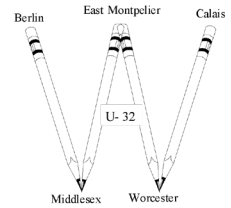


# Washington Central Unified Union School District

*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  
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**Washington Central Unified Union  
School Board Meeting  
11.19.25  
6:15-9:15 PM  
(In-Person & Virtual)  
U-32 Middle & High School  
930 Gallison Hill Rd  
Montpelier, VT**

**Virtual Meeting Information**

**<https://tinyurl.com/c48fty3u>**

**Meeting ID: 849 3594 9997**

**Password: 297072**

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

1. Call To Order
2. Welcome 5 minutes
  - 2.1. Adjustments to The Agenda
  - 2.2. Reception of Guests
3. Presentations: Configuration Committee Model & Listening Sessions Data 45 minutes
  - 3.1. Community Q & A
  - 3.2. Board Q & A
4. Presentation: Budget Draft # 1 45 minutes
  - 4.1. Community Q & A
5. Reports 15 minutes
  - 5.1. Student Report
  - 5.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 5
  - 5.3. Principal Report – pg. 17
  - 5.4. Community Schools Report – pg. 23
  - 5.5. Central Vermont Career Center Report
  - 5.6. VSBA Report

- 6. Board Operations ( Discussion/Action) 45 minutes
  - 6.1. Configuration Committee
  - 6.2. Budget Draft # 1
    - 6.2.1. Long-Term Weighted Average Daily Membership (LTW ADM) Information – pg. 24
    - 6.2.2. Discuss FY 2026-27 General Fund Budget
  - 6.3. Mailing Ballots – pg. 25
  
- 7. Policy (Discussion/Action) 15 minutes
  - 7.1. First Readings
    - 7.1.1. D23 Selection of and Access to Instructional Materials
  - 7.2. Second Readings
    - 7.2.1. C15 Student Conduct and Discipline – pg. 26
    - 7.2.2. C45 Bus Discipline – pg. 29
    - 7.2.3. D8 Selection of Library Materials – pg. 30
  
- 8. Personnel (Discussion/Action) 5 minutes
  - 8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE –pg. 32
  
- 9. Consent Agenda (Discussion/Action) 5 minutes
  - 9.1. Approve Minutes of 10.15.25 – pg. 33
  - 9.2. Board Orders
  
- 10. Future Agenda Items 5 minutes
  
- 11. Board Reflections 10 minutes
  
- 12. Public Comments: Time limit strictly enforced, see note 15 minutes
  
- 13. Proposed Executive Session: Personnel
  
- 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 9.17.25***

- ***Public input*** –Notify the community about public forums and opportunities for public comment at board meetings, and the ability to always submit written input.
- ***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. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the steering committee discuss and decide how the issue should be added to a future agenda.
- ***Community dialogue*** – The board will 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.
- ***Inclusive time for thoughtful decisions*** - 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.
- ***Prepare for meetings and Receive materials in advance*** -Board members come prepared, having reviewed the agenda and materials in advance
- ***Announcements in reports*** – Announcements from the administration will appear in the reports and not as discussion items.
- ***Respect each other*** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, focus on shared solutions and celebrate successes.
- ***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. Board members will address the topics up for debate and not the person.
- ***Governance Reflection*** - At the end of each board meeting, reflect on whether the board adhered to agreed protocols, processes, and policies.
- ***Reflection*** –At the end of each board meeting, board members will be allowed time to share their general reflections on the meeting.

**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

**Superintendent**

**Enrollment Report as of October 1, 2025**

The enrollment report is meant as a resource for the Board and is only a snapshot of the enrollment based on our October Infinite Campus data. These numbers will fluctuate throughout the year based on students enrolling or withdrawing from our schools.

October 2024								October 2025							
Grade	Be	Ca	Dot	EME	Ru	U-	Total	Grade	Be	Ca	Dot	EME	Ru	U-	Total
	r	l	y	S	m	32			r	l	y	S	m	32	
K	20	9	8	23	5		65	K	22	11	7	22	20		82
1	26	14	8	21	17		86	1	21	10	4	22	6		63
2	14	11	11	21	10		67	2	26	14	8	25	17		90
3	28	9	10	22	22		91	3	13	12	9	26	11		71
4	20	14	8	30	12		84	4	27	10	12	26	25		100
5	27	14	6	20	15		82	5	20	14	10	32	10		86
6	15	7	12	35	12		81	6	24	18	7	21	13		83
7						92	92	7						85	85
8						108	108	8						95	95
9						132	132	9						121	121
10						106	106	10						129	129
11						140	140	11						107	107
12						84	84	12						134	134
Tot	150	78	63	172	93	662	1218	Tot	153	89	57	174	102	671	1246
Chg	-9	4	1	-9	-8	-33	-54	Chg	3	11	-6	2	9	9	28

PreK Enrollments October 2025							
	Ber	Cal	Dot	EME	Rum	Total	
PK3	19	11	2	15	9	56	
PK4	16	5	2	15	9	47	
Act 166	11	4	4	14	16	49	
EEE	2			1		3	

Act 166 students attend private Pre-K and are included in the PK3 and PK4 counts

Attending Student Data by Grade: High School											
Grade	Active Resident Students	Early College	HS Choice Out	Exchange Out	Other Placements	Attending Resident Students	Career Center Enrollment	HS Choice In	Tuition In	Exchange In	Total Attending Students
9	108			2	1	105		1	11	1	118
10	121		1		7	113	18	2	5		102
11	92				4	88	23	4	10		79
12	113	23	1	2	6	81	33	3	16	2	69
Total	434	23	2	4	18	387	74	10	42	3	368

**Transportation**

TRANSPORTATION DATA FOR 2025/2026							
	# of	# of		Total	Total	Longest	Longest
School	Buses AM	Buses PM	Enrollment	Miles AM	Miles PM	Ride AM	Ride PM
BERLIN	3	3	192	62	65	48	48
CALAIS	3	2	108	61	55	32	52
DOTY	1	1	61	19	30	55	53
EMES	3	3	205	21	22	54	68
RUMNEY	3	2	120	18	23	43	50
U-32	14	15	678	348	300	70	83
WCUUSD	27	26	1364	529	495	70	83

Notes of reference:

Elementary School Bus Capacity is 72 students / High School Bus Capacity is roughly 48 students

All data was sourced from Transversa for the 2025/2026 school year

Ridership Count Data - Taken Oct. 6 - 10, 2025

AR = Average Number of Students Riding

%S = Percentage of Student Riders Compared to Enrolled Ridership

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**Berlin Elementary School**

<b>U1</b> - 54 am / 54 pm	<b>U2</b> - 39 am / 43 pm	<b>U3/U4</b> - 60 am / 62 pm	<b>TOTAL</b> 153 am / 159 pm
AR 22 am / 23 pm	20 am / 22 pm	27 am / 33 pm	69 am / 78 pm
%S 41% am / 43% pm	52% am / 50% pm	45% am / 53% pm	45% am / 49% pm

Notes:

- It would be very difficult to go down to two buses because of the area these buses cover.
- The main roads on these routes are: Route 12, Route 302, Scott Hill, and Airport Rd. This elementary school has the least traveled dirt roads.

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**East Montpelier Elementary School**

<b>U8</b> - 54 am / 55 pm	<b>U10</b> - 44 am / 64 pm	<b>U11</b> - 60 am / 46 pm	<b>TOTAL</b> 158 am / 165 pm
AR 29 am / 34 pm	27 am / 25 pm	20 am / 21 pm	76 am / 80 pm
%S 53% am / 62% pm	61% am / 39% pm	34% am / 47% pm	48% am / 48% pm

Notes:

- We decreased one route last year (bus 9). Ridership and routes are in good shape this year.
- The main roads on these routes are: County Road, Center Road, Route 2, Route 14 N, and Route 14 S.
- These buses travel a lot of dirt roads and maybe we need to consider making a change around that and having some cluster stops which we traditionally have few of on the elementary runs.

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### Calais Elementary School

<b>U14</b> - 43 am / 46 pm pm	<b>U15</b> - 32 am / 50 pm	<b>U16</b> - 19 am	<b>TOTAL</b> 94 am / 96
AR 29 am / 32 pm	16 am / 21 pm	11 am	56 am / 53
%S 65% am / 70% pm	50% am / 42% pm	60% am	60% am /
55% pm			

Notes:

- Calais could go down to 2 buses for the morning and afternoon routes next year. It will be tricky in the morning but the student ridership on U16 a.m. is very low. It will mean some cluster stops and maybe a slightly longer ride for the students who live on the outskirts of town.
- The main roads on these routes are: County Road, Center Road, Route 2, Route 14 N, and Route 14 S.
- These buses travel a lot of dirt roads and maybe we need to consider making a change around that and having some cluster stops which we traditionally have few of on the elementary runs.

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### Doty Memorial School

<b>U13</b> - 36 am / 36 pm	<b>TOTAL</b> 36 am / 36 pm
AR 5 am / 14 pm	5 am / 14 pm
%S 15% am / 38% pm	15% am / 38% pm

Notes:

- Doty only has one bus that covers a lot of dirt roads.
- The main roads on these routes are: Route 12 and portions of Calais Rd.

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### Rumney Memorial School

<b>U5</b> - 28 am	<b>U6</b> - 26 am / 43 pm	<b>U7</b> - 33 am / 41 pm	<b>TOTAL</b> 87 am / 84 pm
AR 17 am	16 am / 25 pm	22 am / 25 pm	55 am / 67 pm
%S 61% am	61% am / 59% pm	67% am / 60% pm	63% am / 80%
pm			

Notes:

- We might be able to go to 2 buses in the morning.
  - The main roads on these routes are: Route 12, Route 2, portions of Center Rd.
  - These buses also travel a lot of dirt roads and maybe we need to consider making a change around that and having some cluster stops which we traditionally have few of on the elementary runs.
-

## U-32 Middle & High School

<u>U1</u> - 41 am / 15 pm	<u>U2</u> - 31 am / 22 pm	<u>U3/4</u> - 54 am / 58 pm	<u>U5</u> - 46 am / 67 pm	
AR 17 am / 6 pm	14 am / 9 pm	27 am / 33 pm	23 am / 10 pm	
%S 42% am / 40% pm	44% am / 39% pm	41% am / 39% pm	47% am / 15% pm	

<u>U6</u> - 48 am / 26 pm	<u>U7</u> - 35 am / 36 pm	<u>U8</u> - 33 am / 38 pm	<u>U10</u> - 30 am / 31 pm	
AR 16 am / 8 pm	18 am / 17 pm	13 am / 14 pm	11 am / 6 pm	
%S 34% am / 31% pm	54% am / 48% pm	39% am / 38% pm	37% am / 18% pm	

<u>U11</u> - 43 am / 54 pm	<u>U13</u> - 23 am / 29 pm	<u>U14</u> - 42 am / 45 pm	<u>U15</u> - 43 am / 32 pm	
AR 4 am / 6 pm	6 am / 13 pm	18 am / 13 pm	21 am / 9 pm	
%S 9% am / 12% pm	26% am / 43% pm	43% am / 29% pm	48% am / 28% pm	

<u>U16</u> - 42 am / 61 pm	<u>U17</u> - 36 am / 46 pm	<u>TOTAL</u> - 547 am / 560 pm		
AR 14 am / 11 pm	11 am / 14 pm	221 am / 171 pm		
%S 32% am / 19% pm	31% am / 31% pm	40% am / 31% pm		

### Notes:

- U-32 should be able to eliminate the U16 morning bus as the ridership is very low (avg. 13).
- U-32 routes are constructed with a focus on the main roads (Route 14, Route 302, Route 2, County Road, Center Road, etc.) and using cluster stops as much as possible. Picking up students along the main thoroughfares using cluster stops presents some safety issues as some of these roads are not meant for people to walk on and most have small to very small shoulders. These roads also have speed limits that present a safety issue.
- At the middle / high school level students can expect to ride the bus longer and we have the flexibility of starting our morning routes early enough to make sure it gets to U-32 on time. In the afternoon, we have serious time constraints with the 2:50 p.m. and 3:35 p.m. dismissal times.
- Traditionally, we have our U-32 Worcester bus (U13) unload onto another bus (U5 at Doty) before bringing students from both buses to U-32. This allows the empty bus to start in the Worcester community which is essential for getting the Worcester students to school on time.
- These buses also travel a lot of dirt roads and I think we need to consider a more consolidated method at the middle and high school level especially for the afternoon routes.

## Facilities Overview

This summary provides an overview of the current physical condition and capacity metrics for the district's main school buildings, utilizing recent Facility Condition Assessments (FCAs) and the Multi-year Capital Improvement Budget (FY 2024-2025 through FY 2030-2031).

## DISTRICT FACILITY OVERVIEW

The Washington Central Unified Union School District (WCUUSD) consists of five elementary schools (Berlin, Calais, Doty, East Montpelier (EMES), and Rumney) and the U32 UHS Campus (Middle/High School).

Facility	Total Square Footage (SF)	Year Built/Last Renovation	Current FCI (Condition)
Berlin ES	36,446	1968 / 2017	0.0%
Calais ES	22,510	1970 / 1990	0.8%
Doty Memorial School	15,996	1959 / 2019	0.0%
East Montpelier ES	50,000	1965 / 2014	0.5%
Rumney Memorial School	25,000	1960 / 2015	1.50%
U32 UHS Campus	185,500 (Total)	1970 / 2000	0.0% (Main Bldg)

**Facility Condition Index (FCI):** The FCI is the ratio of current needs cost to current replacement value. The primary component of anticipated long-term spending across the district facilities is dedicated to **Lifecycle/Renewal** projects.

## EDUCATIONAL CAPACITY AND ENROLLMENT

All five elementary schools and the U-32 campus currently report adequate space to meet student enrollment needs and deliver current educational programming. All schools confirmed they have adequate confidential space for 1:1 services and adequate administrative/staff office space.

The table below reflects the actual K-6 enrollment (excluding PreK) and Grades 7-12 enrollment for the 2025-2026 school year based on the October 2025 Enrollment Report.

Facility	Total Square Footage (SF)	# of Classrooms (Estimate)	Current Enrollment (Oct 2025, K-6 / 7-12)

<b>Berlin ES</b>	36,446	13	153 (K-6)
<b>Calais ES</b>	22,510	9	89 (K-6)
<b>Doty Memorial School</b>	15,996	7	57 (K-6)
<b>EMES</b>	50,000	15	174 (K-6)
<b>Rumney Memorial School</b>	25,000	9	102 (K-6)
<b>U32 UHS Campus</b>	185,500	55	671 (7-12)

**FY 2025-2027 CAPITAL IMPROVEMENT PLAN SUMMARY**

The Capital Improvement Plan (CIP) is a working document reviewed annually to guide future decisions on capital projects. Projects are prioritized based on (Priority 1), legal requirement, health/safety/security, failure of existing,(Priority 2) end of useful life prolong facility life, energy efficiency, and (Priority 3) expanded service, program accommodation. The planned total budget across the district for the next two fiscal years (FY 2025-2027) is **\$2,164,748**.

**A. FY 2025-2026 Budget: \$1,115,506**

- **Rumney Memorial School:** The largest single investment planned is **Building envelope work** (siding, insulation, windows, painting), budgeted at **\$707,361**.
- **Berlin ES:** Projects include **Utility Infrastructure Demolition** (well, woodchip bunker, \$189,185), extending the Water Service Entrance (\$51,305), and Lighting retrofit conversion to LED (\$32,065).
- **East Montpelier ES:** Exterior storefront door replacement is budgeted at \$58,980.
- **U-32 UHS Campus:** \$72,610 is allocated for a **Chiller for A/C** targeting the Admin area, library, and special services refurbishment.

**B. FY 2026-2027 Proposed Budget: \$1,082,000**

- **Doty Memorial School:** A significant investment is scheduled for the **Pellet Boiler heating system** and building modification for relocation, budgeted at **\$480,000**. Doty also has a \$20,000 budget for a grease interceptor.

- **U-32 UHS Campus:** \$250,000 is allocated for the **Underground Fuel Oil tank replacement** and another \$250,000 is budgeted for the Kitchen renovation, specifically involving the relocation of the 3-bay sink for dishwashing.
- **Calais ES:** A \$20,000 allocation is set for a grease interceptor.

## **Finance**

Open enrollment, the annual opportunity for employees to change benefit elections, occurs in November each year. An open enrollment benefit election survey was sent electronically to all eligible employees on October 23, 2025. In an effort to reduce paper, the Benefits Specialist, Holly Poulin, used a google form this year to collect the information and applicable forms from all eligible employees. At the end of October, both Holly and Heidi Dimick, HR Director, were in each building to allow staff time to complete the necessary forms and ask questions about the benefits available. Open enrollment forms were due to Human Resources by November 7, 2025 and any changes to an employee's benefits will be effective January 1, 2026.

A huge shout out goes to Holly Poulin for organizing open enrollment, for continuing to improve the process and for ensuring District employees had access to HR in their buildings. Another huge shout out to Melissa Tuller, Executive Assistant to the Superintendent, who implemented the necessary District Website changes to ensure open enrollment forms and information was updated and available to employees.

Patricia Canada, Payroll Specialist, and Holly filed several quarterly reports for payroll and benefits including the 941s, VT payroll reports, Unemployment Tax wage report to Dept of Labor, Health Care Employer Assessment, VMERS and VSTRS retirement reports. Additionally I complete quarterly reports for the Medicaid and EPSDT grants. A huge thank you to Patricia and Holly for their efforts to file these reports timely and keep the District in compliance.

The first draft of the FY 2024 2025 audit is anticipated mid-December. After our review of the draft is complete, and any necessary changes are made, the auditors will provide us with a final draft. This should allow for the Finance Committee and Board to receive the report in January. RHR will attend the January Finance Committee meeting to give a summary of the report and answer any questions. If the Committee is interested, RHR will review it with the full Board as well.

The FY 2024-25 grant close out reports were submitted to the AOE in September along with the first reimbursement requests for FY 2025-26. Once these reports are approved by the AOE, any carry forward funds remaining from the previous year are made available for budget allocation in the current year, allowing for grant amendments to be opened. Thank you to Tom Hamlin, Financial Accountant for his work on this.

The Act 173 Special Education Plan is due to the Agency of Education November 17, 2025. We must report the current number of students on IEPs, staffing and service requirements, and FY 2026-27 budgets for state-placed students and students anticipated to reach the Extraordinary Cost

level. Thank you to Lynnea Timpone, Assistant to Special Services for her work to verify staff, students and tracking vendor expenses.

## **Facilities**

### **U-32 PCB Update and Kitchen Renovation Delay**

In October, the Board was informed that the VT DEC confirmed that PCB-containing building materials in the kitchen at U-32 (such as caulking) must be properly managed during the renovation and that costs for pre-approved work may be eligible for state reimbursement. The project, originally planned for completion in the summer of 2026, will not be completed until the summer of 2027. This delay is necessary to conduct a required study to determine the extent of PCB contamination and to develop a remediation plan that must be approved by both the Vermont Department of Environmental Conservation (VT DEC) and the Federal EPA.

The environmental engineering firm, Stone Environmental, has prepared a Work Plan for a Supplemental Site Investigation (SSI) to define the full scope of the cleanup required for the kitchen renovation. The SSI will determine if the PCBs have diffused from the caulk into the adjacent Concrete Masonry Unit (CMU) brick in the kitchen area. The plan involves collecting masonry samples at various distances from the caulk. The results of the SSI are required to develop a comprehensive remediation strategy. The planning process includes three key documents that must be reviewed and approved by the state and federal regulators:

1. An Evaluation of Corrective Action Alternatives (ECAA).
2. A Corrective Action Plan (CAP) for approval by the VT DEC. Monthly Reflections
3. A Risk-based Cleanup Plan (RBCP) for approval by the US EPA Toxic Substance Control Act (TSCA) Division.

The entire investigation and planning phase is projected to be completed in July 2026. This necessary pre-work pushes the development of bid documents, bidding and physical renovation to a later date, resulting in the new projected completion of the summer 2027. The planning phase, including the SSI and regulatory plans, will identify the full scope of work for the actual PCB remediation. This remediation plan will then be used to determine the final cost and the total time required for the cleanup. The estimated cost for this current planning phase (SSI, ECAA, and CAP/RBCP) is \$29,886. This will be paid for using district capital improvement funds. While the state may reimburse the district at a later date, this is contingent upon the legislature approving additional funding for PCB remediation in schools

### **WCUUSD Student Support Services** **2025-2026 School Year**

WCUUSD Special Education Department is committed to delivering equitable, inclusive, evidence-based special education services within the least restrictive environment. Through

district-aligned practices and strong collaboration among educators, families, and service providers, we foster consistent, individualized support across the continuum of services. Our goal is to help students build the necessary skills to successfully pursue postsecondary opportunities in education, employment, and independent living.

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

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

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

	U-32	Berlin	Calais	Doty	EMES	Rumney	District Wide	<b>TOTAL</b>
Special Educators	11.4	3	1	1	3	2	2 ECSE	23.4
Paraeducators (SE only)	12.2	13	7	2	10.7	2.87		47.7
Speech and Language Pathologists	1	1.4	.6	.2	1.2	.8	.8 Evals	6.5
Occupational Therapists							2.6	2.6
School Psychologists							2	2

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

## **Curriculum Instruction, & Assessment**

Washington Central UUSD's Student Learning Outcomes are a broad articulation of our expectations for students regarding core knowledge and transferable skills including:

- Artistic Expression
- Financial Literacy
- Global Citizenship
- Literacy
- Math Content and Practices
- Physical Education and Health
- Scientific Inquiry and Content Knowledge
- Creative and Practical Problem Solving
- Effective and Expressive Communication
- Engaged Citizenship
- Informed, Integrated, and Critical Thinking
- Self-Awareness and Self-Direction
- Working Independently and Collaboratively

For each Student Learning Outcomes we have articulated standards and performance indicators from PreKindergarten to Graduation.

Our standards and performance indicators are aligned with the national standards that the Vermont State Board of Education has adopted. We review and revise our standards and performance indicators as necessary based on our experience and expertise and in response to changes at the state level.

Our [local comprehensive assessment plan](#) is aligned to our expectations for students and statewide assessment requirements. It is also informed by our district's core beliefs and strategic goals.

We have articulated and continue to articulate effective instructional and intervention practices based on current evidence and research across content areas and transferable skills. We utilize universal programs such as i-Ready mathematics in grades K-8 and Foundations, a program to support early literacy skills, in Grades K-3.

Finally, we have created and are implementing a professional learning plan to support our educators and continuously improve our practices related to curriculum, instruction, and assessment in alignment with our strategic plan.

Our work is iterative and is continuously informed by data, feedback, research, and statewide expectations. The most current information about our curriculum, instruction, and assessment practices can be found on our [district website](#).

# STUDENT LEARNING OUTCOMES

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

**Our students will meet or exceed rigorous standards for:**

## CORE KNOWLEDGE

of essential academic subjects

- Literacy
- Math Content & Practices
- Physical Education & Health
- Global Citizenship
- Artistic Expression
- Financial Literacy
- Scientific Inquiry & Content Knowledge

## TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long learning and success

- Creative & Practical Problem Solving
- Working Independently & Collaboratively
- Informed, Integrated & Critical Thinking
- Effective & Expressive Communication
- Engaged Citizenship
- Self-Awareness & Self-Direction

**2025-2026 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:** The team at Berlin has been supporting our HJC work in a variety of ways. We have been supporting ongoing EQS work within our staff and supporting group learning through Den Groups. We also completed our first Run, Hide, Fight drill for the year. We are working on drawing the thread between EQS, Universal Design for Instruction, and Humanity and Justice for our staff and our community.

**Calais:** The team at Calais has been working on professional development centered on the work in the Vermont EQS. These have been important conversations, which have included Shelley V., and the team has been connecting the work of EQS with our HJC work. The synergy between the EQS and our HJC work is starting to come together, and we are looking forward to seeing our work grow through intentional learning and planning.

**Doty:** The Doty staff continues to work on well-being and inclusivity. In our team meetings and planning sessions, we work to keep our eyes on how we are serving our students who experience barriers to learning.

**EMES:** EMES staff recently revisited the sites we identified last spring as “rally points” surrounding the EMES school grounds. These sites are intended for use in emergencies when students and staff need to leave the building quickly. In the spring, we will introduce these sites to our students and add them to our Options-Based Drill practices. To date, we have only practiced the “Hide” portion of “Run, Hide, and Fight.” This addition of “Run” will be added later this school year in the spring.

Our teaching staff has been participating in two different learning modules around Universal Design for Learning and Specially Designed Instruction. These two practices are motivating us to look closely at EMES practices of serving all students through a new lens. The conversations have been rich, and we are making intentional changes in our classrooms to better design instruction that meets the unique and individual needs of our students and ensures learner agency for all of them.

**Rumney:** Our school safety team met and reviewed our next steps for year 3 of the Run, Hide, and Fight rollout. We will be inviting a State Police representative to speak with us about our rally and relocation points. We have heard that we will not get feedback on the quality of our plan, but rather this exercise helps law enforcement support us during an active situation. We will be holding our options-based drill #1 during the week before our November break.

Staff thrilled to bring back Reading To End Racism. This was a celebrated program at Rumney prior to 2018. Teachers remember special guests coming to speak with and read to classes. We are excited to get this program rolling across our entire district.

**U-32:** We continue to engage in Community Meetings by grade level. The 7th and 8th grade saw students from the student council making announcements about opportunities for input on the cell phone ban procedure and a career fair in the Spring. Our Dean of Students commented, that this is the most impact and involvement we have seen from students in the years he has been here. Bec Dezan, Steve Sheeler, and Natasha Eckart met with student attendees of HJC to discuss authentic ways to involve students as partners in learning about the work of equity, belonging, and educational justice. In addition, our faculty and staff engaged in the first of three learning modules designed to introduce the Ed Quality Standards aligned to Act 1.

#### **Update on Strategic Plan goals: *Curriculum, Instruction and Assessment***

**Berlin:** BES is continuing to support our MLSS system through our data team talks. We have a new “kid talk” form that is supporting a holistic lens of looking at behavior, attendance and student well-being. Teachers are utilizing data on all levels to make informed decisions about next steps for students. This directly connects to our strategic plan in multiple ways.

**Calais:** This week, we are starting our weekly Data/Intervention Team Meetings. The principal, the special educator, both interventionists, the school counselor, and District Instructional Coach Ellen Dorsey will be meeting each Monday to crunch data and navigate the MLSS process. Our hope is that taking the time to intentionally analyze data in a small group will help us hone our MLSS process and continue to improve our practices in helping kids where they need it.

**Doty:** We have been using our team meetings and professional development time to continually review our intervention caseloads and monitor the progress of students receiving services. This allows us to be flexible and nimble in our provision of intervention services. We are also digging into our science of writing professional development and examining our teaching practices.

**EMES:** We have been focusing on writing instruction at EMES for the last several years. Recently, we administered several common writing assessments for our students and have used this data to inform writing instruction in our classrooms. We have also been working with our district instructional coach, Ellen Dorsey, to input these assessments into Edu-climber so we can all better track progress. It is one of my goals this year to move away from our long-

standing homegrown Google data wall to Educlimber. Classroom teachers have begun using this platform to track academic and behavioral data and input Educational Support Team plans for students. Our interventionists are using Educlimber to track and monitor progress for students receiving layers 3 - 5 interventions. Our case managers are beginning to be trained on what this could look like for them in their practice. For now, our case managers will continue to monitor and track progress through EdDocs.

**Rumney:** Staff reviewed the released VTCAP data. We were thrilled to see that Rumney is once again one of the top 10 schools in the state. This year's celebration was the fact that multiple students on IEPs scored at or above the grade level standard. This was consistent with our iReady data on the same students. This is one of several data points that demonstrates the success of our multi-layered approach.

**U-32:**

On our half-day professional learning, teachers engaged in the first two of 10 modules to address our learning around Universal Design for Learning aligned to our MLSS work.

**Update on Strategic Plan goals:**

***Community Engagement and Communication***

**Berlin:** Our community has had multiple opportunities to connect and engage with each other in the last month. On the 24th, we gathered to celebrate the Annual Trunk or Treat/Fall Festival here at Berlin. Despite the weather, it was a beautiful event.

Our fantastic librarian has been hosting monthly Community Library Nights. Last Wednesday, students from U-32's volunteer club supported childcare so that families could attend the listening tour. It was a beautiful opportunity to engage with our community. We also held our annual Harvest Luncheon on the 12th of November. Chef Jake prepared a beautiful meal that many caregivers and community members were able to attend. After events like this, I am constantly reminded when we gather that we are better together.

Lastly, we are collaborating with the local agencies to support food access in our community. We are growing the connections within our community in real time and it is lovely to see all the connections that are becoming visible for our students and families. The Berlin community is strong, kind and resilient. I feel fortunate every day to live and work here.

**Calais:** On Oct. 31 we had our annual "Costume Parade" - kids lined the halls at the end of the day and then paraded around in their chosen Halloween costume. They walked outside where many of their parents and families were waiting (some in costume themselves!). It was a wonderful school community event! On Nov. 1st, the Friends of Calais and the Calais Parent Advisory Team joined forces to host the "Spooktacular" event at Calais. Outside there was a Trunk or Treat event where families and community members set up treat stations (including Donut on a String and a slide!) for kids and inside there was a "Spooky House" in the gym that students walked through (some a dozen times!). All of this was for the community and

organized by the community. Finally, on Nov. 13th we are hosting the Calais Veteran's Day Celebration with local veterans including an assembly and classroom activities.

**Doty:** This is a stressful time for the entire Doty community as we wrestle with declining enrollment and possible configurations. I have been using my weekly Digest posts as the forum to provide information as I can. I am also working to be as transparent as possible by owning that there are questions that I may not be able to answer but that I will answer when I can. I believe that this clear, student centered communication along with naming and recognizing that this is stressful and hard, is key for maintaining our relationship with our town.

**EMES:** On October 25th, we participated in a community event at the Peck Farm, hosted by both EMES and the Bair family. The night was full of fun with trunk or treat, lawn games, and activities, and a concession stand serving local burgers and hot dogs. The evening ended with an incredible display of fireworks from Northstar Fireworks. Hundreds came out to participate in this school/community event.

Our school student leadership team (SLT) is up and running, and students are beginning to identify ways to support our school and local communities. Through daily announcements, weekly recycling efforts, and volunteering for school events, our SLT is a vital part of our school community.

EMES book club is up and running again! We are hosting monthly book clubs for 4th- and 5th-grade students and 6th-grade students on Tuesdays and Thursdays after school. This is an incredible opportunity for students to join to talk about a common book.

A team from EMES and the EM Recreation Department recently met to talk about the upcoming basketball season. The EMES gym is used to host both recreational and other youth basketball teams nearly every night of the week throughout the school year.

**Rumney:** Students in grades 3rd and 4th wrote letters to Veterans. Teachers were amazed at the thoughtfulness that students put into each letter. We are so excited for Veterans to receive these beautiful gestures of appreciation.

Our student council is leading monthly community morning meetings. This has been a fun way to give announcements to the entire school. Student council, along with staff, are reviewing feedback data on our community events. Our school community has shifted from preferring times during the school day, to preferring times outside of the school day. However, the feedback on our Morning Mug shows a preference to continue, as it is a special time for families to see how their child starts their day.

**U-32:** The end of our fall sports season wrapped up with our awards ceremony, with a dinner hosted by the Booster club and cooked by our food service team. This was a great collaboration between families, athletics, and food service. This week, we start our fall musical performances of Ride the Cyclone.

## Celebrations & Upcoming Events

### **Berlin:**

- November 12- Harvest Luncheon
- December 3rd– Community Library Night 5:30-7:30
- December 4th- PTNA Meeting 6:00 in the BES library
- December 15– Annual Gifts for Giving

### **Calais:**

- Nov. 18 - All-School Meeting with Presentation by Mrs. Weller’s K-1 Class.
- Nov. 20, 6pm - Pre-Gobble Get-Together, Calais Community Thanksgiving

### **Doty:**

- Nov 12 - Veteran’s Day coffee for local veterans
- Nov 20 - Sloth Day

### **EMES:**

- Nov. 19: Joelle Van Lent visits EMES
- Nov. 20: Annual Gifts for Giving during the school day
- Nov 20: 5:30 pm - Soup for the Soul Community Dinner

### **Rumney:**

- November 20: 11:40-12:40 Community Meal (sign up to join us or to help serve [here](#))

### **U-32:**

- November 13, 14, 15: Performances of Ride the Cyclone

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

**Berlin:** I am working on elevating shared practice by highlighting “observations from the field” in our weekly in house blog. I am hoping to tell a story of effective and engaging practices by sharing, without names the successes and beautiful work of the teachers in our building.

**Calais:** I am in full swing with observations, have been observing classrooms this week, and will be next week. In addition, I have started Goal Meetings with Paras and will be hopefully completing those before break. Additionally, we have built in some specific training for all staff on Neurodiversity through the Vermont Higher Education Collaborative. This was a request from staff and it will be a very important chance for us to learn together about meeting the needs of all of our students.

**Doty:** I have been spending time in classrooms, paying attention to inclusivity and multiple entry points to instruction. We are using a portion of our professional development time to examine problems of practice. This helps us crowd source solutions to or suggestions for improvement in all of our practices.

**EMES:** Goals meetings with paras who are on the goal-setting cycle are well underway. All EMES staff also recently participated in a Myers-Briggs self-assessment activity together. We are learning about (and leaning into!) each other’s strengths and are using what we have learned to understand ourselves and our colleagues better.

**Rumney:** ESP completed their self-assessment and goal setting forms in Vector. Next year will be an evaluation cycle for most of Rumney's ESP. This is different from a goal-setting year, as it is a time for observing their skills and giving feedback on their strengths and identify areas of growth.

**U-32:** We are continuing to engage in our supervision process aligned to UDL and our other professional learning work.

Community Schools Board Report  
November 11, 2025

Schools across WCUUSD are checking in on families in their buildings, ramping up on-site supports through community partners to enhance the resources in place to see and take care of all folks in our community. One of the growing community partners across multiple buildings is Just Basics, the food pantry in Montpelier, who is supporting folks who are experiencing food insecurity in our buildings. Through teams in schools, folks who need food support can get it, with the dignity of privacy, and the right to food for all.

At the same time, U-32 students in the volunteer club are planning a field trip to deep clean and organize the Montpelier food pantry, supporting the club's mission to see and respond to folks in the wider community. At U-32, a class from the middle school is learning about local organizations and supports for folks in our community. They are shining a spotlight, both on the individuals that are showing up to care for one another, and considering the ways that they are able to do the same. Today, they wheeled boxes of donations for the food pantry to the entrance, a drive led and supported by young people who want to respond to a known need in our community. Another group at Berlin is coalescing around an on-site food library; another considering ways to grow farm to school to home partnerships.

One of the pillars of the Community Schools approach is Integrated Student Supports. Integrated Student Supports is the work of identifying and creating systems that reduce barriers to access and ensures that we are using a lens of equity and justice to identify and support all members of our community. We want our schools to act as a hub for community wellness, and to bridge the barriers to access and learning for families and community members. As we build out partnerships with community agencies, and as we show up for families and young people in our care, we do the work of ensuring that all our young people are taken care of and ready to learn.

In Community,  
Bec

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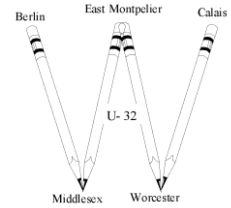
Rebecca Dezan  
Community Schools Coordinator, WCUUSD

# 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

Steven Dellinger-Pate  
 Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Steven Dellinger-Pate, Superintendent**  
**Susanne Gann, WCUUSD Business Administrator**  
**RE: Long-term Weighted Average Daily Membership Information**  
**DATE: November 10, 2025**

**LTW ADM Breakdown:** Long Term Weighted Average Daily Membership, also known as LTW ADM, is a state-wide formula for adding weights to students using factors including grade level, poverty, English Language Learners (ELL), population density (sparsity) and small schools applied to the District’s two-year average ADM.

<b>Weighting Factor</b>	<b>Weight per pupil</b>
Grade Level	Subtracts .54 for prek Adds .36 for grades 6 – 8 Adds .39 for grades 9 – 12
Poverty - 471 students currently identified district-wide	Adds 1.03 for each student identified as 185% of the Federal Poverty Level
ELL - 10 students currently identified district-wide	Adds 2.49 for each student identified as English Language Learners
Sparsity - all WCUUSD pupils fall in population density $36 \leq \text{pop}/\text{mi}^2 < 55$	Adds .15/pupil for population density $< 36 \text{ pop}/\text{mi}^2$ <b>Adds .12 for population density <math>36 \leq \text{pop}/\text{mi}^2 &lt; 55</math></b> Adds .07 for population density $55 \leq \text{pop}/\text{mi}^2 < 100$
Small Schools - all WCUUSD schools except U-32 receive a factor for this	Adds .21/pupil for enrollment $< 100$ (Calais and Doty) Ads .07/pupil for $100 \leq \text{enrollment} < 250$ (Berlin, East Montpelier, and Rumney)

**Use of LTW ADM:** It is assumed by the State and backed by experience that it is more expensive to educate a student who falls into one of the above categories. For this reason, LTW ADM is used to calculate spending per pupil, which is what each District is taxed based upon. LTW ADM is also used to determine the excess spending threshold for each district. The estimated excess spending threshold is \$16,133 per LTW ADM, which means that the district is taxed twice for every dollar over the threshold. In developing this year’s budget, the LTW ADM was used to determine the amount of funding allocated to each school.

# Washington Central Unified Union School District

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

Steven Dellinger-Pate  
Superintendent

Nov 11, 2025

Dear Select Boards of Berlin, Calais, East Montpelier, Middlesex and Worcester,

As we approach our respective annual meetings, the Washington Central Unified Union School Board (WCUUSD) wishes to make their annual request relative to handling of school district ballots. As you are aware, all towns are required to distribute school district ballots ***in the same way*** to ensure that the vote is fair and equitable. This is best accomplished when all towns mail school district ballots to their active-registered voters. The WCUUSD Board kindly requests that you add this request as an action item to your next Selectboard Meeting agenda.

*Proposed language for motion:*

***I move that the town of \_\_\_\_\_ allow the Washington Central Unified Union School District to distribute ballots for the WCUUSD Annual Meeting via U.S.P.S. mail to all active-not challenged registered voters on our town checklist***

As in past years, the WCUUSD will pay/reimburse the cost of sending the school ballots, including printing and postage. A reimbursement form will be provided to all Town Clerks in advance of the mailing for this purpose.

Since the School Board cannot vote to take this step until after receiving approval from all member towns, we request that you approve this request in advance of the December 17th School Board Meeting.

For reference, I've provided the statute for your review:

*(1) The legislative body of a town, city, or village may vote to mail a ballot to all active registered voters in the town, city, or village.*

*(2) A school board may, after receiving the approval of the legislative body of each member town in the district, vote to mail its annual meeting ballot to all active registered voters in the district. In such case, the town clerk and election officials in the member towns shall be responsible for the mailing of the ballots but all costs associated with the mailing of ballots shall be borne by the school district.*

*(3) Ballots shall be mailed not less than 20 days before the election, or as soon as they are available.*

The board appreciates your assistance in ensuring that all voters have the same opportunity to vote on the School District's officers and budget. I am happy to respond to any questions you may have regarding this request.

Respectfully,

Flor Diaz Smith, Chair

## Required

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

STUDENT CONDUCT AND DISCIPLINE

POLICY: C15

WARNED: 10.15.25

ADOPTED: \_\_\_\_\_

EFFECTIVE: \_\_\_\_\_

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### Policy

It is the policy of the Washington Central Unified Union School District (District) to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion.

### Definitions (refer to policy C5)

1. **School** means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.<sup>0</sup>
2. **Knife** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death
3. **Weapon** means a device, instrument, material, or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.<sup>0</sup>
4. **Suspension** means the temporary exclusion of a student from the learning environment for a violation of school policy or rules for 10 school days or less. Suspension of students for more than 10 days follows the procedure for expulsion.
5. **Expulsion** means the termination of educational services for up to either the remainder of the school year, or up to 90 school days - whichever is longer.<sup>0</sup>

### Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

### Administrative Responsibilities

The principal, in consultation with the educational staff, will develop an overall discipline plan (the “Plan”) pursuant to 16 V.S.A. §1161a.

The Plan will include clear guidelines for student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student’s equal access to educational programs<sup>6</sup> and/or where such student conduct violates the District’s policy for the prevention of harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct.

The Plan shall include information about due process and due process rights shall be included in Parent/Student Handbooks..

The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.<sup>6</sup>

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

Re-entry plans will be developed for any student suspended or expelled.

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in a school’s Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.<sup>(7)</sup>

<sup>7</sup> See 16 V.S.A. § 1162(d)

<i>VSBA Version:</i>	<i>November 2, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §1161a (discipline)</i>

	<i>16 V.S.A. §1162 (suspension and expulsion)</i>
	<i>20 U.S.C. §§1400 et seq. (IDEA)</i>
	<i>29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)</i>
	<i>VT State Board of Education Manual of Rules &amp; Practices §§4311, 4312, 4313; 2120.8.12, 2122.1, 4500.</i>
<i>Cross Reference:</i>	<i>Notice of Non-Discrimination</i>
	<i>Public Complaints About Personnel</i>
	<i>Searches and Seizure of Students by School Personnel</i>
	<i>Student Drugs &amp; Alcohol</i>
	<i>Firearms</i>
	<i>Wellness and Comprehensive Health</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.*





## Administrative Responsibilities

The superintendent or designee will:

- 1) develop and implement procedures that address the selection of library materials and the provision of access to those materials. The superintendent or designee will develop procedures to address:
  - a) selection of materials;
  - b) deselection of materials<sup>4</sup>, prohibiting the removal of school library materials for the following reasons:
    - i) partisan approval or disapproval;
    - ii) the author's race, nationality, gender identity, sexual orientation, political views, or religious views;
    - iii) school board members' or members of the public's discomfort, personal morality, political views, or religious views;
    - iv) the author's point of view concerning the problems and issues of our time, whether international, national, or local;
    - v) the race, nationality, gender identity, sexual orientation, political views, or religious views of the protagonist or other characters; or
    - vi) content related to sexual health that addresses physical, mental, emotional, or social dimensions of human sexuality, including puberty, sex, and relationships.
  - c) donations of materials; and
  - d) reconsideration of materials

The superintendent or designee will ensure that the District provides services of a certified library media specialist as required in state standards.

VSBA Version	April 1, 2025
Date Warned	
Date Adopted	
Legal References	United States Constitution, 1st Amendment Civil Rights Act of 1964, 42 U.S.C. § 1971 et seq. Vermont Public Accommodations Act 16 V.S.A. § 1624(b) (Prohibition of removal of library materials) 16 V.S.A. § 1624(c) (Library Staff Responsibility) State Board of Education Rules 2110-2114 (Definitions)
Cross References	District Equity Policy Selection of and Access to Instructional Materials

## **WCUUSD School Board**

### **Superintendent Personnel Summary and Recommendations**

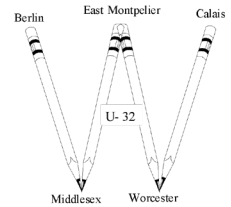
- 1. New Hire Nominations (for 25-26 school year)**
- 2. Retirement**  
Beatrice David - French Teacher-U-32 ( Effective January 31, 2026)
- 3. Re-Hires**
- 4. Resignations**
- 5. Change in FTE:**
- 6. Long-Term Substitutes (25-26 School Year)**
- 7. Change in Position**

## Washington Central Unified Union School District

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1130 Gallison Hill Road  
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**Washington Central Unified Union  
School Board Meeting  
10.15.25  
6:15-9:15 PM  
(In-Person & Virtual)  
U-32 Middle & High School  
930 Gallison Hill Rd  
Montpelier, VT**

**Present:** Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Ursula Stanley, Kealy Sloan, Mckalyn Leclerc, Elizabeth Brown, Michelle Ksepka, Jen Miller Arsenault, Alicia Lyford, Zach Sullivan, Jarrod Weiss, Karoline May, Julia Hewitt, Lei DeGroot, Alicia Lyford, Allison Fayle, Honi Bean Barrett, Andy Shapiro, Caitlin Howansky, Ellen Knoedler, Lauren Chabot, Lila Richardson, Lisa Hanna, Marilyn Martin, Michael Sherwin, Noah Weinstein, Sophia Emigh, Susan DeForge, Susanne Gann, Celia G, Jen Miller Arsenault, Julia Pritchard, Becca Tatistcheff, Gillan Fuqua, Kim Bolduc, Heather Clark-Warner, Matt DeGroot, Dawn Dumas, Michelle Ksepka, Giuliana Jensen, Julie Wood, Dell Waterhouse, April Davis, Becca Webb, Kristy, Callie Weller,

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:17 p.m.
2. **Welcome**
  - 2.1. **Adjustments to The Agenda:** Flor Diaz Smith requested an adjustment to have Executive Session at the end of the meeting for a personnel issue. **Motion to accept this adjustment made by Ursula Stanley, seconded by Zach Sullivan, carried unanimously.**
  - 2.2. **Reception of Guests:** Flor Diaz Smith acknowledged board members who are present online tonight and welcomed all present.
  - 2.3. **Public Comments-Time limit strictly enforced, see note:** Lauren Chabot thanked the administration for planning the field day that occurred earlier this month; she stated that it was a wonderful opportunity for students to come together, and she shared that her children were very excited about the opportunity.

**3. Presentations: Pre-K:** Stephen Dellinger-Pate thanked and introduced the members of this committee and introduced the memorandum: *Program Recommendations for Universal Preschool*.

**3.1. Public Q&A:** Julie Wood asked about the proposed enrollment at EMES for preschool students. She stated that it would be disappointing if the proposal indicates that we would offer preschool to a lesser number of preschool students at East Montpelier. She stated that there is a great need in the East Montpelier community.

Flor Diaz Smith invited questions from the board:

Ursula Stanley: This would increase the number of hours that we offer preschool within our district. Yes. How would this affect other preschool students that are attending preschools outside of our district? They would be provided the hours that are allowed via Act 166 but not the additional that are offered within our district.

Zach Sullivan: Has there been thought about extending hours beyond the proposal, to meet the needs of parents for additional childcare and preschool opportunities?

Mckalyn Leclerc: Is there preference for spots etc., if a town within WCUUSD does not have a preschool program in their town, will their residents be given the option for preschool enrollment? Stephen Dellinger-Pate: yes

Chris McVeigh: What are additional costs, estimated? Stephen Dellinger-Pate: increase by approximately 2.5 FTE. Community Connections already has employees that might be part of the programming. Integrating more fully with the staff, CC and preschool program.

Julie Wood: Noted that school begins at 8:45 a.m. (not 9 a.m.)

Lei DeGroot: Will it be clear to voters that this increase in the budget is due to the preschool program? Stephen Dellinger-Pate: yes, this will be clearly explained to the board in budget consideration.

Flor Diaz Smith asked board members, straw poll, if they are in support of this preschool programming proposition for budget consideration. Board members indicated support.

#### **4. Reports**

**4.1. Superintendent/Central Office Leadership Team (COLT) Report:** Julie Pritchard shared a report by the Agency of Education around special education services. She provided some highlights from the report.

- 4.2. Principal Report:** Stephen Dellinger-Pate stated that he would like to move the Principal Reports to the other monthly board meetings that are hosted at the various sites. Celia Guggemos shared from Berlin Elementary School about social and emotional learning opportunities and building community; Gillian Fuqua shared about the field day opportunity this past month.
- 4.3. Student Report:** Lei DeGroot shared some of the updates from U-32 and the elementary schools in WCUUSD.
- 4.4. Humanity & Justice Coalition Update:** Jen Miller Arsenault shared that the coalition meets monthly - the purpose this year is to support the actualization of the H&J Coalition Vision statement.
- 4.5. Configuration Committee Update:** Flor Diaz Smith shared that the Configuration Committee had met earlier today and they had taken action to bring the proposed model to the board; the committee had agreed that it would be important to focus on thoughtful language going forward, and to continue to work to grow communities together. Daniel Keeney shared that the recommended structure involves a grade 6 reconfiguration - moving 6th grade to U-32, and consolidating current 5 elementary schools to 3 sites; (Chris M clarified: Rumney and Doty together, Calais and EMES together, Pre-K - 5). The committee had agreed that “the how” and the moving forward building community will be important, and for the committee to remain engaged in the process going forward.
- 4.6. Community Schools Report:** Bec Dezan had provided a written update to the board.
- 4.7. Central Vermont Career Center Report:** Patrick Whelley shared that the CVCC is focused on the upcoming bond vote and the effort to outreach in the communities. He encouraged people to find information on the website or reach out with any questions.
- 4.8. VSBA Report:** Flor Diaz Smith provided a brief overview of the work of VSBA.

## 5. Board Operations

- 5.1. Vote on Teacher Supervision and Evaluation Process:** Ursula Stanley moved to table this. Seconded by Chris McVeigh, this motion carried unanimously.
- 5.2. VSBA Resolutions:** Michelle Ksepka moved to approve the VSBA resolutions as a slate. Seconded by Zach Sullivan. Discussion: Chris McVeigh does not support proposals 8, 9, 10, 11- he would like to vote in favor rather than “take no position.” He would like to amend the motion to remove proposals 8 through 11 from the slate and vote on them separately. This amendment was voted and passed. The board voted on the amended motion (to approve VSBA resolutions, as presented, minus proposals 8, 9, 10, 11, as a slate. This vote carried. **Resolution 8:** Chris McVeigh moved to approve resolution 8. Ursula Stanley seconded. Discussion: Ursula Stanley stated that in her opinion, this is covered in Resolution 7; this is repetitive. Mckalyn Leclerc stated that she feels Resolution 8 is more specific. A vote was called. **Seven in favor; four opposed; this motion carried. Resolution 9:** Chris McVeigh

**moved to approve resolution 9. Ursula Stanley seconded.** Discussion: Ursula Stanley stated again, this is repetitive. Mckalyn Leclerc agreed that, upon passing Resolution 8, Resolution 9 is redundant. Patrick Whelley asked for clarification: these represent two different school district groups. Yes. He feels it is worth voting in favor. **Chris McVeigh moved to amend his motion to present Resolution 9, 10 and 11 as a slate. Flor Diaz Smith suggested that he withdraw his previous motion. He did so; seconded by Ursula Stanley; this carried. Chris McVeigh moved to approve resolutions 9, 10 and 11 as a slate, to pass (as opposed to take no action). Seconded by Ursula Stanley.** Discussion: Patrick Whelley suggested that in voting all of these as “yes” we have a chance of magnifying our voice. This motion carried with seven in favor.

- 5.3. Budget Parameters/Priorities: Ursula Stanley moved to add a budget parameter: to expand Pre-K offerings in line with the Pre-K memo dated October 15, 2025. Seconded by Daniel Keeney, this motion carried. Daniel Keeney moved to accept the Budget Parameters as presented with the following 5% for Parameter 5 (as updated).with “under 5%”. Discussion: Some clarification was sought around whether 5% is clear enough for administration to work with. Ursula Stanley offered an amendment: to keep the increase in LTWADM per pupil spending less than or equal to a 5% increase. Seconded by Zach Sullivan. Discussion: Stephen Dellinger-Pate provided an explanation of this difference. This motion to amend carried, with one vote of “nay.” Chris McVeigh asked Susanne Gann to bring information for the board’s consideration, about the increase in health care expense, as a percentage. Daniel Keeney moved; Ursula Stanley seconded to accept the budget parameters as presented, with the following: to keep the increase in LTWADM per pupil spending less than or equal to a 5% increase. This motion carried unanimously.**
- 5.4. Legislative Debrief:** Flor Diaz Smith reviewed the notes in the packet, which reflected the previous board meeting and public forum. She suggested that we might provide a summary from the meeting including the study regarding the Montpelier School district, and share with the Task Force.

## 6. Policy

### 6.1. First Readings

#### 6.1.1.C15 Student Conduct and Discipline

#### 6.1.2.C45 Bus Discipline

#### 6.1.3.D8 Selection of Library Materials (this is going to replace D22): Dan Keeney asked for some clarification in the policies, for example “at the discretion of administration” in the discipline policy. He also noted that the bus discipline policy is silent about an additional adult on the bus to provide support/ bus monitor.

Elizabeth Brown asked about students who might be asked not to ride the bus due to a disability that might affect bus behavior. Some discussion followed around manifestation determination and protections under IEPs and IDEA rules. These policies will come to the board for second reading at the next meeting.

**6.1.4. Second Readings: Chris McVeigh moved to approve as a slate the following policies: F5, C47, C70, and F46. Seconded by Mckalyn Leclerc, this motion carried unanimously.**

**6.1.4.1. Affirm F5 Behavior Threat Assessment**

**6.1.4.2. C47 Student Exchange**

**6.1.4.3. C70 Use of Restraint & Seclusion (the law is referenced in this policy).**

**6.1.4.4. F46 Flag Raising**

## **7. Finance Committee**

**7.1. FY 2026-27 Budget Development Update:** Stephen Dellinger-Pate had shared a written update prepared by himself and Susanne Gann. He invited questions or feedback from the board.

## **8. Personnel**

**8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE :**  
(none tonight)

**8.2. IT Staffing Restructure: Ursula Stanley moved to approve the creation of a Network/ Infrastructure Specialist and a Network Security Specialist position to replace two of the current Network Administrator / Tech Support positions. Seconded by Zach Sullivan.** Diane Nichols-Fleming asked whether this would result in an increase in budgeting. Stephen Dellinger-Pate and Susanne Gann shared that this is not a creation of a new position; it is a restructuring of the department; any increases will be inflationary; though Susanne Gann shared that one will fill a vacant position and the incoming salary is not known. **This motion carried unanimously.**

## **9. Consent Agenda**

**9.1. Approve Minutes of 10.8.25: Elizabeth Brown moved to approve the minutes of October 8, 2025. Seconded by Mckalyn Leclerc, this motion carried unanimously.**

**9.2. Board Orders: Elizabeth Brown moved to approve the board orders dated September 11 through October 15, 2025, for \$943,298.04. Seconded by Mckalyn Leclerc, this motion carried unanimously.**

**10. Future Agenda Items**

- 10.1. Configuration model
- 10.2. Survey for budget priorities
- 10.3. Summary document for Task Force

**11. Board Reflections:** Elizabeth Brown reminded the board to select three things for the Communications Committee to share: Work of configuration committee; budget parameters; Pre-K configuration

**12. Public Comments:** Time limit strictly enforced, see note: (none)

**13. Executive Session:** At 8:27, Patrick Whelley moved to go into Executive Session, to include the Superintendent, for discussing personnel. Seconded by Ursula Stanley, this motion carried unanimously. Elizabeth Brown moved to come out of Executive Session at 8:50 p.m. Seconded by Patrick Whelley. This motion carried unanimously. Diane Nichols-Fleming moved that the board approve honoring the intention to move forward with continuing a contract with the superintendent. Seconded by Mckalyn Leclerc. This motion carried unanimously.

**14. Adjourn:** Zach Sullivan moved to adjourn at 8:56 p.m. Seconded by Chris McVeigh. This motion carried unanimously.

Respectfully submitted,  
Lisa Grace, Board Recording Secretary  
and Diane Nichols-Fleming, Board Clerk