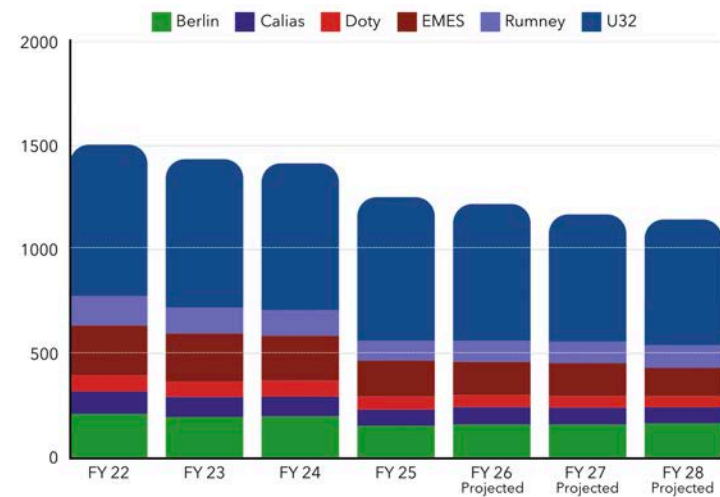
NOTE: Each Town starts with an equalized tax rate of \$1.7855. The local Common Level of Appraisal affects the actual tax rate, which is why the amounts differ by Town.

WCUUSD ENROLLMENT FIGURES

FISCAL YEAR	Berlin	Calais	Doty	EMES	Rumney	U-32	WCUUSD (Total)
FY 21	194	112	71	228	135	747	1487
FY 22	209	108	79	239	142	748	1506
FY 23	194	97	75	231	124	730	1395
FY 24	187	93	73	216	123	722	1284
FY 25	185	93	72	206	120	694	1354
FY 26 PROJECTED*	158	84	58	160	100	660	1220
FY 27 PROJECTED*	158	81	56	159	102	614	1170

*FY 26 and FY 27 projections are for grades K-6 and 7-12 only and do not include PreK

PROJECTED ENROLLMENT TREND: FY22 – FY28



SERVICES FOR CHILDREN WITH DISABILITIES

Attention residents of Berlin, Calais, East Montpelier, Middlesex and Worcester:

Washington Central Unified Union School District (WCUUSD) offers special education services to eligible children three through 21, and early intervention for children birth to age three. Eligible students with disabilities are entitled to receive a free, appropriate, public education. WCUUSD may not be aware of all resident children and youth with a disability. If you know of a child who has a disability and is not in school, homeless, attending an independent school, enrolled in home study or not otherwise being educated at public expense, please notify us by contacting your local school principal or by calling 802-229-0553, ext. 1303, or writing: Kerra Holden, Director of Special Services, Washington Central Unified Union School District, 1130 Gallison Hill Road, Montpelier, VT 05602. A copy of this notification, as well as other supporting information regarding the WCUUSD Special Education Program, can be found on our website at: wcsu32.org.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

1130 Gallison Hill Road | Montpelier VT 05602 | Ph: 802-229-0553 | Fax: 802-229-2761

OUR SCHOOLS

Berlin Elementary School

372 Paine Turnpike North
Berlin, VT 05602
Ph: 802-223-2796
Fax: 802-229-0222

Doty Memorial School

24 Calais Road
Worcester, VT 05682
Ph: 802-223-5656
Fax: 802-223-0261

Rumney Memorial School

433 Shady Rill Road
Middlesex, VT 05602
Ph: 802-223-5429
Fax: 802-223-0750

Calais Elementary School

321 Lightening Ridge Rd
Plainfield, VT 05667
Ph: 802-454-7777
Fax: 802-454-1580

East Montpelier Elementary

665 Vincent Flats Rd
East Montpelier, VT 05651 Ph:
(802) 223-7936
Fax: (802) 223-3736

U-32 Middle & High School

930 Gallison Hill Road
Montpelier, VT 05602
Ph: 802-229-0321
Fax: 802-223-7411

SCHOOL BOARD

- Flor Diaz Smith, Board Chair (East Montpelier)
- Ursula Stanley, Vice Chair (Middlesex)
- Diane Nichols-Fleming, Board Member (Berlin)
- Kealy Sloan, Board Member (Berlin)
- Jonathan Goddard, Board Member (Berlin)
- Daniel Keeney, Board Member (Calais)
- Michelle Ksepka, Board Member (Calais)
- Elizabeth Brown, Board Member (Calais)
- Chris McVeigh, Board Member (Middlesex)
- Patrick Whelley, Board Member (Middlesex)
- Zach Sullivan, Board Member (East Montpelier)
- Amelia Contrada, Board Member (East Montpelier)
- Natasha Eckart Baning, Board Member (Worcester)
- Mckalyn Garrity Leclerc, Board Member (Worcester)
- Julia Hewitt, Board Member (Worcester)

CENTRAL OFFICE

- Steven Dellinger-Pate, Superintendent
- Melissa Tuller, Administrative Assistant to the Superintendent
- Renee Bates, Administrative Assistant Special Services/ Early Education
- Rebecca Bicknell, Medicaid Clerk
- Tim Couture, District Operations Manager
- Heidi Dimick, Director of Human Resources
- Holly Poulin, Benefits Specialist
- Penny Andrews, Payroll Specialist
- Susanne Gann, Business Administrator
- Thomas Hamlin, Financial Accountant
- Julia Pritchard, Director of Student Support Services
- Jennifer Miller-Arsenault Director of Curriculum, Instruction, and Assessment
- Chris O'Brien, Director of Facilities
- Shannon Knowles, Accounts Payable Accountant
- Ron Scholtz, Director of Food Service



Washington Central Unified Union School District
1130 Gallison Hill | Montpelier, VT 05602

wcsu32.org | 802-229-0553