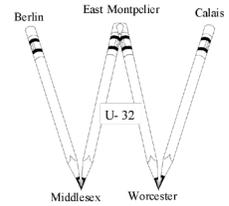


Washington Central Unified Union School District

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

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



**Washington Central Unified Union
School Board Meeting
12.17.25
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/ehwu9zeb>
Meeting ID: 824 3582 9000
Password: 722995
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
 - 2.3. Public Comments-Time limit strictly enforced, see note 15 minutes
3. Presentations: Budget - pg. 5 60 minutes
 - 3.1. Budget Draft # 2a Current Configuration – pg. 35
 - 3.2. Budget Draft # 2b Three Elementary Configuration – pg. 46
 - 3.3. Community Q&A (Time strictly enforced, see note) 15 minutes
4. Reports 15 minutes
 - 4.1. Student Report
5. Board Operations (Discussion/Action) 60 minutes
 - 5.1. Board Budget Discussion
 - 5.2. Vote on Configuration Model
 - 5.3. Vote on School Closure if Necessary
 - 5.4. Vote on Ballot Language for School Closure Article if Necessary – pg. 60
 - 5.5. Ed Quality Committee Schedule

- 5.6. Ed Quality Spring Student Data - pg. 62
- 5.7. Configuration Committee Meeting Schedule
- 5.8. Approve Mail-In Ballots for Town Meeting
- 5.9. Approve participation in the Winooski Valley School Choice Lottery – pg. 94
- 5.10. Superintendent Evaluation Process
 - 5.10.1. Board Feedback Survey for Superintendent Evaluation
 - 5.10.2. Superintendent Evaluation Process Timeline – pg. 95
- 5.11. Climate Survey Discussion

- 6. Policy (Discussion/Action) 10 minutes
 - 6.1. Second Readings
 - 6.1.1. D23 Selection of and Access to Instructional Materials – pg. 96

- 7. Finance Committee (Discussion/Action) 5 minutes
 - 7.1. Approve Copier Bid – pg. 98

- 8. Personnel (Discussion/Action) 5 minutes
 - 8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 100

- 9. Consent Agenda (Discussion/Action) 5 minutes
 - 9.1. Approve Minutes of 12.3.25 – pg. 103
 - 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. Executive Session: Negotiations

- 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.

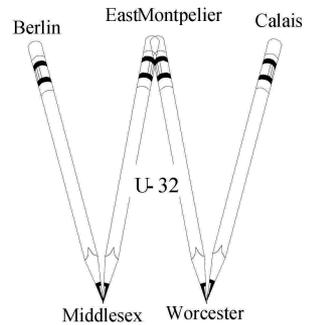
WCUUSD Board Norms - Adopted 9.17.25

- ***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

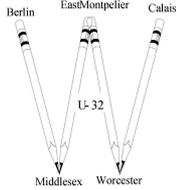
FY 27 Budget Presentation



December 17, 2025



BUDGET DEVELOPMENT TIMELINE



September 17th Capital improvement project budget, budget training, budget timeline, Board provides preliminary guidance

October 15th Budget assumptions, Board provides parameters, Annual Title I meeting

November 5th Budget presentation and community feedback

November 19th FY 27 Budget Draft #1

December 3rd Community Feedback

~~**December 10th** FY 27 Budget Draft #2a and #2b presentation (rescheduled to 12/17)~~

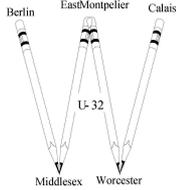
December 17th FY 27 Budget discussion

January 21st Final FY 27 Budget warned

March 2nd & 3rd Informational Meeting and Town Meeting Day Vote



WCUUSD MISSION STATEMENT



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



WCUUSD CORE BELIEFS

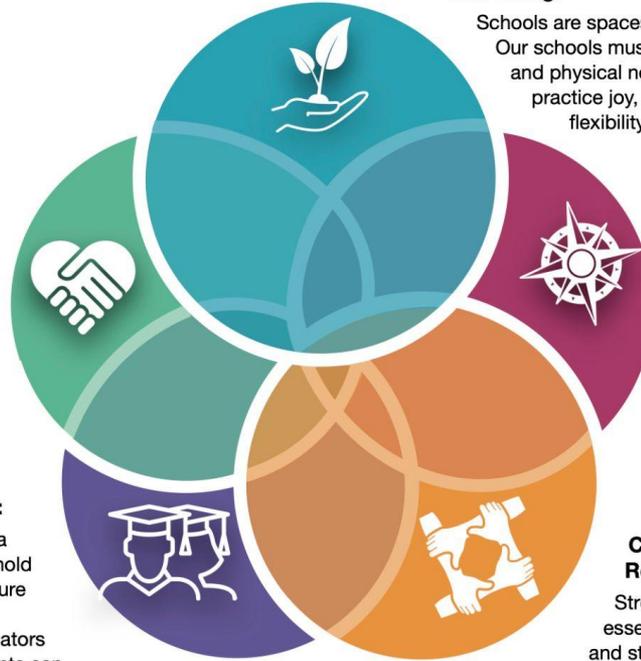
MISSION: WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

Humanity, Justice, Community and Belonging:

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

Rigorous Curriculum and Instruction:

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



Well-Being:

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

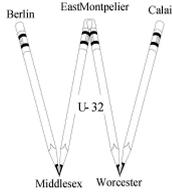
Transparent and Responsible Leadership:

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

Community Engagement and Relationships:

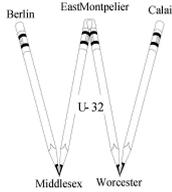
Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.

Goals of the Strategic Plan

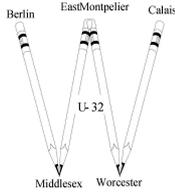


- 1. Build and nurture a culture of well-being and inclusivity.**
- 2. Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum, and varied educational opportunities.**
- 3. Foster and commit to responsible leadership that engages the community and communicates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

Resource Allocation - Draft #1



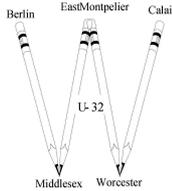
- **Board Parameter 4: Stay under the excess spending threshold of \$16,331 per LTW ADM.**
- **Board Parameter 5: Keep the spending increase per LTW ADM at or below 5%.**
- **Total spending per LTW ADM = \$16,036.**
- **Divided into two major categories:**
 - ▷ **School-Based Services = \$8,980/LTW ADM**
 - ▷ **Districtwide Services = \$7,056/LTW ADM)**
- **Average cost of a teacher (\$121,787)**



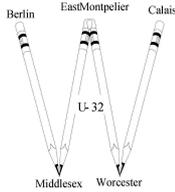
Resource Allocation - Draft #1

Location	LTW ADM Students	Spending Allocation by LTW ADM	Grant Allocations	Total Available
Berlin	304.65	\$ 2,735,757	\$ 296,309	\$ 3,032,066
Calais	164.54	\$ 1,477,569	\$ 83,221	\$ 1,560,790
East Montpelier	320.49	\$ 2,878,000	\$ -	\$ 2,878,000
Middlesex	181.79	\$ 1,632,474	\$ -	\$ 1,632,474
U-32	1207.57	\$ 10,843,979	\$ 176,382	\$ 11,020,361
Worcester	114.7	\$ 1,030,006	\$ 200,822	\$ 1,230,828

Resource Allocation - Draft #2

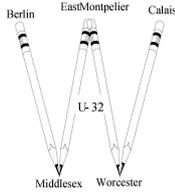


- **Board Parameter 4: Stay under the excess spending threshold of \$16,470 per LTW ADM.**
- **Board Parameter 5: Keep the spending increase per LTW ADM at or below 5%.**
- **Total spending per LTW ADM = \$16,036.**
- **Divided into two major categories:**
 - ▷ **School-Based Services = \$8,178/LTW ADM**
 - ▷ **Districtwide Services = \$7,858/LTW ADM)**
- **Average cost of a teacher (\$119,883)**



Resource Allocation - Draft #2a

Location	LTW ADM Students	Spending Allocation by LTW ADM	Grant Allocations	Total Available
Berlin	293.18	\$ 2,397,732	\$ 296,309	\$ 2,694,041
Calais	146.99	\$ 1,202,137	\$ 83,221	\$ 1,285,358
East Montpelier	322.06	\$ 2,633,923	\$ -	\$ 2,633,923
Middlesex	189.13	\$ 1,546,773	\$ -	\$ 1,546,773
U-32	1170.76	\$ 9,574,897	\$ 176,382	\$ 9,751,279
Worcester	96.12	\$ 786,104	\$ 200,822	\$ 986,926

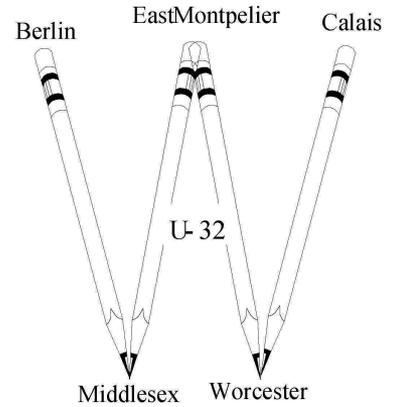


Resource Allocation - Draft #2b

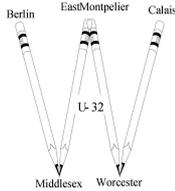
Location	LTW ADM Students	Spending Allocation by LTW ADM	Grant Allocations	Total Available
Berlin	293.18	\$ 2,397,732	\$ 296,309	\$ 2,694,041
Calais / East Montpelier	469.05	\$ 3,836,060	\$ 83,221	\$ 3,919,281
Middlesex / Worcester	285.25	\$ 2,332,877	\$ 200,822	\$ 2,533,699
U-32	1170.76	\$ 9,574,897	\$ 176,382	\$ 9,751,279



FY 27 Budget Projections



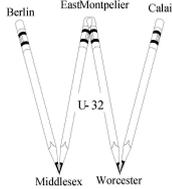
Board Parameters set October 15th



1. *Continue to offer and further develop the Multi-Layered System of Supports (MLSS) across all schools, including robust professional development for all educators.*
2. *Identify and allocate resources necessary to support increased educational equity, including implementation of the Education Quality Standards and elevation of student voice.*
3. *Expand PreK offerings in line with the PreK memo dated October 15, 2025.*
4. *Ensure spending remains under the excess spending threshold, which is \$16,470 per pupil.*
5. *Keep the increase in spending per LTW ADM less than or equal to 5% (estimated at \$36,229,974 as of October 15th).*
6. *Develop contingency plans for expense reduction options, in the event that the Board determines that proposed spending leads to unfavorable tax implications.*
7. *Be creative and strategic in achieving educational outcomes across our district, considering student experiences, opportunities, and outcomes.*
 - a. *Are we structured in the best way to serve all students and achieve the goals of our strategic plan?*
 - b. *Bring in the work of the Configuration Committee to inform this reflection.*



Long Term Weighted Average Daily Membership (LTW ADM)



Long Term Weighted Average Daily Membership (LTW ADM)

FY 2026 = 2,370.68

FY 2027 = 2,203.71 (Current from AOE)

Decrease = -166.97 (\$2,749,996 allocation reduction)

% Decrease = -7.04%

Local Spending / LTW ADM

FY 2026 = \$15,272

Local Spending / LTW ADM vs. Excess Spending Threshold

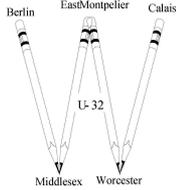
Excess Spending Threshold = \$16,470

LTW ADM is the two-year average of daily membership plus state placed students plus applicable weights for different grade levels, poverty, sparsity (population density), small schools and ELL.

Local Ed Spending / LTW ADM determines the tax rate. Estimated excess spending threshold is \$36,295,104 or \$16,470 LTW ADM. The per pupil spending and percent change in per pupil spending must be included in the budget warning.



WCUUSD General Fund: FY 2026-2027 Draft #2a



Expenditures

FY 2026 = \$43,225,002
 FY 2027 = ~~\$43,008,410~~
 \$ Decrease = -216,592
 % Difference = -0.50%



Revenues

FY 2026 = \$7,021,150
 FY 2027 = ~~\$7,057,586~~
 \$ Increase = +\$36,436
 % Difference = +0.52%



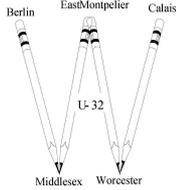
Net Education Spending

FY 2026 = \$36,203,852
 FY 2027 = ~~\$35,950,824~~
 \$ Decrease = -\$253,028
 % Difference = -0.70%

The amount the district plans to spend.

The money the district anticipates receiving to offset expenditures.

The amount that needs to be raised by property taxes.



LTW ADM & DRAFT #2A

Long Term Weighted Average Daily Membership (LTW ADM)

FY 2026 = 2,370.68

FY 2027 = 2,203.71 (Current from AOE)

Decrease = -166.97 (\$2,749,996 allocation reduction)

% Decrease = -7.04%

Local Spending / LTW ADM

FY 2026 = \$15,272

FY 2027 = \$16,314

\$ Increase = +\$1,042

% Increase = +6.82%

Local Spending / LTW ADM vs. Excess Spending Threshold

Local Spending / LTW ADM = \$16,314

Excess Spending Threshold = \$16,470

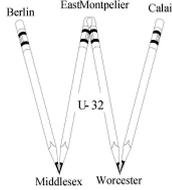
Below the Threshold = \$156 per weighted pupil

LTW ADM is the two-year average of daily membership plus state placed students plus applicable weights for different grade levels, poverty, sparsity (population density), small schools and ELL.

Local Ed Spending / LTW ADM determines the tax rate. Estimated excess spending threshold is \$36,295,104 or \$16,470 LTW ADM. The per pupil spending and 6.82% change in per pupil spending must be included in the budget warning.



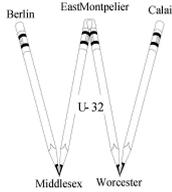
PROJECTED LOCAL EDUCATION SPENDING DRAFT #2A



\$35,950,824 - 0.70% decrease from prior year

- Does not support programmatic needs of students:
 - ▷ Refer to Impact Statement handout
- Meets the financial goals of the District
 - ▷ Below the excess spending threshold by \$344,280 (\$36,295,104)
 - ▷ Is a 6.82% increase in per pupil spending, but is below the October 15th 5% increase in per pupil spending (\$36,229,974).

Parameter Alignment



Budget Draft #1

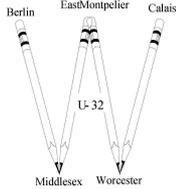
- Meets the programmatic goals set by the Board.
- Does not meet the financial goals set by the Board.

Budget Draft #2a

- Meets the financial goals set by the Board.
- Does not meet the programmatic goals set by the Board.



WCUUSD General Fund: FY 2026-2027 Draft #2B



Expenditures

FY 2026 = \$43,225,002
 FY 2027 = \$42,938,251
 \$ Decrease = -286,751
 % Difference = -0.66%



Revenues

FY 2026 = \$7,021,150
 FY 2027 = \$7,057,586
 \$ Increase = +\$36,436
 % Difference = +0.52%



Net Education Spending

FY 2026 = \$36,203,852
 FY 2027 = \$35,880,665
 \$ Decrease = -\$323,187
 % Difference = -0.89%

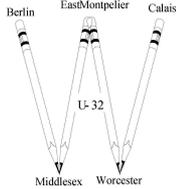
The amount the district plans to spend.

The money the district anticipates receiving to offset expenditures.

The amount that needs to be raised by property taxes.



LTW ADM & DRAFT #2B



Long Term Weighted Average Daily Membership (LTW ADM)

FY 2026 = 2,370.68

FY 2027 = 2,203.71 (Current from AOE)

Decrease = -166.97 (\$2,749,996 allocation reduction)

% Decrease= -7.04%

Local Spending / LTW ADM

FY 2026 = \$15,272

FY 2027 = \$16,282

\$ Increase = +\$1,010

% Increase = +6.61%

Local Spending / LTW ADM vs. Excess Spending Threshold

Local Spending / LTW ADM = \$16,282

Excess Spending Threshold = \$16,470

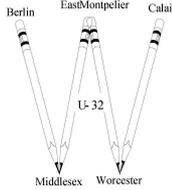
Below the Threshold = \$188 per weighted pupil

LTW ADM is the two-year average of daily membership plus state placed students plus applicable weights for different grade levels, poverty, sparsity (population density), small schools and ELL.

Local Ed Spending / LTW ADM determines the tax rate. Estimated excess spending threshold is \$36,295,104 or \$16,470 LTW ADM. The per pupil spending and 6.61% change in per pupil spending must be included in the budget warning.



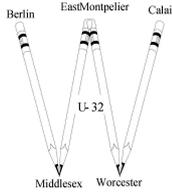
PROJECTED LOCAL EDUCATION SPENDING DRAFT #2B



\$35,880,665- 0.89% decrease from prior year

- Meets most of the programmatic goals of the District
- Meets the financial goals of the District
 - ▷ Below the excess spending threshold by \$414,439 (\$36,295,104)
 - ▷ Is a 6.61% increase in per pupil spending, but is below the October 15th 5% increase in per pupil spending (\$36,229,974).

Parameter Alignment



Budget Draft #1

- Meets the programmatic goals set by the Board.
- Does not meet the financial goals set by the Board.

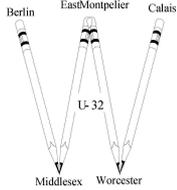
Budget Draft #2b

- Meets the financial goals set by the Board.
- Meets most programmatic goals set by the Board.



WCUUSD TAX RATE PROJECTIONS

FY 2026 - 2027



COMMON LEVEL OF APPRAISAL: CHANGE FROM FY 2025-2026 TO FY 2026-2027 (as of 12/10/25)

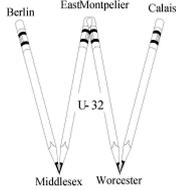
Towns	Statewide Adjusted CLA FY 25-26	Preliminary Statewide Adjusted CLA FY 26-27	CLA CHANGE
Berlin	93.12%	91%	-2.12%
Calais	86.62%	74%	-12.62%
East Montpelier	85.12%	77%	-8.12%
Middlesex	90.28%	83%	-7.28%
Worcester	80.97%	144%*	+63.03%

***Worcester reappraisal, adjusted home values and raised the CLA.**



WCUUSD TAX RATE PROJECTIONS

FY 2026 - 2027



Tax Rate Change from FY 2025-2026 to FY 2026-2027 Draft #1

Towns	Preliminary Statewide Adjusted CLA FY 26-27	Estimated Tax Rates FY 26-27 Draft #1	Post Legislative Session Tax Rates FY 25-26	\$ Increase / Decrease	Increase / Decrease Per \$100K Home	% Increase / Decrease
Berlin	91%	\$2.3711	\$1.9079	+\$0.4632	+\$463.20	+19.54%
Calais	74%	\$2.9158	\$2.0510	+\$0.8648	+\$864.80	+29.66%
East Montpelier	77%	\$2.8022	\$2.0872	+\$0.7150	+\$715.00	+25.52%
Middlesex	83%	\$2.5996	\$1.9679	+\$0.6317	+\$631.70	+24.30%
Worcester	144%*	\$1.4984	\$1.2483	+\$0.2501	+\$250.10	+16.69%

Factors Used:

LTW ADM = 2,203.71 (current estimate)

CLA - Statewide Adj by Town

Property Yield = \$8,849 (after statewide adjustment)

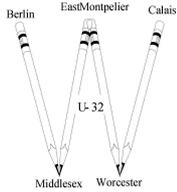
Spending Per LTW ADM = \$17,781.93

Equalized Homestead Tax Rate = \$2.1577



WCUUSD TAX RATE PROJECTIONS

FY 2026 - 2027 DRAFT #1

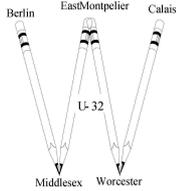


Town	FY 26 Tax for \$100,000 Home	Estimated FY 27 2A Tax for \$100,000 Home	\$100,000 Home	\$200,000 Home	\$300,000 Home
Berlin	\$1,908	\$2,371	+\$463	+\$926	+\$1390
Calais	\$2,051	\$2,916	+\$865	+\$1730	+\$2594
East Montpelier	\$2,087	\$2,802	+\$715	+\$1430	+\$2145
Middlesex	\$1,968	\$2,600	+\$632	+\$1263	+\$1895
Worcester	\$1,248	\$1,530	+\$250 28	+\$500	+\$750



WCUUSD TAX RATE PROJECTIONS

FY 2026 - 2027



Tax Rate Change from FY 2025-2026 to FY 2026-2027 Draft #2A

Towns	Preliminary Statewide Adjusted CLA FY 26-27	Estimated Tax Rates FY 26-27 Draft #2A	Post Legislative Session Tax Rates FY 25-26	\$ Increase / Decrease	Increase / Decrease Per \$100K Home	% Increase / Decrease
Berlin	91%	\$2.0259	\$1.9079	+\$0.1180	+\$118.00	+6.18%
Calais	74%	\$2.4914	\$2.0510	+\$0.4404	+\$440.40	+21.47%
East Montpelier	77%	\$2.3943	\$2.0872	+\$0.3071	+\$307.10	+14.71%
Middlesex	83%	\$2.2212	\$1.9679	+\$0.2533	+\$253.30	+12.87%
Worcester	144%*	\$1.2803	\$1.2483	+\$0.0320	+\$32.00	+2.56%

Factors Used:

LTW ADM = 2,203.71 (current estimate)

CLA - Statewide Adj by Town

Property Yield = \$8,849 (after statewide adjustment)

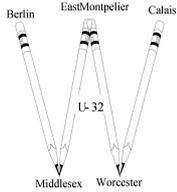
Spending Per LTW ADM = \$16,313.77

Equalized Homestead Tax Rate = \$1.8436



WCUUSD TAX RATE PROJECTIONS

FY 2026 - 2027 DRAFT #2A



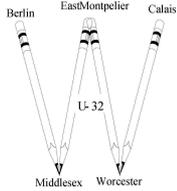
Town	FY 26 Tax for \$100,000 Home	Estimated FY 27 2A Tax for \$100,000 Home	\$100,000 Home	\$200,000 Home	\$300,000 Home
Berlin	\$1,908	\$2,026	+\$118	+\$236	+\$354
Calais	\$2,051	\$2,491	+\$440	+\$881	+\$1,321
East Montpelier	\$2,087	\$2,394	+\$307	+\$614	+\$921
Middlesex	\$1,968	\$2,221	+\$253	+\$507	+\$760
Worcester	\$1,248	\$1,280	+\$32	+\$64	+\$96

30



WCUUSD TAX RATE PROJECTIONS

FY 2026 - 2027



Tax Rate Change from FY 2025-2026 to FY 2026-2027 Draft #2B

Towns	Preliminary Statewide Adjusted CLA FY 26-27	Estimated Tax Rates FY 26-27 Draft #2B	Post Legislative Session Tax Rates FY 25-26	\$ Increase / Decrease	Increase / Decrease Per \$100K Home	% Increase / Decrease
Berlin	91%	\$2.0220	\$1.9079	+\$0.1141	+\$114.10	+5.98%
Calais	74%	\$2.4865	\$2.0510	+\$0.4355	+\$435.50	+21.23%
East Montpelier	77%	\$2.3896	\$2.0872	+\$0.3024	+\$302.40	+14.49%
Middlesex	83%	\$2.2169	\$1.9679	+\$0.2490	+\$249.00	+12.65%
Worcester	144%*	\$1.2778	\$1.2483	+\$0.0295	+\$29.50	+2.36%

Factors Used:

LTW ADM = 2,203.71 (current estimate)

CLA - Statewide Adj by Town

Property Yield = \$8,849 (after statewide adjustment)

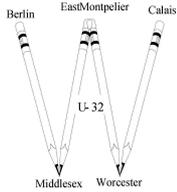
Spending Per LTW ADM = \$16,281.94

Equalized Homestead Tax Rate = \$1.8400



WCUUSD TAX RATE PROJECTIONS

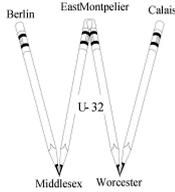
FY 2026 - 2027 DRAFT #2B



Town	FY 26 Tax for \$100,000 Home	Estimated FY 27 2B Tax for \$100,000 Home	\$100,000 Home	\$200,000 Home	\$300,000 Home
Berlin	\$1,908	\$2,022	+\$114	+\$228	+\$342
Calais	\$2,051	\$2,487	+\$436	+\$871	+\$1,307
East Montpelier	\$2,087	\$2,390	+\$302	+\$605	+\$907
Middlesex	\$1,968	\$2,217	+\$249	+\$498	+\$747
Worcester	\$1,248	\$1,278	+\$30	+\$59	+\$89

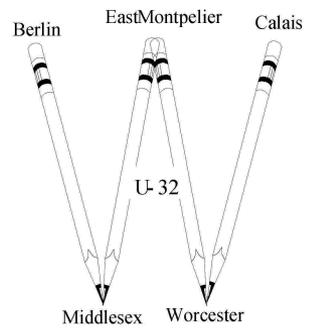
32

Budget Next Steps



- **Board offers guidance to the Leadership Team**
- **Leadership Team continues to collaborate on potential changes to service delivery based on the Board's guidance around configuration**
- **Adjustments to revenue #s based on Announced Tuition will be included in Draft #3**

QUESTIONS? DISCUSSION

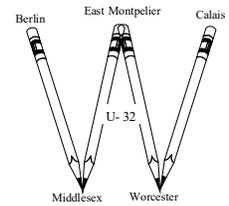


Washington Central Unified Union School District

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 School Board Directors
FROM: Steven Dellinger-Pate, Superintendent
DATE: December 10, 2025
RE: Impact Statement 2a

The following outlines the impact of a proposed budget that meets current financial parameters but fails to align with the district's programmatic needs and strategic goals. This budget will cause erosion of core educational services, create systemic inconsistencies, and lead to potential non-compliance with state mandates, negatively affecting both individual school operations and the overall quality of education district-wide.

District-Wide Programmatic Impacts

What we are labeling as budget 2a creates reductions that threaten the foundational systems and core beliefs of the district, specifically impacting Multi-Layered System of Support (MLSS), equity commitments, and staff capacity.

A. Multi-Layered System of Support (MLSS) and Compliance

The reductions severely impact the district's MLSS foundation, which is intended to identify needs early and provide the right support at the right time.

- **Potential Non-Compliance with Act 173:** The district would be unable to provide the required layers of support, leading to non-compliance with Act 173.
- **MLSS Reduction:** Reductions in Interventionists and school counseling creates a loss of structural support for MLSS which impacts our processes around SEL screening and follow up, test administration, and scheduling of interventions.
- **Inconsistent Special Education Identification:** A lack of MLSS support creates an inconsistent process for identifying special education needs. Due to the inability to follow Act 173 protocols, it could take students additional time to qualify for special education service.
- **Widespread Academic Decline:** The loss of rigorous data collection by interventionists that drives effective instruction and Education Support Team (EST) decisions means that when MLSS breaks down, academic gaps will widen and compound as students move through the grades.

B. Educational Equity and Access

The inability to allocate resources for educational equity means the district will fail to meet Board parameter #2.

- **Disproportionate Impact on Marginalized Students:** This budget disproportionately impacts marginalized student populations who may not have access to these educational opportunities elsewhere.
- **Loss of Enrichment and Opportunity:** Cuts to instructional resources, such as field trips, department budgets, and library allocation for books, directly limit hands-on, experiential learning opportunities. Field trip cuts remove access to the world beyond the students' town, representing an inequity of experiences.
- **Curriculum Limitations:** Reductions to specialized teaching staff (such as Business, Science, World Language, and Music teachers) directly limit the breadth of the curriculum, restrict student choice, and may eliminate pathways for career exploration. The reduction of the Business teacher specifically eliminates an existing partnership with VTVLC, reducing a flexible pathway for students.
- **Financial Barriers:** Cutting AP Testing funding (\$11,000) creates a financial barrier for families, particularly those with low incomes, potentially preventing students from earning college credit.

C. Student Well-being and Staff Capacity

The loss of key support positions can negatively impact the mental health of students and increase the administrative burden on remaining staff.

- **Reduced Mental Health Support:** Eliminating the Director of Student Services and cutting the Social Worker position at U-32 could reduce capacity for mental health support, emotional counseling, and crisis intervention for students, particularly Layer 3-6 students.
- **Staff Overburden and Retention Risk:** Increased teacher workload can lead to higher stress and burnout, negatively impacting staff morale and teacher retention over time.

Impact on Individual Schools

The budget cuts manifest differently across district buildings, but consistently result in class sizes that don't meet district criteria, loss of specialized staff, and diminished MLSS capacity.

School	Staffing/Resource Cuts	Programmatic/Instructional Impacts
BES	Loss of interventionists. Berlin is already operating with a reduced 0.7 special educator position.	MLSS breaks down. The loss of interventions means students will not receive the required layers of support before SPED referrals, and the money invested in the new math program could erode. Special educators will not be able to fully provide additional interventions, which will lead to delays in evaluations and a potential increase in IEP numbers. Cuts to music, chorus, library, and P.E. reduce these services.

Calais	Elimination of 1 teacher (1.0 FTE) and one classroom. Reduction of School Counselor/Behavior Support to 0.9, Administrative Assistant to 0.4 (2 days/week), and School Nurse to 0.2 (1 day/week).	Requires a combined 1st/2nd grade class of 23 students and a combined 3rd/4th or 5th/6th class of 26 students, raising concerns about class size. Staff will have to cover for the Nurse 4 days a week. Reduction of the Administrative Assistant causes major disruptions to students, families, and staff, forcing the Principal to do more administrative and nursing duties, thus negatively impacting instructional leadership.
Doty	1.0 FTE Loss of dedicated single-grade math instruction and interventions, .3 reduction in school counselor, .3 reduction in school nursing to one day per week, half day instruction for library, music, and art. Reduction in Administrator FTE	Classroom teachers would have to simultaneously teach new content while supervising independent work being done by the other grade level. Reduces access to individual or small group work with students related to their social-emotional needs. Designees, such as the principal and administrative assistant, must be pulled away from supporting teachers to fill nursing needs.
EMES	Remains at 9 classrooms instead of 11, necessitating class sizes that don't meet district criteria. Compelled to implement a RIF for two Orton-Gillingham trained and highly skilled literacy interventionists due to system-wide cuts. Music FTE reduction by a day a week. Library FTE reduction by a day a week.	Kindergarten, Grade 1, and Grade 2 classrooms will exceed 22 students. Instructional configurations force interventionists to deliver straight grade-level math and phonics, precluding crucial layered interventions. Inability to comply with Act 173 due to specialized staff being cut in this area. Specific programs eliminated include Pre-K allied arts, weekly band and chorus, some tech integration, and after-school book clubs for Grades 4-6.
RMS	Loss of 1 interventionist, part time school counselor, part time nurse. Music would remain at the same FTE as this year, with more class to teach.	Teachers would need to provide first instruction, a boost, and layer 3 due to the reduction in interventionists. Students' access to intervention would be limited, including students who rely on this for their IEP services. We would not be able to offer band to any grade level. There would be reduced access to small groups for social-emotional needs. The part-time nurse would mean staff and principal need to provide this service, which impacts instructional leadership and learning for students.

<p>U-32</p>	<p>Reduce 12.2 teaching positions (1 Core and 1 9/10 Team, 1.0 Business Teacher, 1.0 Spark position, 0.4 Science Teacher, 0.4 Art Teacher, 0.2 World Language, and 0.2 Music.</p> <p>Reduction of 1.0 FTE Administration</p> <p>Reduction in Summer Curriculum Hours, Athletics/Co-Curricular/Clubs and AP Testing.</p>	<p>These reductions necessitate the elimination of 12.2 teaching positions and 1.0 administration, which directly limits the breadth of our curriculum, decreases 2.4 teachers available for interventions (Math, ELA & Functional Skills), reduces access to elective subjects like Business and the Arts, and removes essential middle school support through the loss of the Spark position. Beyond the classroom, the reduction in athletics, co-curriculars, and AP testing funding diminishes the wider student experience and college readiness support. Finally, the loss of summer curriculum hours undermines long-term instructional quality and impedes key summer operations, such as schedule changes and new family registration.</p>
<p>Centralized Services</p>	<p>Humanities and Justice Scholar Transportation Reductions in IT spending</p>	<p>HJC work will need to be led by other staff. Reduction in number of buses for transportation Elimination of some software contracts</p>

Conclusion: Conflict with the Strategic Plan

This budget option, while meeting the Board’s financial parameters, fails to meet the Board’s programmatic parameters and goals, and impedes the district’s ability to realize the goals articulated in the Strategic Plan.

The budget does not support the Mission of the district, which is to nurture and inspire all students. Specifically, it undermines Goal #2—to **challenge, empower, and engage each student** through evidence-based instructional strategies and varied educational opportunities—by reducing specialized subjects and increasing class sizes.

These cuts are not isolated losses; they interact and magnify one another, creating a **snowball effect** that diminishes the quality of education for *all* students and could increase burnout among staff. The administration cannot support this budget if we continue our commitment to providing the support that all students need and deserve.

Chart of school reductions:

School	Teachers	Art	Library	Music	PE	Interventionists	Counselor	Social Wkr	Nurse	Admin Assistant	Admin	Totals
Berlin	1	0	0.2	0.2	0.2	2	0	0	0	0	0	3.6
Calais	1	0	0	0	0	0	0.1	0	0.3	0.6	0.1	2.1
Doty	1	0.1	0.1	0.1	0.1	1	0.3	0	0.3	0	0.1	3.1
EMES	0	0	0.2	0.2	0	0	0	0	0	0	0	0.4
Rumney	0	0.1	0	0	0	0	0.3	0	0	0	0	0.4
U-32	10.1	0.4	0	0.2		0	0	0.5	0	0	1	12.2
WCUUSD								0.5				0.5
Totals	13.1	0.6	0.5	0.7	0.3	3	0.7	1	0.6	0.6	1.2	22.3

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 COMPARATIVE SUMMARY
 FY 2025 - 2026 BUDGET vs. FY 2026-2027 DRAFT #2a

	BUDGET 2025-26	\$ INCREASE (DECREASE)	BUDGET 2026-27	BUDGET % CHANGE
SALARIES AND BENEFITS				
Salaries		\$ (509,145)		-1.18%
Benefits		\$ 139,472		0.32%
TOTAL SALARY & BENEFITS	\$ 30,236,126	\$ (369,673)	\$ 29,866,453	-0.86%
NONSALARY ITEMS				
Estimated inflationary costs offset by line item reductions		\$ (134,008)		-0.31%
Tuition to Other School Districts (Tech Centers)		\$ 44,964		0.10%
Interest on Short-term Debt		\$ (514)		0.00%
Transportation		\$ (177,077)		-0.41%
Debt Service		\$ (20,632)		-0.05%
Fund Transfer - Capital		\$ 150,000		0.35%
Fund Transfer - Food Service		\$ 166,539		0.39%
Special Education		\$ 123,809		0.29%
TOTAL NONSALARY ITEMS	\$ 12,988,877	\$ 153,081	\$ 13,141,957	0.35%
TOTAL EXPENSE INCREASES / (DECREASES)	\$ 43,225,002	\$ (216,592)	\$ 43,008,410	-0.50%
REVENUE CHANGES				
Tuition		\$ -		0.00%
Investment Earnings		\$ (54,332)		-0.13%
Miscellaneous Revenues		\$ 49,009		0.11%
Miscellaneous State Reimbursements		\$ (56,987)		-0.13%
Special Ed Revenues		\$ 98,745		0.23%
Fund Balance		\$ -		0.00%
TOTAL REVENUE INCREASES / (DECREASES)	\$ 7,021,150	\$ 36,436	\$ 7,057,586	0.52%
LOCAL EDUCATION SPENDING INCREASE (DECREASE)	\$ 36,203,852	\$ (253,028)	\$ 35,950,824	-0.70%

Percentages for consideration
 Every 1% increase in the budget = \$362,039.
 A 5% increase in per pupil spending= \$35,338,694 (was \$36,229,974 with estimated LTW ADM).
 Needed to cut \$3,847,528 from Draft #1 (\$39,186,222 Local Ed Spending) to hit this parameter.

Excess Spending Threshold
 The excess spending threshold = \$16,470 per LTW ADM.
 The estimated LTW ADM for the FY 27 budget is 2,203.71 (166.97 decrease from 2,370.68 in FY 26).
 The estimated per pupil spending = \$16,314.
 The estimated excess spending threshold is \$36,295,104.
 Draft #1 was above the estimated excess spending threshold by \$2,891,118.
 Draft #2a is below the estimated excess spending threshold by \$344,280.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2a

<u>DESCRIPTION</u>	<u>FINAL</u> <u>BUDGET 2026</u>	<u>DRAFT #2a</u> <u>BUDGET 2027</u>	<u>\$ Increase</u> <u>(Decrease)</u>	<u>% Increase</u> <u>(Decrease)</u>
REVENUES				
TUITION REVENUES	\$ 730,680	\$ 730,680	\$ -	
INVESTMENT EARNINGS INTEREST	\$ 251,626	\$ 197,294	\$ (54,332)	
MISCELLANEOUS INCOME-OTHER / FUND TRANSFERS	\$ 164,851	\$ 213,860	\$ 49,009	
EDUC. SPENDING REVENUES	\$ 36,203,852	\$ 35,950,823	\$ (253,029)	
MISC STATE REIMBURSEMENTS	\$ 805,300	\$ 748,314	\$ (56,987)	
SPED EXPENDITURE REIMBURSEMENT	\$ 5,068,693	\$ 5,167,438	\$ 98,745	
SUBTOTAL REVENUES	\$ 43,225,004	\$ 43,008,410	\$ (216,593)	
FUND BALANCE	\$ -	\$ -	\$ -	
TOTAL REVENUES	\$ 43,225,004	\$ 43,008,410	\$ (216,593)	-0.50%
EXPENSES				
INSTRUCTIONAL SERVICES				
SALARIES	\$ 9,418,854	\$ 8,785,804	\$ (633,050)	
MISCELLANEOUS BENEFITS	\$ 3,508,672	\$ 3,366,607	\$ (142,065)	
PROFESSIONAL EDUCATION SVC	\$ 217,450	\$ 233,150	\$ 15,700	
REPAIRS AND MAINT SVCS	\$ 900	\$ 450	\$ (450)	
TUITION TO OTHER SCHOOL DISTRICTS	\$ 899,272	\$ 944,236	\$ 44,964	
TRAVEL	\$ 18,500	\$ 14,326	\$ (4,174)	
GENERAL SUPPLIES	\$ 226,700	\$ 205,200	\$ (21,500)	
BOOKS AND PERIODICALS	\$ 59,700	\$ 39,350	\$ (20,350)	
EQUIPMENT	\$ 7,200	\$ 40,000	\$ 32,800	
DUES AND FEES	\$ 24,050	\$ 15,900	\$ (8,150)	
TOTAL INSTRUCTIONAL SERVICES	\$ 14,381,298	\$ 13,645,023	\$ (736,275)	-5.12%
PRESCHOOL PROGRAM				
SALARIES	\$ 344,003	\$ 298,273	\$ (45,730)	
MISCELLANEOUS BENEFITS	\$ 181,914	\$ 149,776	\$ (32,138)	
PROFESSIONAL EDUCATION SVC	\$ 14,000	\$ 14,700	\$ 700	
TUITION TO PRIVATE SCHOOLS	\$ 127,700	\$ 96,166	\$ (31,534)	
GENERAL SUPPLIES	\$ 2,400	\$ 5,500	\$ 3,100	
BOOKS AND PERIODICALS	\$ 500	\$ -	\$ (500)	
DUES AND FEES	\$ 200	\$ -	\$ (200)	
TOTAL PRESCHOOL PROGRAM	\$ 670,717	\$ 564,415	\$ (106,302)	-15.85%
GUIDANCE SERVICES				
SALARIES	\$ 1,051,484	\$ 926,912	\$ (124,572)	
MISCELLANEOUS BENEFITS	\$ 396,744	\$ 387,671	\$ (9,073)	
PROFESSIONAL EDUCATION SVC	\$ 3,800	\$ 10,150	\$ 6,350	
TRAVEL	\$ 5,000	\$ 2,250	\$ (2,750)	
GENERAL SUPPLIES	\$ 29,500	\$ 28,100	\$ (1,400)	
BOOKS AND PERIODICALS	\$ 1,700	\$ 1,900	\$ 200	
DUES AND FEES	\$ 700	\$ 750	\$ 50	
TOTAL GUIDANCE SERVICES	\$ 1,488,928	\$ 1,357,733	\$ (131,195)	-8.81%
HEALTH SERVICES				
SALARIES	\$ 381,822	\$ 389,447	\$ 7,625	
MISCELLANEOUS BENEFITS	\$ 175,170	\$ 182,204	\$ 7,034	
PROFESSIONAL SERVICES	\$ 1,300	\$ 1,400	\$ 100	
GENERAL SUPPLIES	\$ 5,700	\$ 5,100	\$ (600)	
BOOKS AND PERIODICALS	\$ 900	\$ 850	\$ (50)	
TOTAL HEALTH SERVICES	\$ 564,892	\$ 579,001	\$ 14,109	2.50%
CURRICULUM SERVICES				
SALARIES	\$ 223,316	\$ 244,452	\$ 21,136	

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2a**

DESCRIPTION	FINAL BUDGET 2026	DRAFT #2a BUDGET 2027	\$ Increase (Decrease)	% Increase (Decrease)
MISCELLANEOUS BENEFITS				
MISCELLANEOUS BENEFITS	\$ 22,314	\$ 24,446	\$ 2,132	
PURCHASED PROF & TECHNICAL SERVICES	\$ 2,200	\$ 4,000	\$ 1,800	
TRAVEL	\$ 1,300	\$ 5,150	\$ 3,850	
GENERAL SUPPLIES	\$ 200	\$ 300	\$ 100	
BOOKS AND PERIODICALS	\$ 1,200	\$ 6,050	\$ 4,850	
DUES AND FEES	\$ 1,000	\$ 1,850	\$ 850	
TOTAL CURRICULUM SERVICES	\$ 251,530	\$ 286,248	\$ 34,718	13.80%
INSTRUCTIONAL STAFF TRAINING				
SALARIES	\$ 44,683	\$ 92,940	\$ 48,257	
MISCELLANEOUS BENEFITS	\$ 23,611	\$ 50,365	\$ 26,754	
EMPLOYEE TRAINING/DEVELOPMENT	\$ 114,200	\$ 9,230	\$ (104,970)	
TRAVEL	\$ 2,900	\$ 250	\$ (2,650)	
BOOKS AND PERIODICALS	\$ -	\$ 1,700	\$ 1,700	
TOTAL INSTRUCTIONAL STAFF TRAINING	\$ 185,394	\$ 154,485	\$ (30,909)	-16.67%
OTHER SUPPORT SERVICES				
SALARIES	\$ -	\$ 8,796	\$ 8,796	
MISCELLANEOUS BENEFITS	\$ -	\$ 1,681	\$ 1,681	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ -	\$ -	
TRAVEL	\$ -	\$ -	\$ -	
TOTAL OTHER SUPPORT SERVICES	\$ -	\$ 10,477	\$ 10,477	#DIV/0!
LIBRARY SERVICES				
SALARIES	\$ 320,813	\$ 313,965	\$ (6,848)	
MISCELLANEOUS BENEFITS	\$ 97,225	\$ 111,865	\$ 14,640	
PROFESSIONAL ED SERVICES	\$ 2,900	\$ 5,750	\$ 2,850	
TRAVEL	\$ 300	\$ 150	\$ (150)	
GENERAL SUPPLIES	\$ 21,600	\$ 14,500	\$ (7,100)	
BOOKS AND PERIODICALS	\$ 47,300	\$ 45,100	\$ (2,200)	
EQUIPMENT	\$ 6,100	\$ 100	\$ (6,000)	
TOTAL LIBRARY SERVICES	\$ 496,238	\$ 491,430	\$ (4,658)	-0.94%
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS				
SALARIES	\$ 517,058	\$ 468,622	\$ (48,436)	
MISCELLANEOUS BENEFITS	\$ 157,631	\$ 177,299	\$ 19,668	
PROFESSIONAL SERVICES	\$ 170,600	\$ 35,100	\$ (135,500)	
RENTALS AND LEASES-COPIER	\$ 84,600	\$ 87,138	\$ 2,538	
COMMUNICATIONS	\$ 128,300	\$ 118,600	\$ (9,700)	
TRAVEL	\$ 3,500	\$ 3,500	\$ -	
SUPPLIES-TECH RELATED	\$ 34,200	\$ 30,150	\$ (4,050)	
SOFTWARE	\$ 336,800	\$ 436,750	\$ 99,950	
EQUIPMENT	\$ 330,000	\$ 285,600	\$ (44,400)	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$ 1,762,689	\$ 1,642,759	\$ (119,930)	-6.80%
BOARD OF EDUCATION SVCS.				
SALARIES	\$ 31,515	\$ 36,180	\$ 4,665	
MISCELLANEOUS BENEFITS	\$ 2,729	\$ 3,309	\$ 580	
PURCHASED PROF & TECHNICAL SERVICES	\$ 86,900	\$ 28,350	\$ (58,550)	
LEGAL SERVICES	\$ 58,450	\$ 58,450	\$ -	
INSURANCE	\$ 124,050	\$ 165,700	\$ 41,650	
POSTAGE	\$ 3,400	\$ 1,700	\$ (1,700)	
ADVERTISING	\$ 5,600	\$ 800	\$ (4,800)	
GENERAL SUPPLIES	\$ 10,500	\$ 11,550	\$ 1,050	
BOOKS AND PERIODICALS	\$ 1,600	\$ 1,100	\$ (500)	
DUES AND FEES	\$ 9,100	\$ 11,000	\$ 1,900	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2a

DESCRIPTION	FINAL BUDGET 2026	DRAFT #2a BUDGET 2027	\$ Increase (Decrease)	% Increase (Decrease)
TOTAL BOARD OF EDUCATION SVCS.	\$ 333,844	\$ 318,139	\$ (15,705)	-4.70%
SUPERINTENDENT SERVICES				
SALARIES	\$ 525,380	\$ 542,552	\$ 17,172	
MISCELLANEOUS BENEFITS	\$ 220,148	\$ 231,719	\$ 11,571	
PURCHASED PROF & TECHNICAL SERVICES	\$ 27,200	\$ 30,250	\$ 3,050	
COMMUNICATIONS-POSTAGE	\$ 31,100	\$ 19,400	\$ (11,700)	
PRINTING AND BINDING	\$ 750	\$ 750	\$ -	
TRAVEL	\$ 3,800	\$ 200	\$ (3,600)	
GENERAL SUPPLIES	\$ 13,400	\$ 16,200	\$ 2,800	
BOOKS AND PERIODICALS	\$ 900	\$ 450	\$ (450)	
DUES AND FEES	\$ 12,700	\$ 11,600	\$ (1,100)	
TOTAL SUPERINTENDENT SERVICES	\$ 835,378	\$ 853,121	\$ 17,743	2.12%
OFFICE OF THE PRINCIPAL				
SALARIES	\$ 1,585,801	\$ 1,634,742	\$ 48,941	
MISCELLANEOUS BENEFITS	\$ 682,340	\$ 710,389	\$ 28,049	
PURCHASED PROF & TECHNICAL SERVICES	\$ 26,400	\$ 31,100	\$ 4,700	
COMMUNICATIONS-POSTAGE	\$ 9,900	\$ 11,100	\$ 1,200	
TRAVEL	\$ 5,700	\$ 4,050	\$ (1,650)	
GENERAL SUPPLIES	\$ 51,400	\$ 45,350	\$ (6,050)	
DUES AND FEES	\$ 15,150	\$ 10,400	\$ (4,750)	
TOTAL OFFICE OF THE PRINCIPAL	\$ 2,376,691	\$ 2,447,131	\$ 70,440	2.96%
FISCAL SERVICES				
SALARIES	\$ 383,565	\$ 406,556	\$ 22,991	
MISCELLANEOUS BENEFITS	\$ 155,635	\$ 195,112	\$ 39,477	
PURCHASED PROF & TECHNICAL SERVICES	\$ 22,100	\$ 29,750	\$ 7,650	
AUDITING SERVICES	\$ 42,150	\$ 51,600	\$ 9,450	
TRAVEL	\$ 2,600	\$ 2,300	\$ (300)	
GENERAL SUPPLIES	\$ 1,100	\$ 1,850	\$ 750	
DUES AND FEES	\$ 700	\$ 400	\$ (300)	
INTEREST ON SHORT-TERM DEBT	\$ 124,838	\$ 124,324	\$ (514)	
TOTAL FISCAL SERVICES	\$ 732,688	\$ 811,892	\$ 79,204	10.81%
OPERATION AND MAINT.PLANT				
SALARIES	\$ 1,804,610	\$ 1,719,839	\$ (84,771)	
MISCELLANEOUS BENEFITS	\$ 698,173	\$ 776,305	\$ 78,132	
UTILITY SERVICES	\$ 45,750	\$ 37,650	\$ (8,100)	
CLEANING SERVICES	\$ 107,650	\$ 130,300	\$ 22,650	
REPAIR AND MAINTENANCE & RENTALS	\$ 434,300	\$ 524,000	\$ 89,700	
COMMUNICATIONS	\$ 3,200	\$ 550	\$ (2,650)	
TRAVEL/GAS & BOTTLED GAS	\$ 16,100	\$ 12,100	\$ (4,000)	
GENERAL SUPPLIES	\$ 232,650	\$ 215,218	\$ (17,432)	
ELECTRICITY	\$ 411,750	\$ 452,150	\$ 40,400	
OIL	\$ 189,900	\$ 181,000	\$ (8,900)	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$ 154,600	\$ 99,800	\$ (54,800)	
SOFTWARE	\$ 24,000	\$ 24,000	\$ -	
EQUIPMENT	\$ 101,500	\$ 172,700	\$ 71,200	
DUES AND FEES	\$ 1,800	\$ 2,350	\$ 550	
TOTAL OPER. AND MAINT.PLANT	\$ 4,225,983	\$ 4,347,962	\$ 121,979	2.89%
STUDENT TRANSPORTATION SV				
SALARIES	\$ 6,909	\$ 7,185	\$ 276	
BENEFITS	\$ 2,605	\$ 5,946	\$ 3,341	
STUDENT TRANSPORTATION SV	\$ 1,876,754	\$ 1,675,827	\$ (200,927)	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2a

<u>DESCRIPTION</u>	<u>FINAL BUDGET 2026</u>	<u>DRAFT #2a BUDGET 2027</u>	<u>\$ Increase (Decrease)</u>	<u>% Increase (Decrease)</u>
TOTAL STUDENT TRANSPORTATION SV	\$ 1,886,268	\$ 1,688,958	\$ (200,927)	-10.65%
STUDENT TRANS-OTHER				
STUDENT TRANS-FIELD TRIPS	\$ 79,300	\$ 103,150	\$ 23,850	
TOTAL STUDENT TRANS-OTHER	\$ 79,300	\$ 103,150	\$ 23,850	30.08%
DEBT SERVICE				
REDEMPTION OF PRINCIPAL	\$ 773,111	\$ 773,373	\$ 262	
INTEREST LONG TERM DEBT	\$ 203,106	\$ 182,212	\$ (20,894)	
TOTAL DEBT SERVICE	\$ 976,217	\$ 955,585	\$ (20,632)	-2.11%
REFUND PRIOR YEAR				
REFUND PRIOR YEAR TUITION	\$ -	\$ -	\$ -	
TOTAL REFUND PRIOR YEAR	\$ -	\$ -	\$ -	0.00%
FUND TRANSFER OUT				
FUND TRANSFER-CAPITAL	\$ 500,000	\$ 650,000	\$ 150,000	
FUND TRANSFER-FOOD SERVICE	\$ 160,400	\$ 326,939	\$ 166,539	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$ 55,000	\$ -	\$ (55,000)	
TOTAL TRANSFER TO OTHER FUNDS	\$ 715,400	\$ 976,939	\$ 261,539	36.56%
SUPPORT PROGRAMS-SPECIAL EDUCATION				
SALARIES - SUPPORT	\$ 1,667,861	\$ 1,852,021	\$ 184,160	
MISCELLANEOUS BENEFITS - SUPPORT	\$ 1,144,503	\$ 1,223,781	\$ 79,278	
SPECIAL EDUCATION SHARED SERVICES	\$ 4,972,727	\$ 5,000,067	\$ 27,340	
ZENITH PROGRAM	\$ 170,187	\$ 234,294	\$ 64,107	
STATE PLACED STUDENT COSTS	\$ 196,650	\$ 172,000	\$ (24,650)	
SUMMER PROGRAM	\$ 108,248	\$ 139,639	\$ 31,391	
PSYCHOLOGICAL SERVICES	\$ 184,386	\$ 254,905	\$ 70,519	
SLP SERVICES	\$ 800,616	\$ 700,355	\$ (100,261)	
OT SERVICES	\$ 37,533	\$ 102,286	\$ 64,753	
PT SERVICES	\$ -	\$ -	\$ -	
TRANSPORTATION (NOT SUMMER)	\$ 224,189	\$ 209,500	\$ (14,689)	
EEE PROGRAM	\$ 89,036	\$ 104,435	\$ 15,399	
STATE PLACED 504 STUDENTS	\$ 33,800	\$ 16,900	\$ (16,900)	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	\$ 9,629,736	\$ 10,010,183	\$ 380,447	3.95%
SPED ADMINISTRATION				
SALARIES	\$ 356,069	\$ 371,094	\$ 15,025	
MISCELLANEOUS BENEFITS	\$ 109,890	\$ 99,843	\$ (10,047)	
EMP TRAINING/DEVELOPMENT	\$ -	\$ 10,600	\$ 10,600	
INSURANCE	\$ -	\$ -	\$ -	
COMMUNICATIONS	\$ -	\$ -	\$ -	
ADVERTISING	\$ 700	\$ 500	\$ (200)	
TRAVEL	\$ 1,300	\$ 850	\$ (450)	
SUPPLIES	\$ 2,700	\$ 2,300	\$ (400)	
SUPPLIES-SOFTWARE	\$ 10,800	\$ 6,850	\$ (3,950)	
DUES AND FEES	\$ 1,900	\$ 3,100	\$ 1,200	
TOTAL SPED ADMINISTRATION	\$ 515,334	\$ 495,137	\$ 11,778	2.29%
ENGLISH LANGUAGE LEARNER				
SALARIES	\$ 71,492	\$ 74,352	\$ 2,860	
MISCELLANEOUS BENEFITS	\$ 24,302	\$ 28,508	\$ 4,206	
PURCHASED PROF & TECHNICAL SERVICES	\$ 2,800	\$ 1,400	\$ (1,400)	
TRAVEL	\$ 1,200	\$ 1,100	\$ (100)	
TOTAL ENGLISH LANGUAGE LEARNER	\$ 101,503	\$ 105,360	\$ 5,566	5.48%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2a

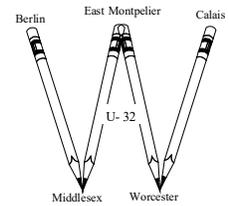
<u>DESCRIPTION</u>	FINAL BUDGET 2026	DRAFT #2a BUDGET 2027	\$ Increase (Decrease)	% Increase (Decrease)
FOOD SERVICE - DISTRICTWIDE				
SALARIES	\$ -	\$ 94,302	\$ 94,302	
MISCELLANEOUS BENEFITS	\$ -	\$ 46,347	\$ 46,347	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ 70	\$ 70	
TRAVEL	\$ -	\$ 1,000	\$ 1,000	
TOTAL ENGLISH LANGUAGE LEARNER	\$ -	\$ 141,719	\$ 141,719	#DIV/0!
CO-CURRICULAR ACTIVITIES				
MISCELLANEOUS EXPENSES	\$ 1,014,974	\$ 1,021,563	\$ 6,589	
TOTAL COCURRICULAR ACTIVITIES	\$ 1,014,974	\$ 1,021,563	\$ 6,589	0.65%
TOTAL EXPENSES	\$ 43,225,003	\$ 43,008,410	\$ (216,592)	-0.50%

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 Board of Directors
FROM: Steven Dellinger-Pate, Superintendent
RE: Impact of Budget 2b
DATE: December 12, 2025

The following outlines the impact of a proposed budget that considers a 3-elementary school and 7-12 grade U-32 configuration. This budget meets current financial parameters and many of the district's programmatic needs and strategic goals. This budget provides the best opportunity for our elementary students to receive substantially similar programming and services. The budget still has cuts to programming at U-32.

District-Wide Programmatic Impacts

What we are labeling as budget 2b allows the elementary schools to provide full-time Nursing, School Counselor, and Librarians, while U-32 maintains current staffing levels in Nursing and Library. The budget also maintains our Multi-Layered System of Support (MLSS) at the elementary level.

A. Multi-Layered System of Support (MLSS)

The budget maintains the elementary MLSS foundation, which is intended to identify needs early and provide the right support at the right time.

- **What was maintained:** Appropriate FTEs of interventionists in both literacy and math in all three buildings. Appropriate class sizes, particularly in the primary grades, to ensure that classroom teachers can provide Layers 1 and 2 interventions for all students and are not asked to provide interventions beyond Layer 2.

This budget does not maintain the appropriate U-32 MLSS interventions, which are intended to identify needs early and provide the right support at the right time.

- **What will be reduced:** A reduction in FTE in middle school interventions will increase intervention class sizes.

B. Educational Equity and Access

The inability to allocate resources at U-32 in several areas for educational equity means the district only partially meets Board parameter #2.

- **Loss of Enrichment and Opportunity:** Cuts to resources at U-32, summer curriculum hours, late bus routes, books, supplies, teacher stipend positions, flexible pathway supports, Athletics/Co-Curricular/Clubs, AP Testing and library allocation for books, directly limit hands-on, experiential learning opportunities. Field trip cuts remove access to the world beyond the students' town, representing an inequity of experiences.
- **Curriculum Limitations:** Reductions to specialized teaching staff (such as Business, Science, World Language, and Music teachers) will limit the breadth of the curriculum, restrict student choice, and may eliminate some pathways for career exploration. The reduction of the Business teacher specifically eliminates an existing partnership with VTVLC, reducing a flexible pathway for students.
- **Financial Barriers:** Cutting AP Testing funding (\$11,000) creates a financial barrier for families, particularly those with low incomes, potentially preventing students from earning college credit.

C. Student Well-being

This draft allows all elementary schools to achieve full-time nursing and school counseling. However, the loss of key support positions at U-32 could limit the ability to meet the goals of our strategic plan about well-being.

- **Services at Elementary schools:** All three elementary schools will have full-time Nursing and School Counselors.
- **Reduced Mental Health Support at U-32:** Eliminating the Director of Student Services and cutting the Social Worker position at U-32 could reduce capacity for mental health support, emotional counseling, and crisis intervention for students, particularly Layer 3-6 students.

Impact on Individual Schools

The budget cuts manifest differently across district buildings, but consistently result in class sizes that don't meet district criteria, loss of specialized staff, and diminished MLSS capacity.

School	Staffing/Resource Impact	Programmatic/Instructional Impacts
BES	<p>We will have stability in services for students at BES.</p> <p>Increased FTE in Library services which increases the ability to provide integrated technology to our student. s</p>	<p>All MLSS, class size, and class configuration needs will be met in this model.</p> <p>Ability to preserve band, chorus, tech integration, and grade-level book clubs.</p> <p>Ability to stay in compliance with the requirements of Act 139 and Act 173.</p>

<p>Calais/EM</p>	<p>The most significant staffing impact in this model is the requirement that staff move buildings.</p> <p>Maintenance of special education and interventions: 4 special educators 5 interventionists Increased FTEs in Art, Music, PE, and Library to reflect the larger population of students.</p> <p>All students will have access to a full-time nurse, which they will not have in Budget 2a in Calais.</p> <p>Impacts on the building as we would exceed capacity by 2 classrooms if all Pre-K - Grade 6 were at the EMES facility.</p>	<p>All MLSS, class size, and class configuration needs will be met in this model.</p> <p>Ability to preserve band, chorus, tech integration, and grade-level book clubs.</p> <p>Ability to continue offering ECO to students as part of their regular programming.</p> <p>Ability to stay in compliance with the requirements of Act 139 and Act 173.</p> <p>Students would be able to create social networks and have a variety of learning partners at their level.</p> <p>Stability of class sizes and configurations. Configurations will look like the following: Pre-K: (tbd) K: (12, 12) Grade 1: (17, 18) Grade 2: (16, 16) Grade 3: (19, 20) Grade 4: (19, 19) Grade 5: (18, 19) Grade 6: (23, 24)</p>
<p>Middlesex/ Worcester</p>	<p>Stability of class sizes and configurations</p> <p>Worcester’s youngest learners would not need to be moved to Rumney</p> <p>Maintenance of intervention staffing to allow for timely, flexible provision of intervention services</p>	<p>We would be able to provide needed interventions and follow our Layered supports model.</p> <p>Students would have more access to their allied arts teachers.</p> <p>Students would have access to band and chorus and our music teacher would have more dedicated days to our school, so we would have more flexibility in scheduling concerts.</p> <p>Classroom teachers would no longer be overburdened with responsibilities that are outside their role and positive.</p> <p>Students would be able to create social networks and have a variety of learning partners at their level.</p>
<p>U-32</p>	<p>Reduce 7.7 teaching positions - 1.0 Literacy, 1.0 Math, 1.0 Global Citizenship, 1.4 Science, 1.0 Business, 1.0 Spark position, 0.5 Social Worker, 0.2 Art, 0.2 World Language, and 0.2 Music.</p> <p>Reduction of 1.0 FTE Administration</p>	<p>These reductions necessitate the elimination of 7.7 teaching positions (including one middle school core team) which directly limits the breadth of our curriculum, decreases .8 teachers available for MS interventions (Math, Literacy & Functional Skills), reduces access to elective subjects like Business and the Arts, and reduces middle school support through the loss of the Spark position.</p>

	<p>Reduction in Summer Curriculum and counseling hours, late bus routes, field trips, books, supplies, teacher stipend positions, flexible pathway supports, Athletics/Co-Curricular/Clubs and AP Testing.</p>	<p>A reduction of 1.0 administration increases the responsibilities of remaining administrators. All administrative functions will be reallocated to remaining administrators including supervision and evaluation, scheduling, student supervision and support.</p> <p>The reduction in athletics, co-curriculars, clubs, field trips, and late bus routes limits opportunities for students to engage with the school community beyond the classroom.</p> <p>Due to the reduction of books and supplies, the ability to have updated instructional material will be impacted.</p> <p>The reduction of teacher leadership stipends will necessitate a restructuring of teacher leadership positions.</p> <p>The loss of summer curriculum hours diminishes long-term instructional quality.</p> <p>Reduced summer counselor hours necessitate a change in when students have access to course scheduling and new family registration.</p>
<p>Centralized Services</p>	<p>Humanities and Justice Scholar Transportation Reductions in IT spending</p>	<p>HJC work will need to be led by other staff. Reduction in number of buses for transportation Elimination of some software contracts</p>

Conclusion

This budget option, while meeting the Board’s financial parameters, still does not meet all the Board’s programmatic parameters and goals.

The budget needs to be further refined to identify any additional savings that can be used to support the reductions at U-32 in order to meet the Mission of the district, which is to nurture and inspire all students.

We increasingly are facing the challenge of providing a high-quality educational experience for all our students while creating a financially sustainable budget.

A staff reduction chart is forthcoming.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 COMPARATIVE SUMMARY
 FY 2025 - 2026 BUDGET vs. FY 2026-2027 DRAFT #2B

	BUDGET 2025-26	\$ INCREASE (DECREASE)	BUDGET 2026-27	BUDGET % CHANGE
SALARIES AND BENEFITS				
Salaries		\$ (338,464)		-0.78%
Benefits		\$ 80,610		0.19%
TOTAL SALARY & BENEFITS	\$ 30,236,126	\$ (257,854)	\$ 29,978,272	-0.60%
NONSALARY ITEMS				
Estimated inflationary costs offset by line item reductions		\$ (152,787)		-0.35%
Tuition to Other School Districts (Tech Centers)		\$ 44,964		0.10%
Interest on Short-term Debt		\$ (514)		0.00%
Transportation		\$ (215,977)		-0.50%
Debt Service		\$ (20,632)		-0.05%
Fund Transfer - Capital		\$ 150,000		0.35%
Fund Transfer - Food Service		\$ 166,539		0.39%
Special Education		\$ (490)		0.00%
TOTAL NONSALARY ITEMS	\$ 12,988,877	\$ (28,897)	\$ 12,959,979	-0.07%
TOTAL EXPENSE INCREASES / (DECREASES)	\$ 43,225,002	\$ (286,751)	\$ 42,938,251	-0.66%
REVENUE CHANGES				
Tuition		\$ -		0.00%
Investment Earnings		\$ (54,332)		-0.13%
Miscellaneous Revenues		\$ 49,009		0.11%
Miscellaneous State Reimbursements		\$ (56,987)		-0.13%
Special Ed Revenues		\$ 98,745		0.23%
Fund Balance		\$ -		0.00%
TOTAL REVENUE INCREASES / (DECREASES)	\$ 7,021,150	\$ 36,436	\$ 7,057,586	0.52%
LOCAL EDUCATION SPENDING INCREASE (DECREASE)	\$ 36,203,852	\$ (323,187)	\$ 35,880,665	-0.89%

Percentages for consideration
 Every 1% increase in the budget = \$362,039.
 A 5% increase in per pupil spending= \$35,338,694 (was \$36,229,974 with estimated LTW ADM).
 Needed to cut \$3,847,528 from Draft #1 (\$39,186,222 Local Ed Spending) to hit this parameter.

Excess Spending Threshold
 The excess spending threshold = \$16,470 per LTW ADM.
 The estimated LTW ADM for the FY 27 budget is 2,203.71 (166.97 decrease from 2,370.68 in FY 26).
 The estimated per pupil spending = \$16,282.
 The estimated excess spending threshold is \$36,295,104.
 Draft #1 was above the estimated excess spending threshold by \$2,891,118.
 Draft #2B is below the estimated excess spending threshold by \$414,439.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2B

<u>DESCRIPTION</u>	<u>FINAL</u> <u>BUDGET 2026</u>	<u>DRAFT #2B</u> <u>BUDGET 2027</u>	<u>\$ Increase</u> <u>(Decrease)</u>	<u>% Increase</u> <u>(Decrease)</u>
REVENUES				
TUITION REVENUES	\$ 730,680	\$ 730,680	\$ -	
INVESTMENT EARNINGS INTEREST	\$ 251,626	\$ 197,294	\$ (54,332)	
MISCELLANEOUS INCOME-OTHER / FUND TRANSFERS	\$ 164,851	\$ 213,860	\$ 49,009	
EDUC. SPENDING REVENUES	\$ 36,203,852	\$ 35,880,664	\$ (323,188)	
MISC STATE REIMBURSEMENTS	\$ 805,300	\$ 748,314	\$ (56,987)	
SPED EXPENDITURE REIMBURSEMENT	\$ 5,068,693	\$ 5,167,438	\$ 98,745	
SUBTOTAL REVENUES	\$ 43,225,004	\$ 42,938,251	\$ (286,752)	
FUND BALANCE	\$ -	\$ -	\$ -	
TOTAL REVENUES	\$ 43,225,004	\$ 42,938,251	\$ (286,752)	-0.66%
EXPENSES				
INSTRUCTIONAL SERVICES				
SALARIES	\$ 9,418,854	\$ 9,281,924	\$ (136,930)	
MISCELLANEOUS BENEFITS	\$ 3,508,672	\$ 3,523,240	\$ 14,568	
PROFESSIONAL EDUCATION SVC	\$ 217,450	\$ 180,600	\$ (36,850)	
REPAIRS AND MAINT SVCS	\$ 900	\$ 450	\$ (450)	
TUITION TO OTHER SCHOOL DISTRICTS	\$ 899,272	\$ 944,236	\$ 44,964	
TRAVEL	\$ 18,500	\$ 14,326	\$ (4,174)	
GENERAL SUPPLIES	\$ 226,700	\$ 134,145	\$ (92,555)	
BOOKS AND PERIODICALS	\$ 59,700	\$ 39,350	\$ (20,350)	
EQUIPMENT	\$ 7,200	\$ 40,000	\$ 32,800	
DUES AND FEES	\$ 24,050	\$ 15,900	\$ (8,150)	
TOTAL INSTRUCTIONAL SERVICES	\$ 14,381,298	\$ 14,174,171	\$ (207,127)	-1.44%
PRESCHOOL PROGRAM				
SALARIES	\$ 344,003	\$ 302,493	\$ (41,510)	
MISCELLANEOUS BENEFITS	\$ 181,914	\$ 148,397	\$ (33,517)	
PROFESSIONAL EDUCATION SVC	\$ 14,000	\$ 14,700	\$ 700	
TUITION TO PRIVATE SCHOOLS	\$ 127,700	\$ 96,166	\$ (31,534)	
GENERAL SUPPLIES	\$ 2,400	\$ 5,500	\$ 3,100	
BOOKS AND PERIODICALS	\$ 500	\$ -	\$ (500)	
DUES AND FEES	\$ 200	\$ -	\$ (200)	
TOTAL PRESCHOOL PROGRAM	\$ 670,717	\$ 567,256	\$ (103,461)	-15.43%
GUIDANCE SERVICES				
SALARIES	\$ 1,051,484	\$ 930,701	\$ (120,783)	
MISCELLANEOUS BENEFITS	\$ 396,744	\$ 366,764	\$ (29,980)	
PROFESSIONAL EDUCATION SVC	\$ 3,800	\$ 7,750	\$ 3,950	
TRAVEL	\$ 5,000	\$ 2,250	\$ (2,750)	
GENERAL SUPPLIES	\$ 29,500	\$ 14,100	\$ (15,400)	
BOOKS AND PERIODICALS	\$ 1,700	\$ 1,900	\$ 200	
DUES AND FEES	\$ 700	\$ 750	\$ 50	
TOTAL GUIDANCE SERVICES	\$ 1,488,928	\$ 1,324,215	\$ (164,713)	-11.06%
HEALTH SERVICES				
SALARIES	\$ 381,822	\$ 389,447	\$ 7,625	
MISCELLANEOUS BENEFITS	\$ 175,170	\$ 178,511	\$ 3,341	
PROFESSIONAL SERVICES	\$ 1,300	\$ 1,350	\$ 50	
GENERAL SUPPLIES	\$ 5,700	\$ 4,750	\$ (950)	
BOOKS AND PERIODICALS	\$ 900	\$ 1,200	\$ 300	
TOTAL HEALTH SERVICES	\$ 564,892	\$ 575,258	\$ 10,366	1.84%
CURRICULUM SERVICES				
SALARIES	\$ 223,316	\$ 224,452	\$ 1,136	

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2B**

DESCRIPTION	FINAL BUDGET 2026	DRAFT #2B BUDGET 2027	\$ Increase (Decrease)	% Increase (Decrease)
CURRICULUM SERVICES				
MISCELLANEOUS BENEFITS	\$ 22,314	\$ 22,758	\$ 444	
PURCHASED PROF & TECHNICAL SERVICES	\$ 2,200	\$ 4,000	\$ 1,800	
TRAVEL	\$ 1,300	\$ 5,150	\$ 3,850	
GENERAL SUPPLIES	\$ 200	\$ 300	\$ 100	
BOOKS AND PERIODICALS	\$ 1,200	\$ 6,050	\$ 4,850	
DUES AND FEES	\$ 1,000	\$ 1,850	\$ 850	
TOTAL CURRICULUM SERVICES	\$ 251,530	\$ 264,560	\$ 13,030	5.18%
INSTRUCTIONAL STAFF TRAINING				
SALARIES	\$ 44,683	\$ 92,940	\$ 48,257	
MISCELLANEOUS BENEFITS	\$ 23,611	\$ 50,365	\$ 26,754	
EMPLOYEE TRAINING/DEVELOPMENT	\$ 114,200	\$ 9,230	\$ (104,970)	
TRAVEL	\$ 2,900	\$ 250	\$ (2,650)	
BOOKS AND PERIODICALS	\$ -	\$ 1,700	\$ 1,700	
TOTAL INSTRUCTIONAL STAFF TRAINING	\$ 185,394	\$ 154,485	\$ (30,909)	-16.67%
OTHER SUPPORT SERVICES				
SALARIES	\$ -	\$ 8,796	\$ 8,796	
MISCELLANEOUS BENEFITS	\$ -	\$ 1,681	\$ 1,681	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ -	\$ -	
TRAVEL	\$ -	\$ -	\$ -	
TOTAL OTHER SUPPORT SERVICES	\$ -	\$ 10,477	\$ 10,477	#DIV/0!
LIBRARY SERVICES				
SALARIES	\$ 320,813	\$ 410,405	\$ 89,592	
MISCELLANEOUS BENEFITS	\$ 97,225	\$ 116,213	\$ 18,988	
PROFESSIONAL ED SERVICES	\$ 2,900	\$ 4,100	\$ 1,200	
TRAVEL	\$ 300	\$ 150	\$ (150)	
GENERAL SUPPLIES	\$ 21,600	\$ 14,500	\$ (7,100)	
BOOKS AND PERIODICALS	\$ 47,300	\$ 27,100	\$ (20,200)	
EQUIPMENT	\$ 6,100	\$ 100	\$ (6,000)	
TOTAL LIBRARY SERVICES	\$ 496,238	\$ 572,568	\$ 76,480	15.41%
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS				
SALARIES	\$ 517,058	\$ 468,622	\$ (48,436)	
MISCELLANEOUS BENEFITS	\$ 157,631	\$ 177,299	\$ 19,668	
PROFESSIONAL SERVICES	\$ 170,600	\$ 34,300	\$ (136,300)	
RENTALS AND LEASES-COPIER	\$ 84,600	\$ 87,138	\$ 2,538	
COMMUNICATIONS	\$ 128,300	\$ 118,600	\$ (9,700)	
TRAVEL	\$ 3,500	\$ 3,500	\$ -	
SUPPLIES-TECH RELATED	\$ 34,200	\$ 29,950	\$ (4,250)	
SOFTWARE	\$ 336,800	\$ 436,750	\$ 99,950	
EQUIPMENT	\$ 330,000	\$ 285,600	\$ (44,400)	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$ 1,762,689	\$ 1,641,759	\$ (120,930)	-6.86%
BOARD OF EDUCATION SVCS.				
SALARIES	\$ 31,515	\$ 36,180	\$ 4,665	
MISCELLANEOUS BENEFITS	\$ 2,729	\$ 3,309	\$ 580	
PURCHASED PROF & TECHNICAL SERVICES	\$ 86,900	\$ 28,350	\$ (58,550)	
LEGAL SERVICES	\$ 58,450	\$ 58,450	\$ -	
INSURANCE	\$ 124,050	\$ 165,700	\$ 41,650	
POSTAGE	\$ 3,400	\$ 1,700	\$ (1,700)	
ADVERTISING	\$ 5,600	\$ 800	\$ (4,800)	
GENERAL SUPPLIES	\$ 10,500	\$ 11,550	\$ 1,050	
BOOKS AND PERIODICALS	\$ 1,600	\$ 1,100	\$ (500)	
DUES AND FEES	\$ 9,100	\$ 11,000	\$ 1,900	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2B

DESCRIPTION	FINAL BUDGET 2026	DRAFT #2B BUDGET 2027	\$ Increase (Decrease)	% Increase (Decrease)
TOTAL BOARD OF EDUCATION SVCS.	\$ 333,844	\$ 318,139	\$ (15,705)	-4.70%
SUPERINTENDENT SERVICES				
SALARIES	\$ 525,380	\$ 542,552	\$ 17,172	
MISCELLANEOUS BENEFITS	\$ 220,148	\$ 231,719	\$ 11,571	
PURCHASED PROF & TECHNICAL SERVICES	\$ 27,200	\$ 30,250	\$ 3,050	
COMMUNICATIONS-POSTAGE	\$ 31,100	\$ 19,400	\$ (11,700)	
PRINTING AND BINDING	\$ 750	\$ 750	\$ -	
TRAVEL	\$ 3,800	\$ 200	\$ (3,600)	
GENERAL SUPPLIES	\$ 13,400	\$ 16,200	\$ 2,800	
BOOKS AND PERIODICALS	\$ 900	\$ 450	\$ (450)	
DUES AND FEES	\$ 12,700	\$ 11,600	\$ (1,100)	
TOTAL SUPERINTENDENT SERVICES	\$ 835,378	\$ 853,121	\$ 17,743	2.12%
OFFICE OF THE PRINCIPAL				
SALARIES	\$ 1,585,801	\$ 1,523,107	\$ (62,694)	
MISCELLANEOUS BENEFITS	\$ 682,340	\$ 646,628	\$ (35,712)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 26,400	\$ 31,050	\$ 4,650	
COMMUNICATIONS-POSTAGE	\$ 9,900	\$ 11,100	\$ 1,200	
TRAVEL	\$ 5,700	\$ 4,050	\$ (1,650)	
GENERAL SUPPLIES	\$ 51,400	\$ 45,350	\$ (6,050)	
DUES AND FEES	\$ 15,150	\$ 10,400	\$ (4,750)	
TOTAL OFFICE OF THE PRINCIPAL	\$ 2,376,691	\$ 2,271,685	\$ (105,006)	-4.42%
FISCAL SERVICES				
SALARIES	\$ 383,565	\$ 410,056	\$ 26,491	
MISCELLANEOUS BENEFITS	\$ 155,635	\$ 189,432	\$ 33,797	
PURCHASED PROF & TECHNICAL SERVICES	\$ 22,100	\$ 19,750	\$ (2,350)	
AUDITING SERVICES	\$ 42,150	\$ 51,600	\$ 9,450	
TRAVEL	\$ 2,600	\$ 2,300	\$ (300)	
GENERAL SUPPLIES	\$ 1,100	\$ 1,850	\$ 750	
DUES AND FEES	\$ 700	\$ 400	\$ (300)	
INTEREST ON SHORT-TERM DEBT	\$ 124,838	\$ 124,324	\$ (514)	
TOTAL FISCAL SERVICES	\$ 732,688	\$ 799,712	\$ 67,024	9.15%
OPERATION AND MAINT.PLANT				
SALARIES	\$ 1,804,610	\$ 1,719,840	\$ (84,770)	
MISCELLANEOUS BENEFITS	\$ 698,173	\$ 773,908	\$ 75,735	
UTILITY SERVICES	\$ 45,750	\$ 37,650	\$ (8,100)	
CLEANING SERVICES	\$ 107,650	\$ 130,300	\$ 22,650	
REPAIR AND MAINTENANCE & RENTALS	\$ 434,300	\$ 522,900	\$ 88,600	
COMMUNICATIONS	\$ 3,200	\$ 550	\$ (2,650)	
TRAVEL/GAS & BOTTLED GAS	\$ 16,100	\$ 12,100	\$ (4,000)	
GENERAL SUPPLIES	\$ 232,650	\$ 215,218	\$ (17,432)	
ELECTRICITY	\$ 411,750	\$ 452,150	\$ 40,400	
OIL	\$ 189,900	\$ 181,000	\$ (8,900)	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$ 154,600	\$ 99,800	\$ (54,800)	
SOFTWARE	\$ 24,000	\$ 24,000	\$ -	
EQUIPMENT	\$ 101,500	\$ 172,700	\$ 71,200	
DUES AND FEES	\$ 1,800	\$ 2,350	\$ 550	
TOTAL OPER. AND MAINT.PLANT	\$ 4,225,983	\$ 4,344,466	\$ 118,483	2.80%
STUDENT TRANSPORTATION SV				
SALARIES	\$ 6,909	\$ 7,185	\$ 276	
BENEFITS	\$ 2,605	\$ 5,946	\$ 3,341	
STUDENT TRANSPORTATION SV	\$ 1,876,754	\$ 1,646,827	\$ (229,927)	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2B

<u>DESCRIPTION</u>	<u>FINAL BUDGET 2026</u>	<u>DRAFT #2B BUDGET 2027</u>	<u>\$ Increase (Decrease)</u>	<u>% Increase (Decrease)</u>
TOTAL STUDENT TRANSPORTATION SV	\$ 1,886,268	\$ 1,659,958	\$ (229,927)	-12.19%
STUDENT TRANS-OTHER				
STUDENT TRANS-FIELD TRIPS	\$ 79,300	\$ 93,250	\$ 13,950	
TOTAL STUDENT TRANS-OTHER	\$ 79,300	\$ 93,250	\$ 13,950	17.59%
DEBT SERVICE				
REDEMPTION OF PRINCIPAL	\$ 773,111	\$ 773,373	\$ 262	
INTEREST LONG TERM DEBT	\$ 203,106	\$ 182,212	\$ (20,894)	
TOTAL DEBT SERVICE	\$ 976,217	\$ 955,585	\$ (20,632)	-2.11%
REFUND PRIOR YEAR				
REFUND PRIOR YEAR TUITION	\$ -	\$ -	\$ -	
TOTAL REFUND PRIOR YEAR	\$ -	\$ -	\$ -	0.00%
FUND TRANSFER OUT				
FUND TRANSFER-CAPITAL	\$ 500,000	\$ 650,000	\$ 150,000	
FUND TRANSFER-FOOD SERVICE	\$ 160,400	\$ 326,939	\$ 166,539	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$ 55,000	\$ -	\$ (55,000)	
TOTAL TRANSFER TO OTHER FUNDS	\$ 715,400	\$ 976,939	\$ 261,539	36.56%
SUPPORT PROGRAMS-SPECIAL EDUCATION				
SALARIES - SUPPORT	\$ 1,667,861	\$ 1,762,082	\$ 94,221	
MISCELLANEOUS BENEFITS - SUPPORT	\$ 1,144,503	\$ 1,151,471	\$ 6,968	
SPECIAL EDUCATION SHARED SERVICES	\$ 4,972,727	\$ 4,998,368	\$ 25,641	
ZENITH PROGRAM	\$ 170,187	\$ 234,294	\$ 64,107	
STATE PLACED STUDENT COSTS	\$ 196,650	\$ 172,000	\$ (24,650)	
SUMMER PROGRAM	\$ 108,248	\$ 139,639	\$ 31,391	
PSYCHOLOGICAL SERVICES	\$ 184,386	\$ 197,705	\$ 13,319	
SLP SERVICES	\$ 800,616	\$ 634,955	\$ (165,661)	
OT SERVICES	\$ 37,533	\$ 102,286	\$ 64,753	
PT SERVICES	\$ -	\$ -	\$ -	
TRANSPORTATION (NOT SUMMER)	\$ 224,189	\$ 209,500	\$ (14,689)	
EEE PROGRAM	\$ 89,036	\$ 104,435	\$ 15,399	
STATE PLACED 504 STUDENTS	\$ 33,800	\$ 16,900	\$ (16,900)	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	\$ 9,629,736	\$ 9,723,635	\$ 93,899	0.98%
SPED ADMINISTRATION				
SALARIES	\$ 356,069	\$ 371,094	\$ 15,025	
MISCELLANEOUS BENEFITS	\$ 109,890	\$ 99,843	\$ (10,047)	
EMP TRAINING/DEVELOPMENT	\$ -	\$ 10,600	\$ 10,600	
INSURANCE	\$ -	\$ -	\$ -	
COMMUNICATIONS	\$ -	\$ -	\$ -	
ADVERTISING	\$ 700	\$ 500	\$ (200)	
TRAVEL	\$ 1,300	\$ 850	\$ (450)	
SUPPLIES	\$ 2,700	\$ 2,300	\$ (400)	
SUPPLIES-SOFTWARE	\$ 10,800	\$ 6,850	\$ (3,950)	
DUES AND FEES	\$ 1,900	\$ 3,100	\$ 1,200	
TOTAL SPED ADMINISTRATION	\$ 515,334	\$ 495,137	\$ 11,778	2.29%
ENGLISH LANGUAGE LEARNER				
SALARIES	\$ 71,492	\$ 74,352	\$ 2,860	
MISCELLANEOUS BENEFITS	\$ 24,302	\$ 28,508	\$ 4,206	
PURCHASED PROF & TECHNICAL SERVICES	\$ 2,800	\$ 1,400	\$ (1,400)	
TRAVEL	\$ 1,200	\$ 1,100	\$ (100)	
TOTAL ENGLISH LANGUAGE LEARNER	\$ 101,503	\$ 105,360	\$ 5,566	5.48%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
 FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #2B

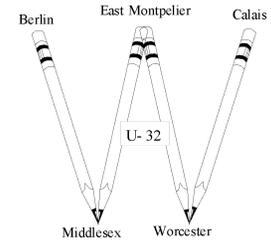
<u>DESCRIPTION</u>	FINAL BUDGET 2026	DRAFT #2B BUDGET 2027	\$ Increase (Decrease)	% Increase (Decrease)
FOOD SERVICE - SCHOOLWIDE				
SALARIES	\$ -	\$ 94,302	\$ 94,302	
MISCELLANEOUS BENEFITS	\$ -	\$ 46,417	\$ 46,417	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ 1,950	\$ 1,950	
TRAVEL	\$ -	\$ 1,000	\$ 1,000	
GENERAL SUPPLIES	\$ -	\$ -	\$ -	
TOTAL FOOD SERVICE - SCHOOLWIDE	\$ -	\$ 143,669	\$ 143,669	#DIV/0!
CO-CURRICULAR ACTIVITIES				
MISCELLANEOUS EXPENSES	\$ 1,014,974	\$ 912,846	\$ (102,128)	
TOTAL COCURRICULAR ACTIVITIES	\$ 1,014,974	\$ 912,846	\$ (102,128)	-10.06%
TOTAL EXPENSES	\$ 43,225,003	\$ 42,938,251	\$ (286,751)	-0.66%

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



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

2024-2030 Prioritized Work ([Strategic Plan Goals](#)):

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

Key Assumptions Driving Our Work

- **Declining Enrollment:** LTW ADM is estimated to decline by 166.97 as of December 9. This represents a reduction in our State allocation of approximately \$2,750,000.
- **Spending Threshold:** Updated late November to be \$16,470 per pupil.
- **Staffing and Salaries:** Statewide salary pressures (+6.8% from FY24 to FY25) and our staff-to-student ratios must inform decisions.
- **Benefits:** Health insurance costs continue to rise significantly (16% in FY25, 12% in FY26). VEHI announced the average premium increase of 7.3% for FY27 on October 21. This will be formally set in January.
- **Facilities:** Upcoming maintenance and capital needs will require choices between using reserves or increasing operating costs.
- **Tuition:** Declining enrollments from sending districts and external placement costs must be planned for.
- **Inflation:** Regional forecasts remain between 2.5–3.2% over the next three years.

- **Federal Funding:** Possible reductions in Title and grant programs may shift costs to the general fund.
- **Reserves and Debt:** Use of surpluses or reserves, along with ongoing debt obligations, will impact financial flexibility.

Meeting our Parameters and Priorities ([Finance Committee Discussion p.10](#), and [Board Discussion p.4](#))

- **Student Outcomes First:** All budget decisions will be tied to clear outcomes for learners.
- **Equity Lens:** We will ensure that every student has access to opportunities, resources, and support.
- **Data-Informed Decision Making:** Budget priorities will be guided by evidence, not intuition.
- **Long-Term Fiscal Sustainability:** Our decisions must strengthen the financial health of both our schools and our community.

Budget Draft	Expanded Pre K programming	Multi-Layer System of Supports	Elementary class size and grade level configuration	MS/HS Programming: Class sizes and course offerings	Community Schools	Facilities/ Capital Projects	Under the Threshold	5% increase to per pupil expenditure
#1					Grant funded			
#2a					Grant funded			
#2b					Grant funded			
#3					Grant funded			

[Budget #1](#) (presented 11/19/25): 5 elementary schools; 7-12 U-32

Budget #2a (presented 12/10/25): 5 elementary schools; 7-12 U-32

Budget #2b (presented 12/10/25): 3 elementary schools; 7-12 U-32

Budget #3: TBD

Explanation of each parameter

<p>Expanded PreK</p>	<p>Universal Prekindergarten (UPK) Education: Monday - Friday, 9:00 AM - 2:00 PM (25 hours per week) for 35 weeks.</p> <p>Locations: Five programs will be established to accommodate community needs and utilize available space within elementary schools, with minimum enrollment of 8 students and a maximum of 20 students per program, depending on the licensed capacity of each classroom.</p>
<p>Elementary class size and grade level configurations</p> <p>MS/HS Programming: Class sizes and course offerings</p>	<p>Optimizing Class Size: To address the challenges of providing a consistently articulated curriculum in a setting with a robust classroom community, the administration recommends that we adhere to the WCUUSD Class Size D6 Policy and state minimum standards (Act 73):</p> <p style="padding-left: 40px;">Pre-K = no more than 20 students K-3 = Minimum 13, Maximum 20 4-6 = Minimum 15, Maximum 25 7-12 = Minimum 17, Maximum 25</p> <p>Optimizing Classroom Configurations: Plan multi-grade classrooms proactively to ensure consistent curriculum delivery and effective use of teacher expertise, rather than creating them reactively due to low enrollment. Administration recommends single grade level courses and the following grade level configurations when single grade classes do not meet minimum class size:</p> <p style="padding-left: 40px;">PreK (3- and 4-year old, some 5-yr-old) K (no multigrade) 1 - 2 3 - 4 5 - 6 7 - 8 9 - 12</p>
<p>Community Schools</p>	<p>Funding for activities and position</p> <p>1.0 FTE is currently funded by a grant for FY27. The grant is a fixed dollar amount that may have to be supplemented slightly with increases to salary and benefits.</p> <p>In FY28 the position is not funded</p>
<p>Facilities and Capital</p>	<p>FY27 Transfer: \$650,000 approved in May (for reference FY26 transfer = \$500,000)</p>

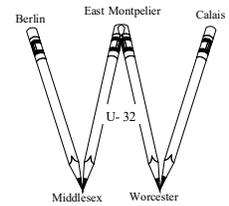
Planning	September approved final budget for projects: The Board authorized the completion of the recommended projects as identified in the September 17 packet for an amount not to exceed \$1,226,901 and approve the District moving forward with bid document preparation and bidding as necessary.
----------	--

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 School Board
From: Flor Diaz Smith, Board Chair
Subject: Proposed Motions for December 17, 2025 meeting
Date: December 5, 2025
Updated: December 12, 2025

This memo outlines the proposed motions the Board will use for votes at our December 17 meeting. These motions reflect the order and content we agreed upon during our December 3 meeting. They remain subject to change based on any additional information or discussion presented at the December 10 meeting.

All of these motions are related to the configuration work we have been doing together. The configuration model aligns with the criteria and benchmarks we established to operationalize our Strategic Plan. Additional information can be found here:

<https://www.wcuusd.org/sp/configuration-information>

The Board has not yet met to discuss these motions. The proposal has been reviewed by our Superintendent, and counsel, to ensure it is legally sound. The intent of these motions is to be fair to all communities involved and to ensure a consistent starting point, as was requested during our discussions at our last meeting. Legal counsel will be present at our next meeting. Our goal is to ensure transparency by including them in the meeting packet so the public is aware of the topics we will be addressing. This is not a "done deal" but part of the process that the Board as a whole has asked for as we move forward with the configuration work.

1. **Configuration Model Action:**

Motion: To adopt the Configuration Model of 3 Multi-town Elementary Schools, 1 Middle school and 1 High School.

2. **Doty Memorial School Action:**

Motion: To close the Doty Memorial School and cease using the Doty Memorial School facility for the purpose of providing direct instruction to students, effective June 30, 2026.

If the WCUUSD Board votes in the affirmative on the above motion:

Motion: To submit the issue of closure of the Doty Memorial School to the voters of the Town of Worcester as required by the Washington Central Unified Union School District Articles of Agreement, said question to be warned in the following form:

“Shall the Washington Central Unified Union School District close the Doty Memorial School and cease using the Doty Memorial School facility for the purpose of providing direct instruction to students, effective June 30, 2026.”

3. **Calais Elementary School Action:**

Motion: To close the Calais Elementary School and cease using the Calais Elementary School facility for the purpose of providing direct instruction to students, effective June 30, 2026.

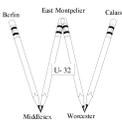
If the WCUUSD Board votes in the affirmative on the above motion:

Motion: To submit the issue of closure of the Calais Elementary School to the voters of the Town of Worcester as required by the Washington Central Unified Union School District Articles of Agreement, said question to be warned in the following form:

“Shall the Washington Central Unified Union School District close the Calais Elementary School and cease using the Calais Elementary School facility for the purpose of providing direct instruction to students, effective June 30, 2026.”

From Legal Counsel Concerning the questions we have received on the motions:

- It is my opinion that the Motions are appropriate.
- If approved by the Board and the voters of the affected towns, the instructional programs currently provided at the schools would cease. This would not serve to prevent the Board from offering other educational programs in the buildings sometime in the future. Indeed, sound management principles as well as the language of Article 6, Articles of Agreement clearly suggest a continuing role for the Board in exactly these types of decisions.
- Please attached email with other questions and responses for your information.



To: WCUUSD School Board
From: Education Quality Committee

November 2025

Purpose/Charge:

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

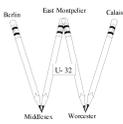
We are committed to using data with purpose—always in alignment with our strategic plan, district goals, and equity indicators. By staying within our governance role, we focus on the big-picture questions that matter most: Are our students learning and thriving? Are resources being used effectively and equitably? Are we making measurable progress toward our strategic priorities? What evidence shows that we're on the right track? These questions guide our work and help ensure that every decision we make is grounded in transparency, equity, and a shared commitment to student achievement.

How are we doing? What are we doing?

Student achievement continues to show encouraging progress, particularly in reading and math. Improvements in reading are evident across multiple measures, including i-Ready and Acadience Reading assessments, with notable gains among students eligible for Free and Reduced Lunch (FRL) and those with Individualized Education Plans (IEPs)—especially in grade 3, a key equity indicator.

Math growth is also trending upward, with increased stretch growth in grade 8 Algebra concepts for students on IEPs over the past three years. At the same time, challenges remain. Proficiency rates in grade 8 Algebra for students on IEPs are still low, and differences in performance persist between groups of students in Free and Reduced Lunch (FRL) eligibility and specialized education services eligibility.

We continue to look at how we allocate time in order to meet all of our students' needs across all layers.



In response to system-wide needs, the district is refining its instructional and assessment practices. The Acadience Reading tool, now in its second year, complements i-Ready and aligns with Act 139. Educlimber, a new data platform, is being implemented to support deeper layers of the Multi-Layered System of Supports (MLSS), and a system of embedded professional development is underway to strengthen instructional capacity and responsiveness.

Current Report :

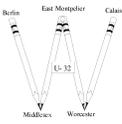
In September and October, the Education Quality Committee (EQC) examined the spring 2025 student achievement data on the i-Ready reading and math diagnostic assessments and the Acadience reading assessment. The Acadience Reading assessment was implemented for K-6th grades two years ago. This is a new assessment tool introduced because it closely aligns with the skills being taught and with the requirements of [Act 139](#) (an act relating to supporting Vermont's young readers through evidence-based literacy instruction). We continue to review disaggregated data sets that allow us to incorporate the district equity indicators into our work. For our math and literacy/ reading analysis, we look at 3rd-grade reading skills and 8th-grade algebra concepts.

At a school and classroom level, this assessment data is used to track performance and growth of classes and individual students so that appropriate action steps can be developed. Additionally, this assessment data is used to inform intervention plans for students.

Sources of data for this report are: i-Ready Math Diagnostic, Grades K-8; i-Ready Reading Diagnostic, Grades 3-8; Acadience Reading, Grades K-6. VTCAP results are not yet available.

As we continue with our monitoring plan, we will develop a collection of data that will allow us to look at cohorts over time (longitudinal data) and our progress towards our improvement goals.

As a reminder, past reports and presentations can be found on the [Board Committee Resource Page](#).



WCUUSD Data Practices

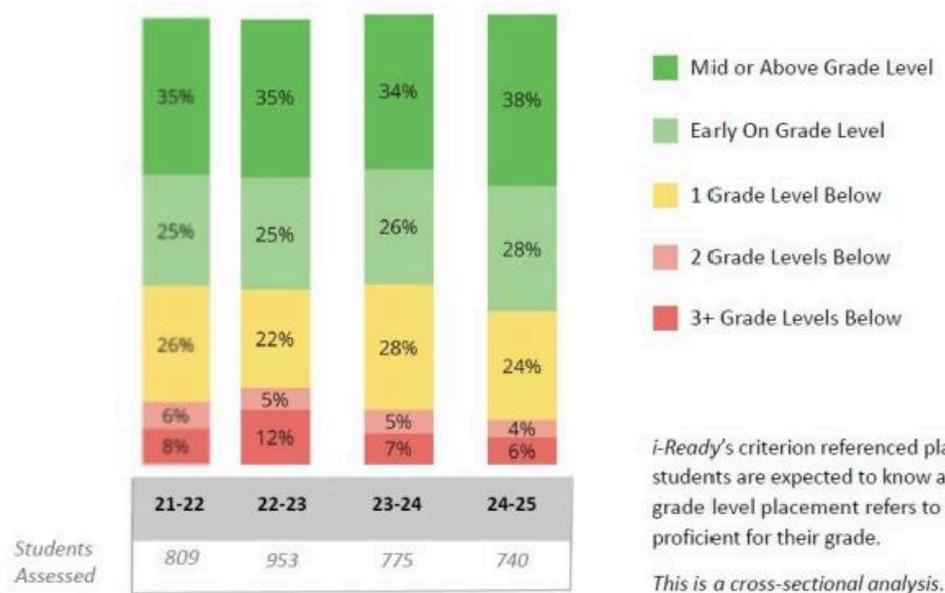
Who	What	Why
School Board	Looks at district-level data	To monitor student success in alignment with our strategic plan, and district and board goals.
Education Quality Committee	Looks more deeply at district-level data	To inform aspects of the board's practice in service to student success.
Leadership Team	Analyzes district and school-level data.	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within and among schools.
Principals	Analyze school-level data (school, grade level, classroom)	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within the school.
Teachers	Analyze grade-level, classroom-level, and individual student performance data	To make decisions regarding curriculum, instruction, and assessment practices at the classroom and student levels
Students	Analyze individual performance data	To make Decisions about their learning and next steps.

i-Ready Math Diagnostic, Spring 2022 to 2025

Mathematics

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 21-22 to Spring 24-25



i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

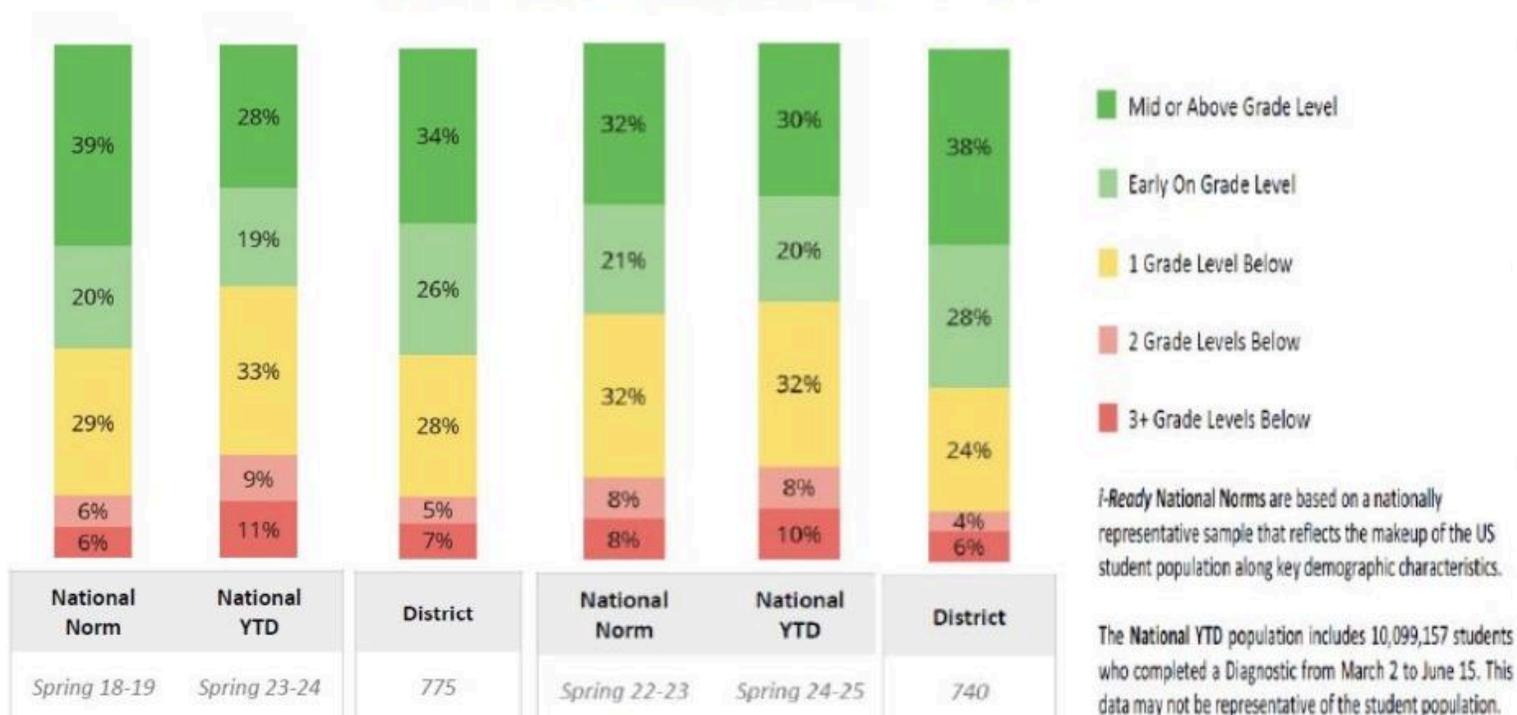
This is a cross-sectional analysis.

i-Ready Math Diagnostic, Spring 2024 and 2025

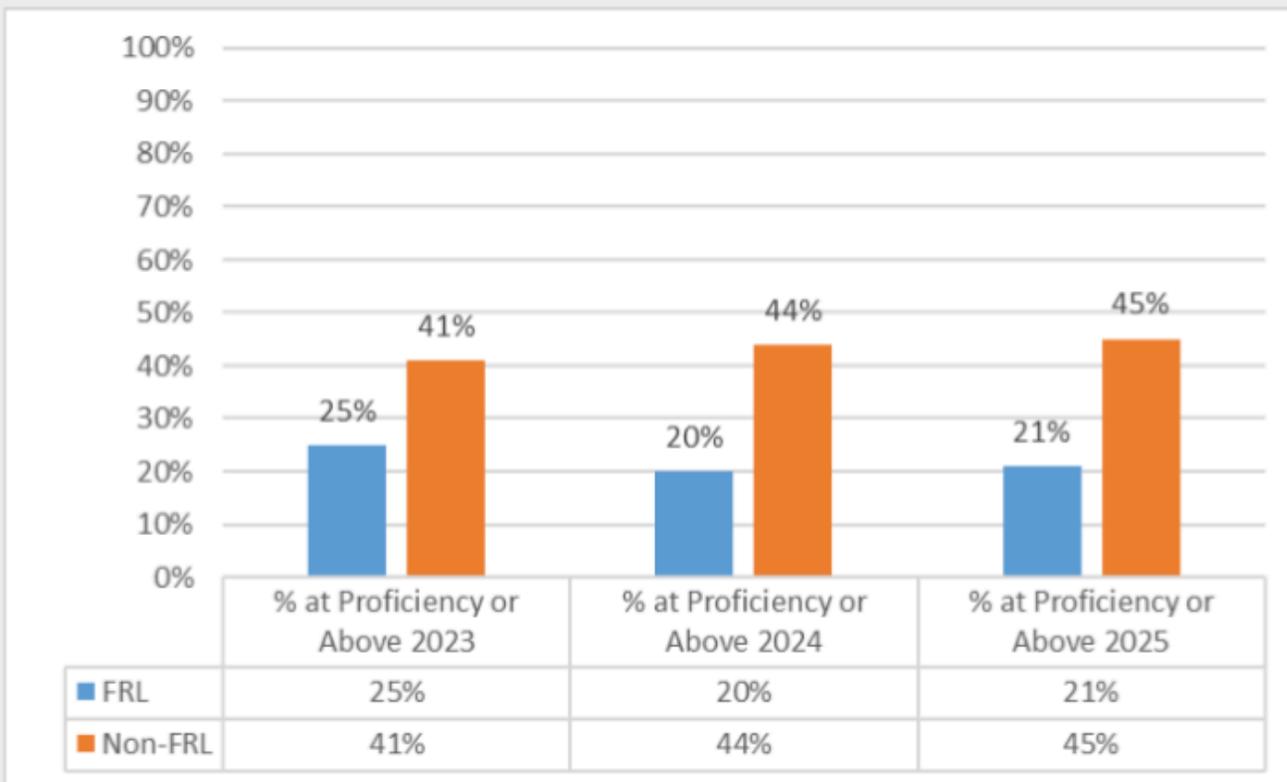
Mathematics

How Do the District's Placements Compare to the Benchmarks?

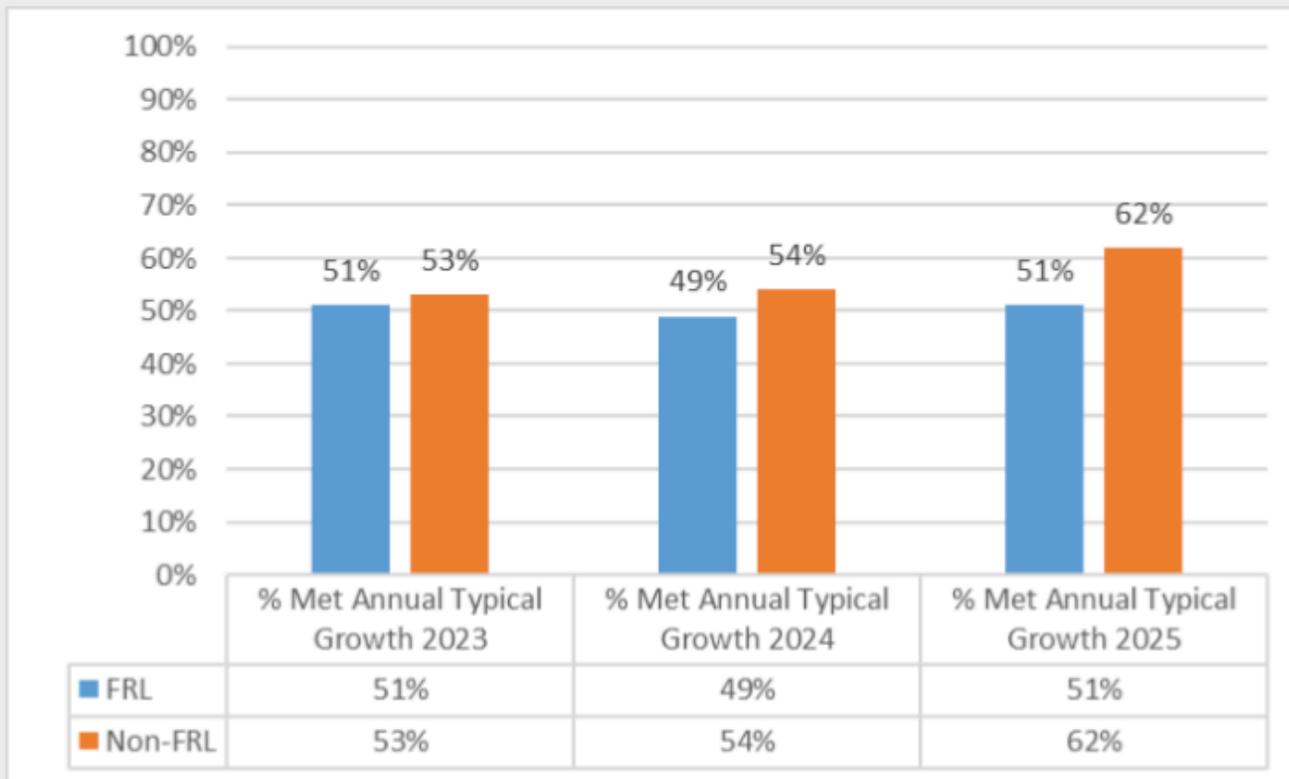
Spring Placement Distribution for District and Benchmarks



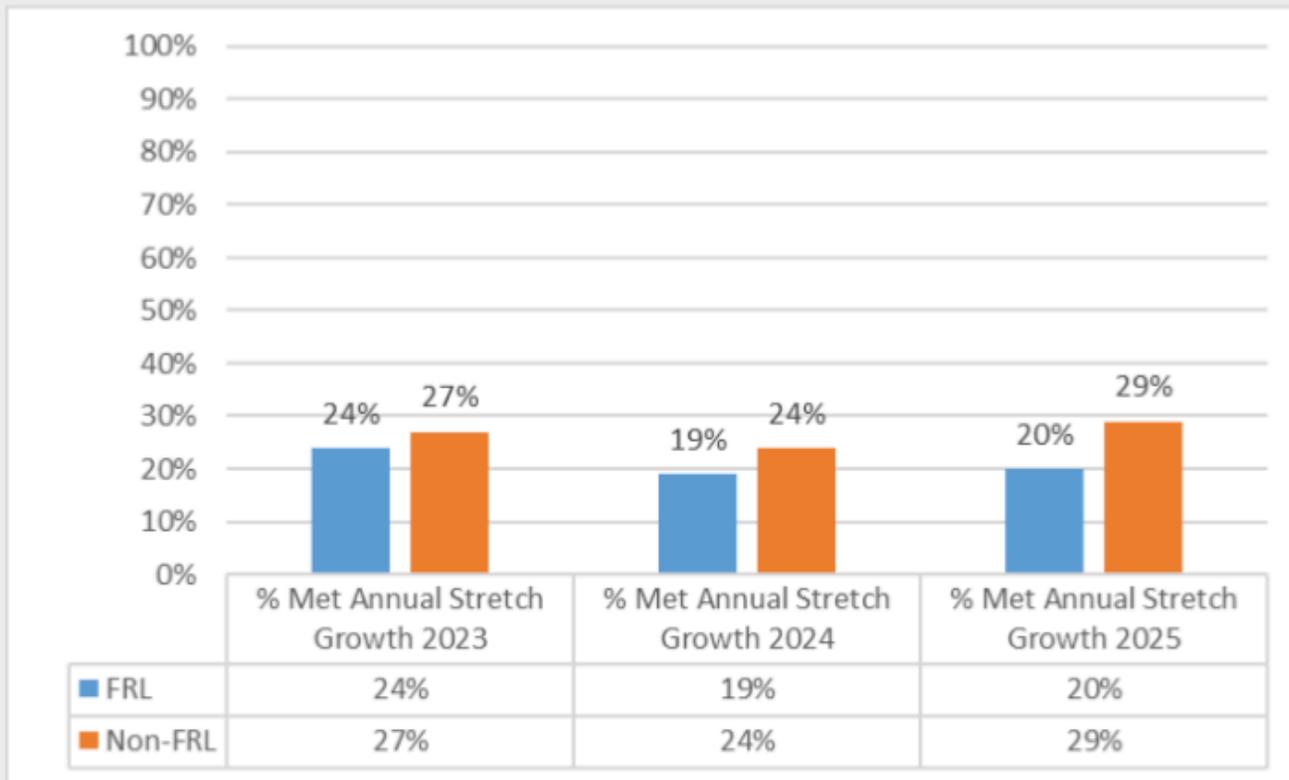
i-Ready **Math** Performance Data by **FRL Eligibility** Spring 2023, 2024, and 2025



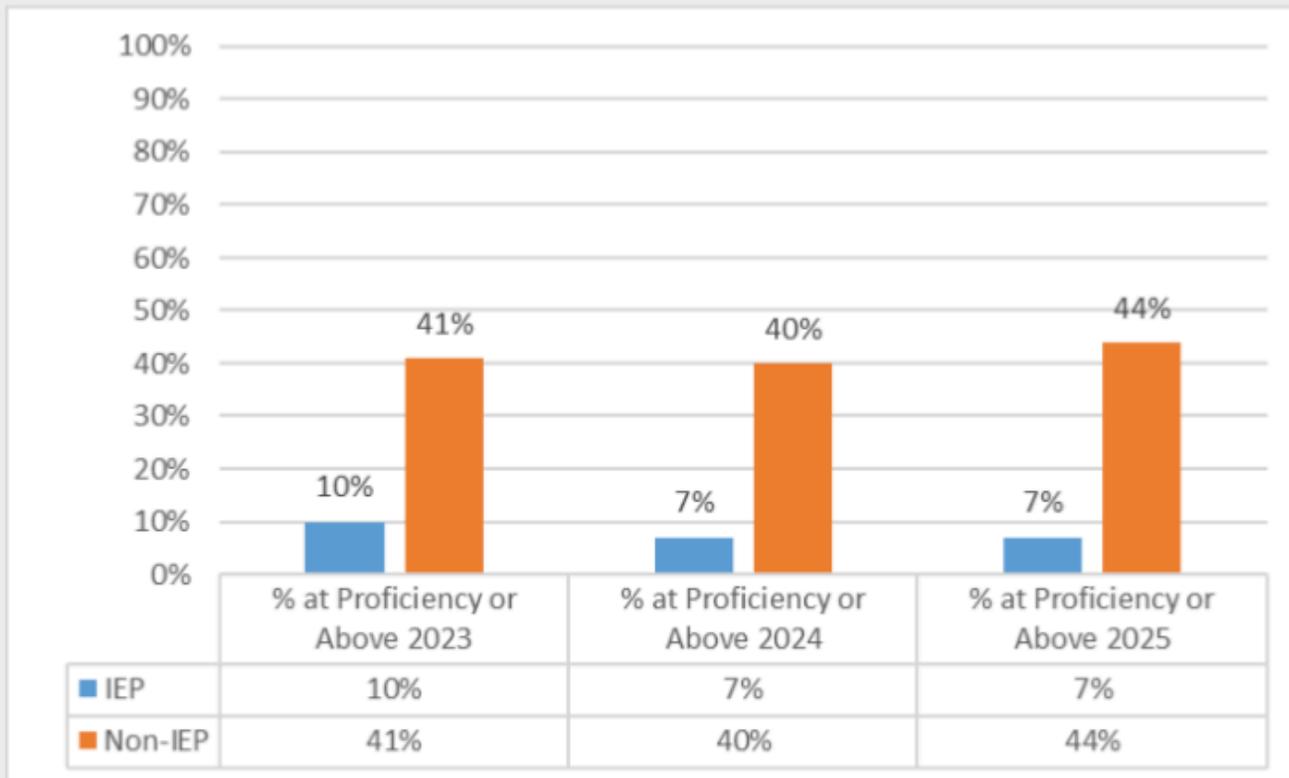
i-Ready **Math** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025



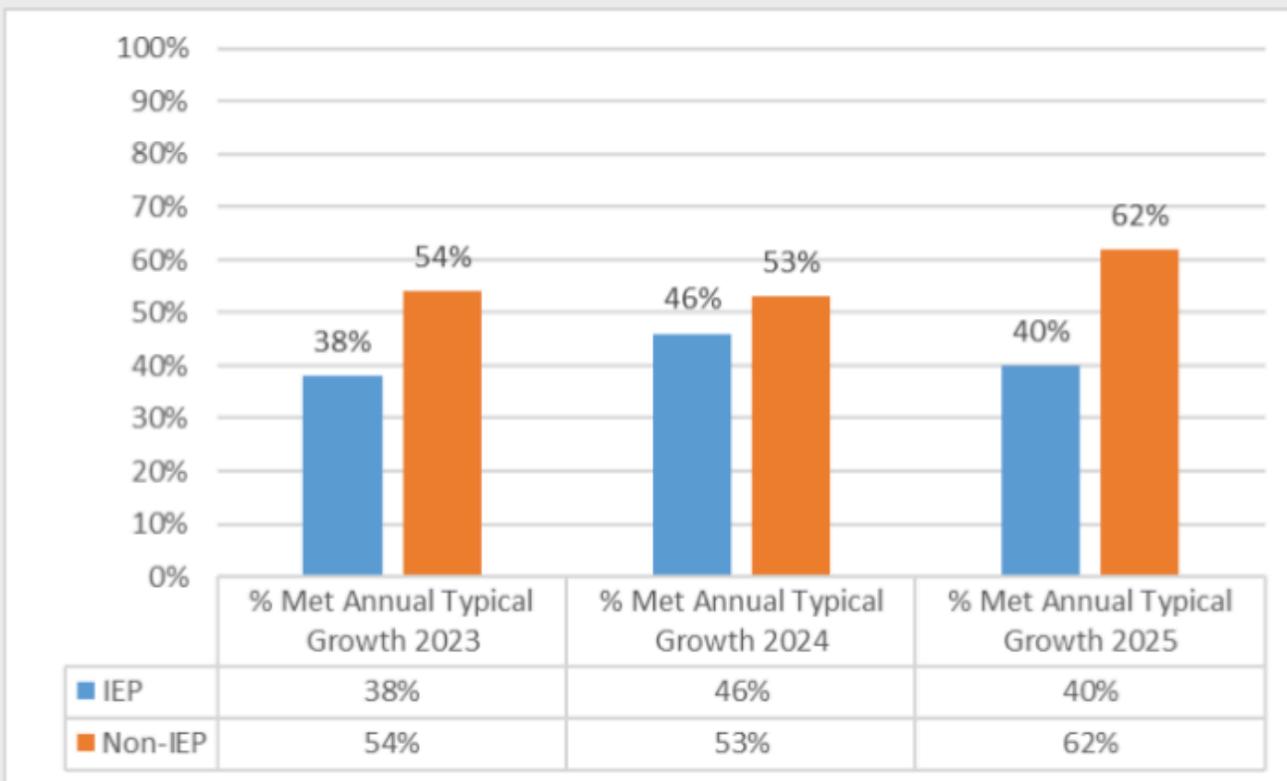
i-Ready **Math** Stretch Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025



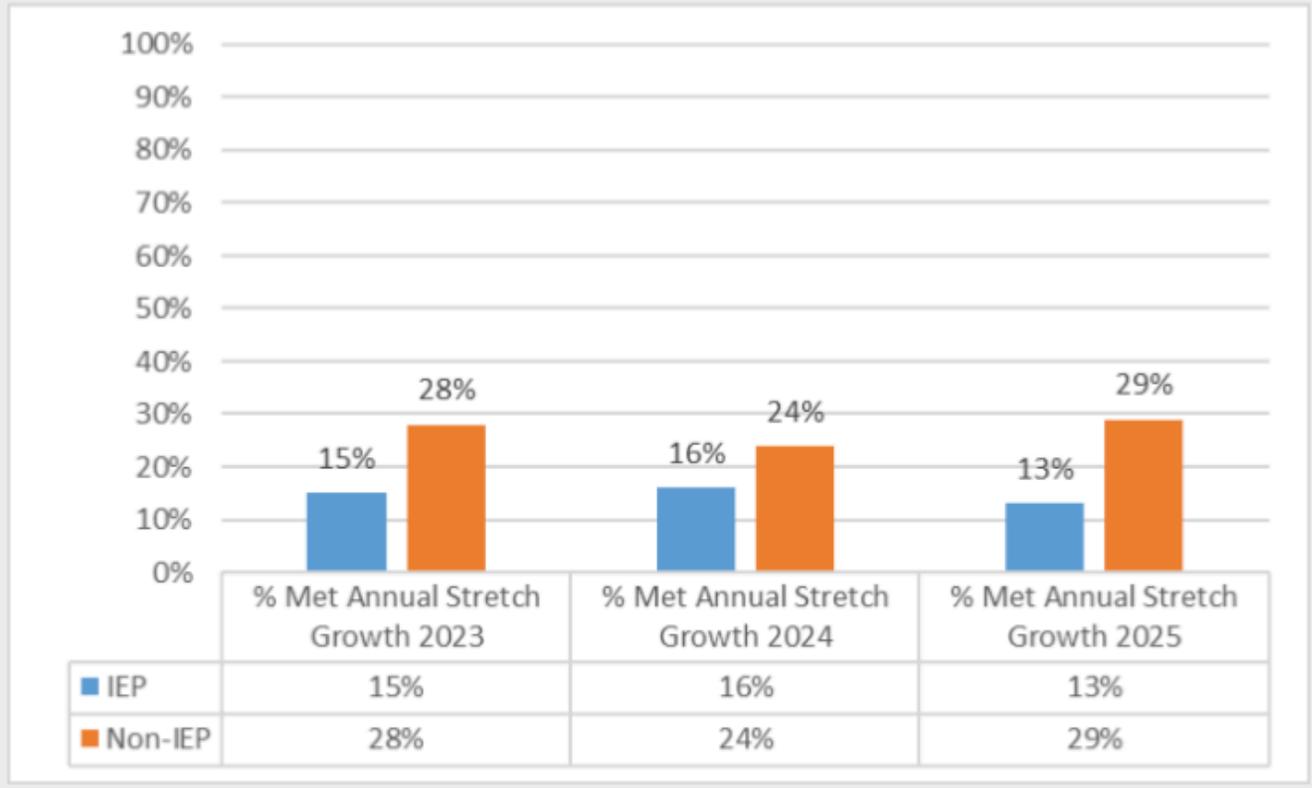
i-Ready **Math** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025



i-Ready **Math** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025



i-Ready **Math** Stretch Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025

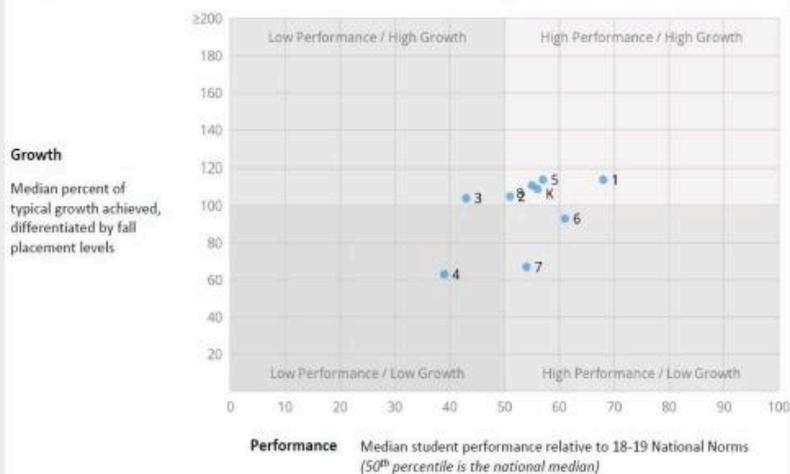


i-Ready Math Diagnostic, Spring 2024 and 2025

Spring 2024 Results

How Did Students Across the District Grow From Fall to Spring?

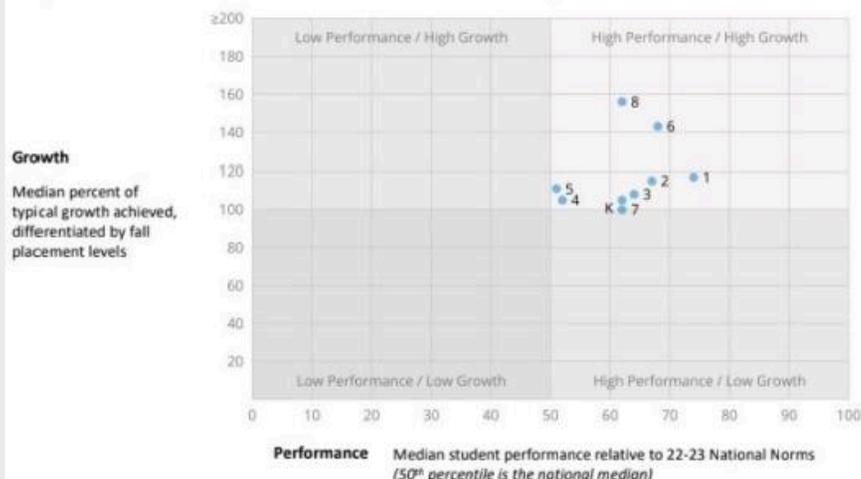
Comparison of Median Student Performance and Median Percent of Typical Growth



Spring 2025 Results

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

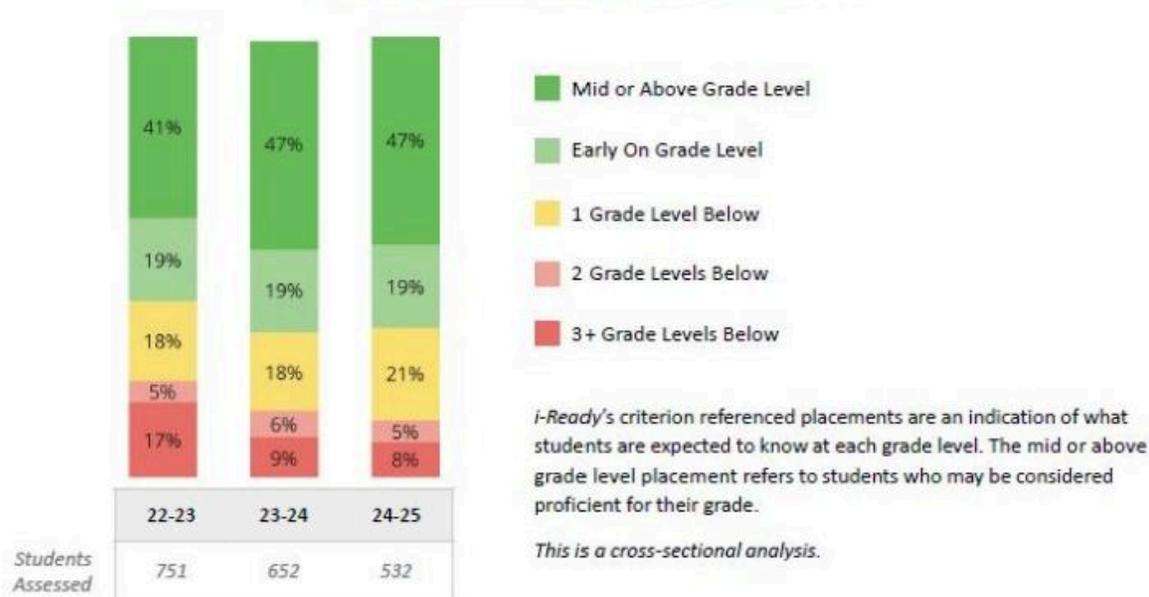


i-Ready Reading Diagnostic, Spring 2023 to 2025

Reading

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25

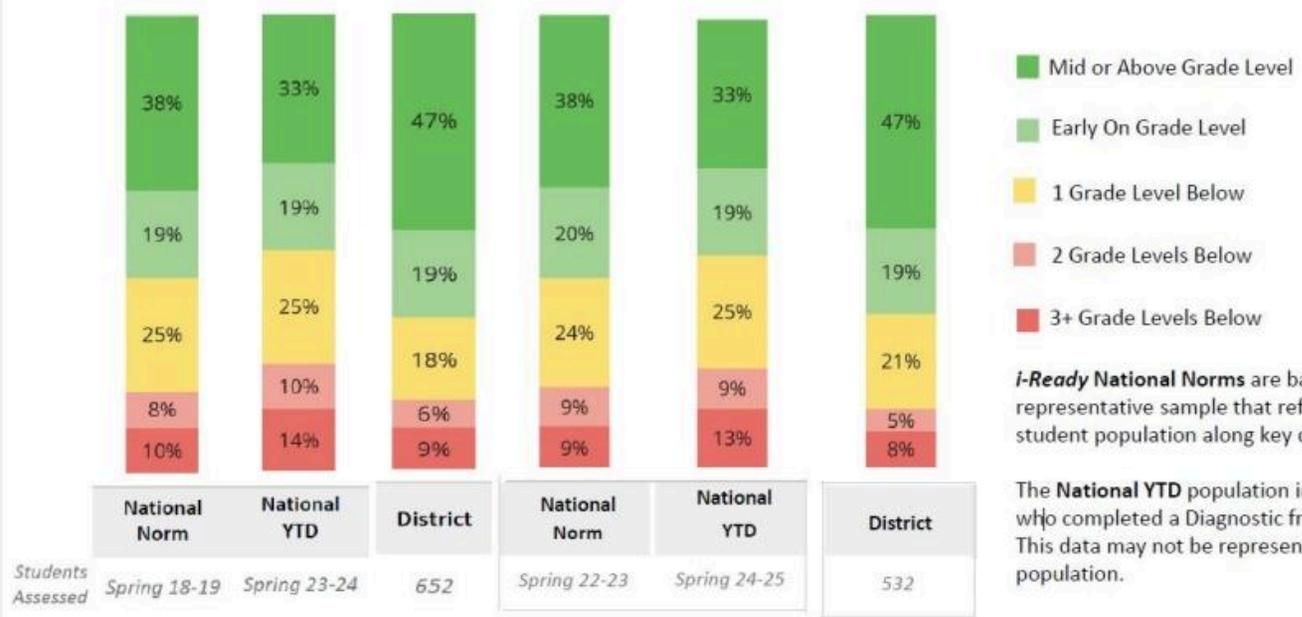


i-Ready Reading Diagnostic, Spring 2024 and 2025

Reading

How Do the District's Placements Compare to the Benchmarks?

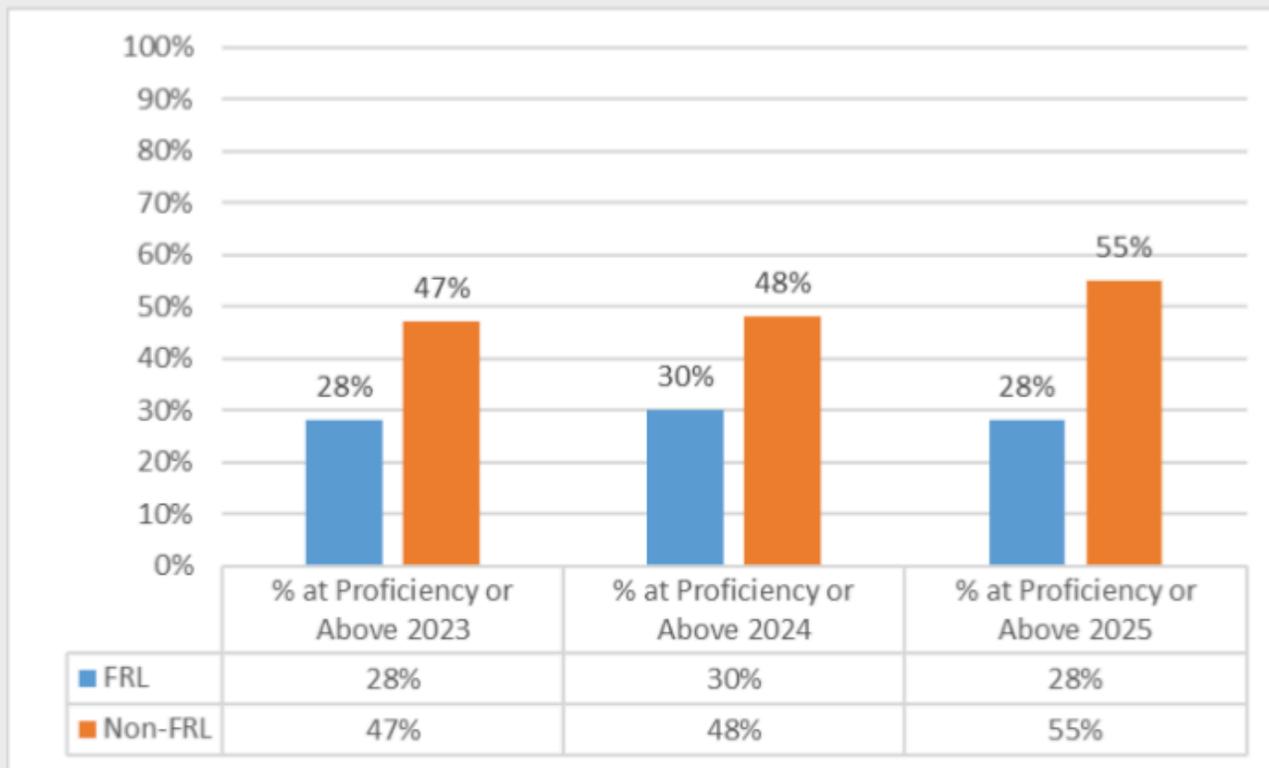
Spring Placement Distribution for District and Benchmarks



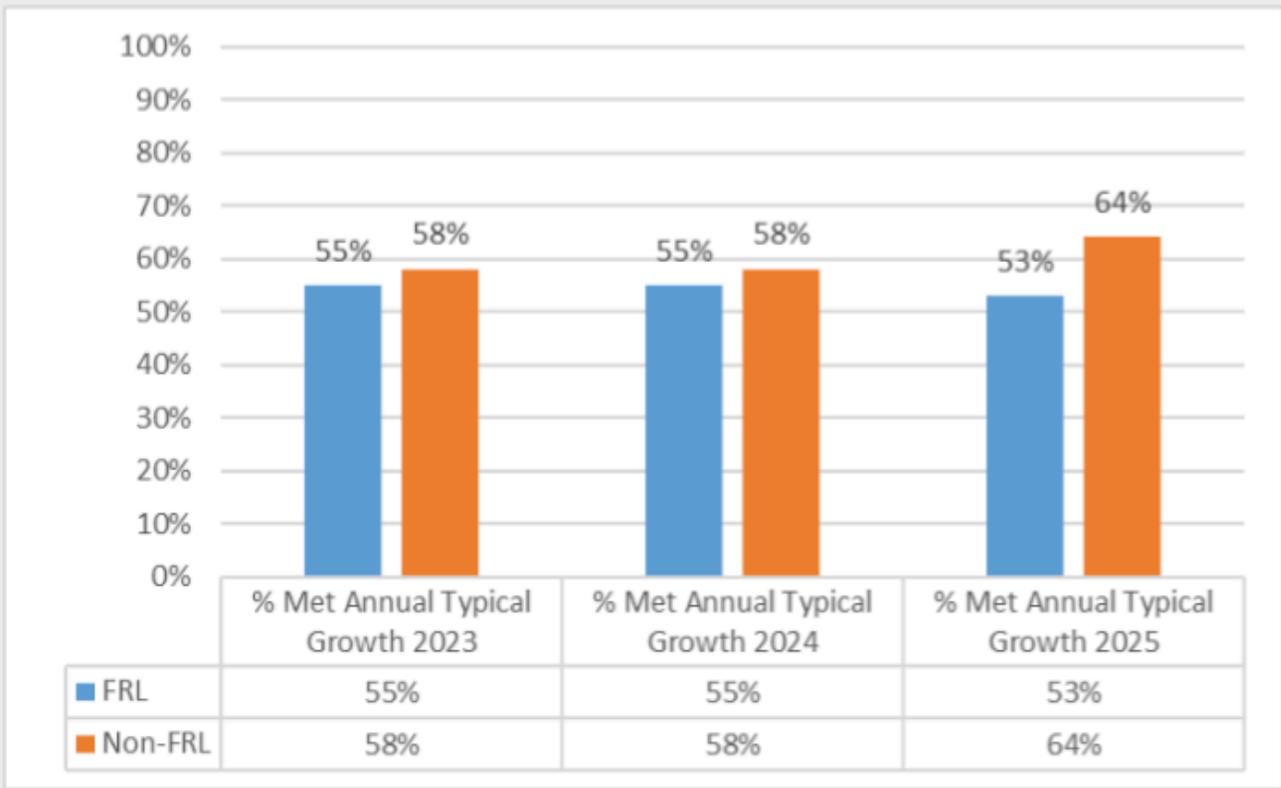
i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 8,645,691 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

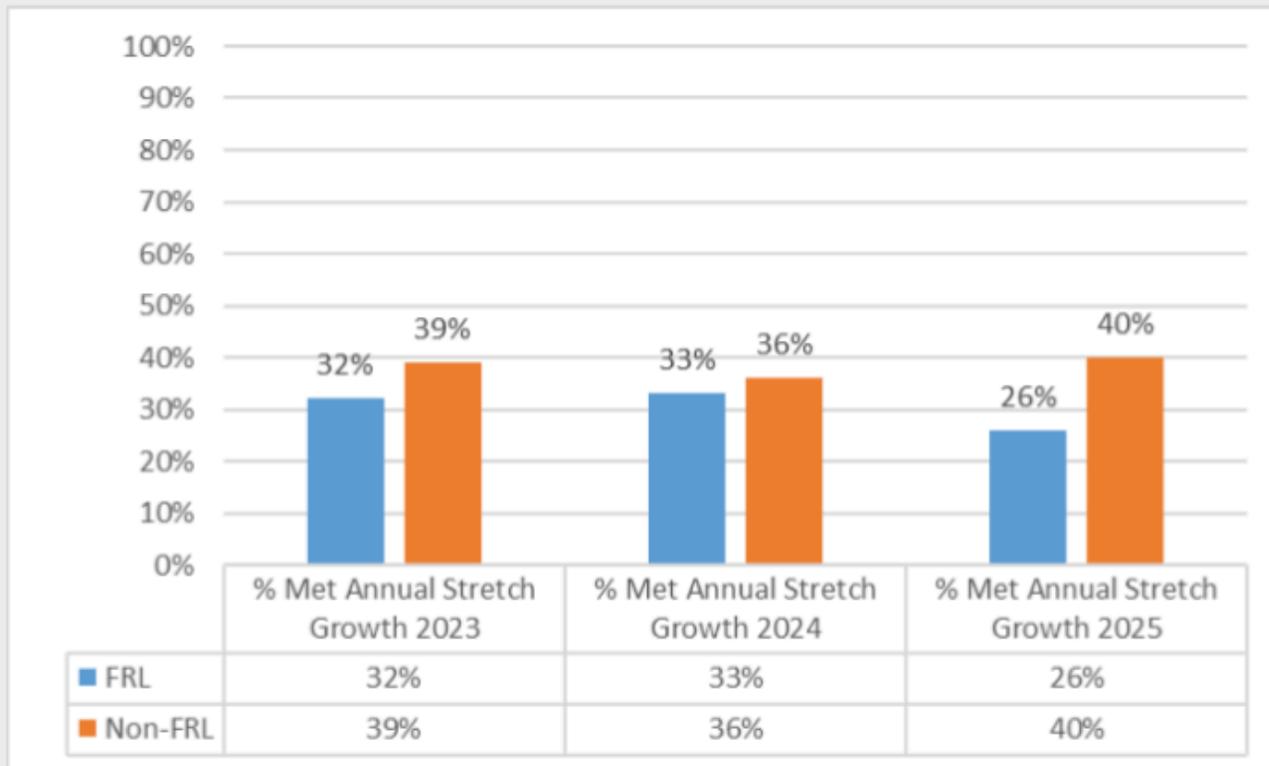
i-Ready **Reading** Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025



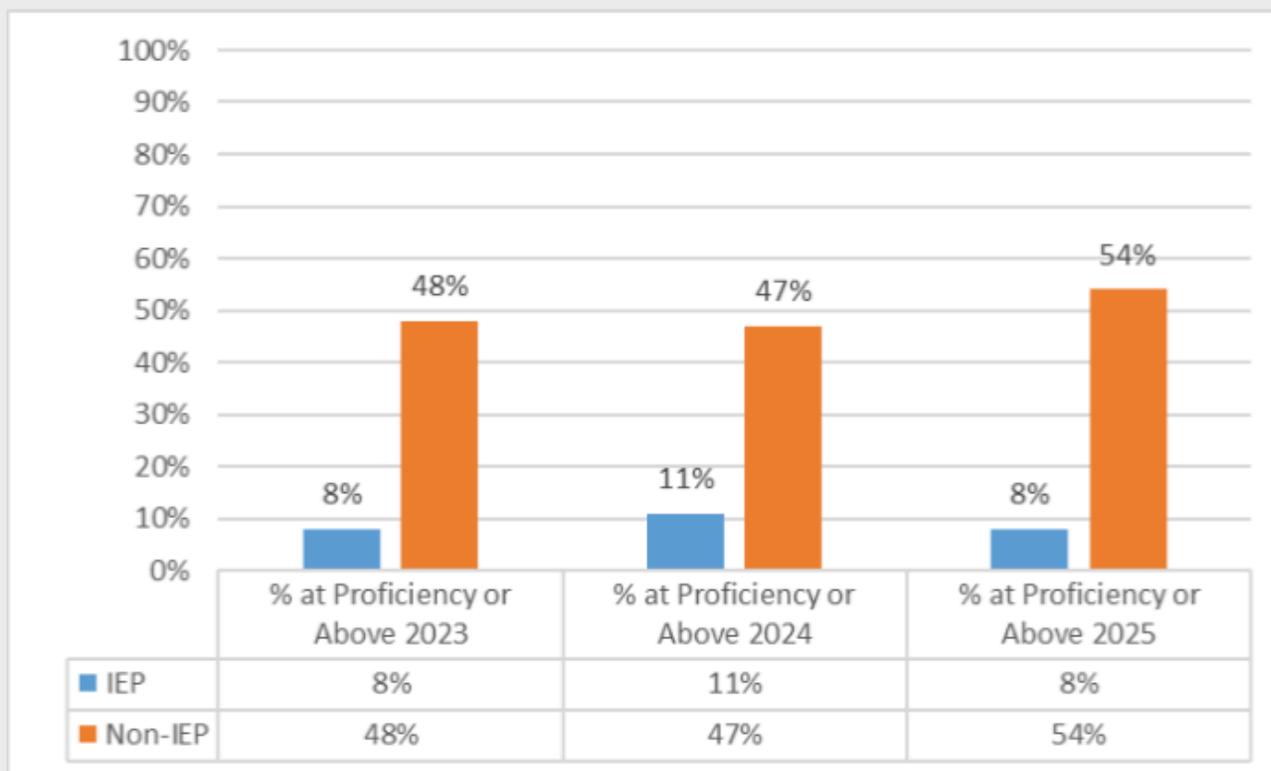
i-Ready **Reading** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024 and 2025



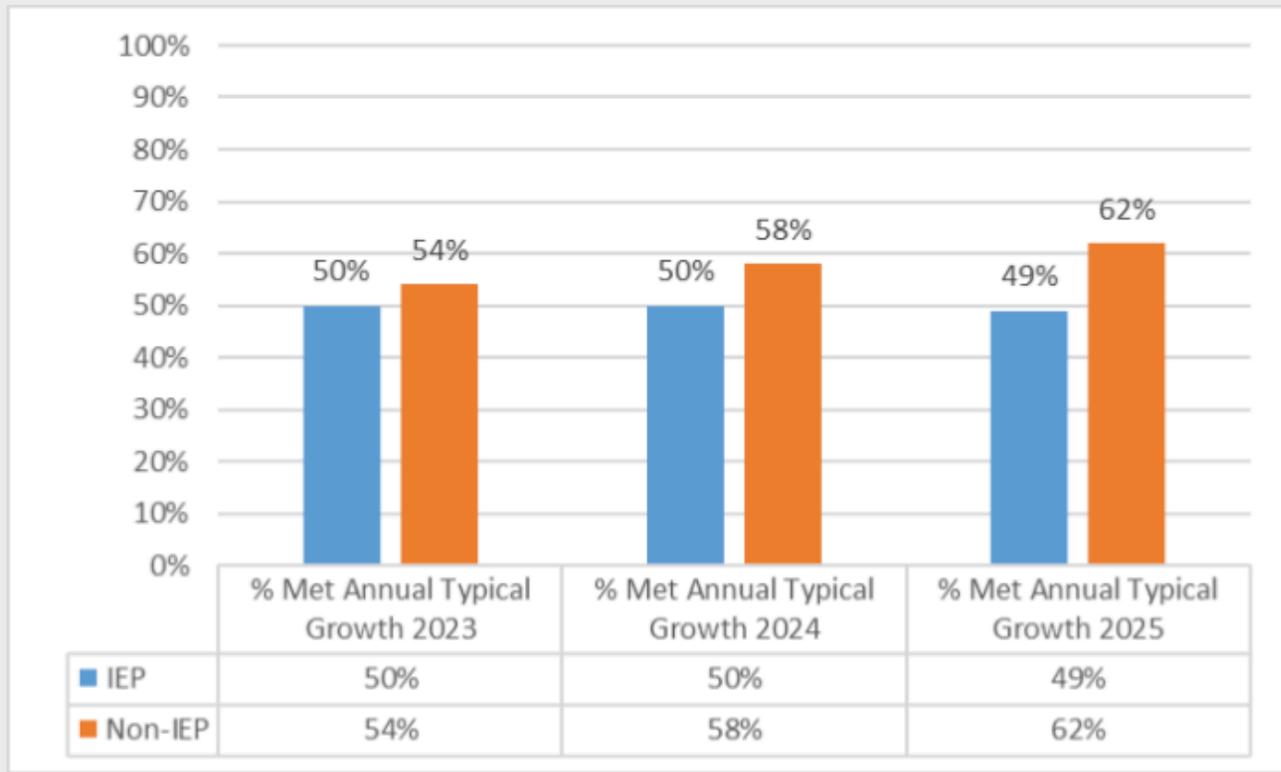
i-Ready **Reading** Stretch Growth Data by **FRL Eligibility** Spring 2023, 2024 and 2025



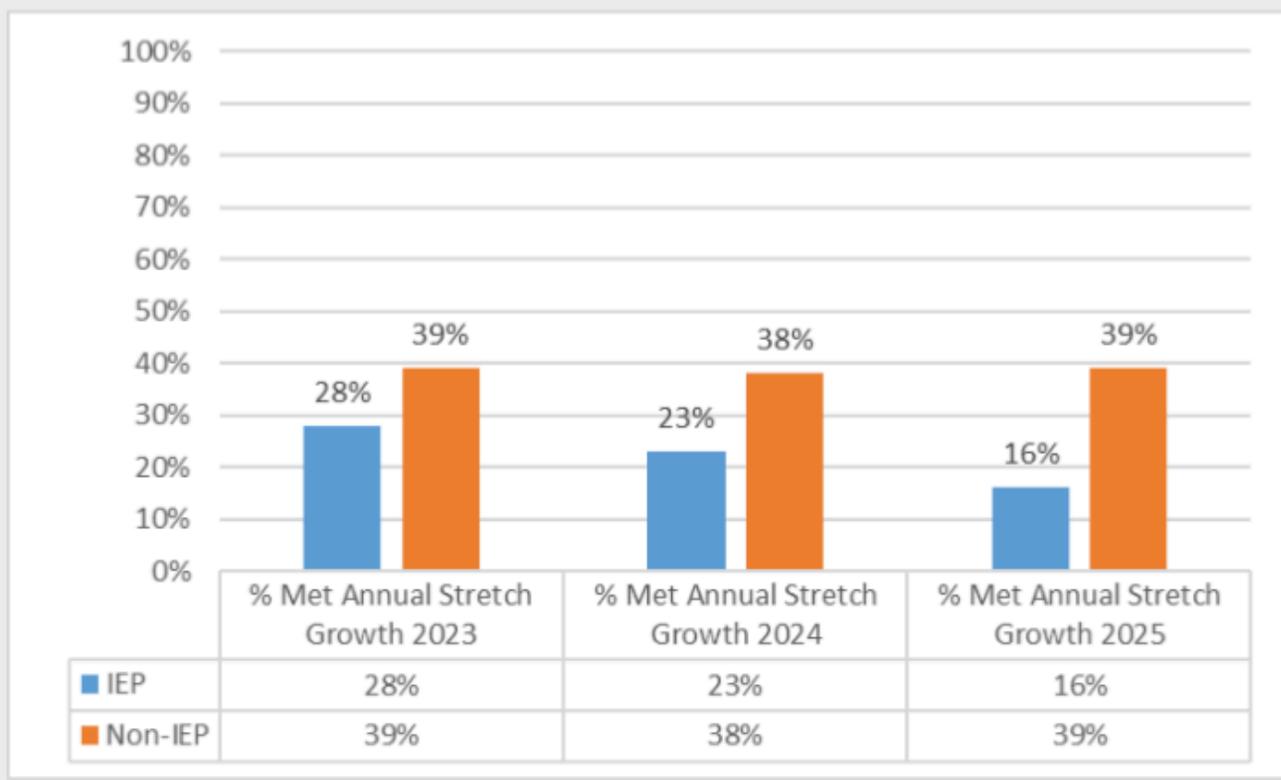
i-Ready **Reading** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025

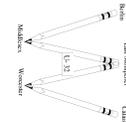


i-Ready **Reading** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025



i-Ready **Reading** Stretch Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025

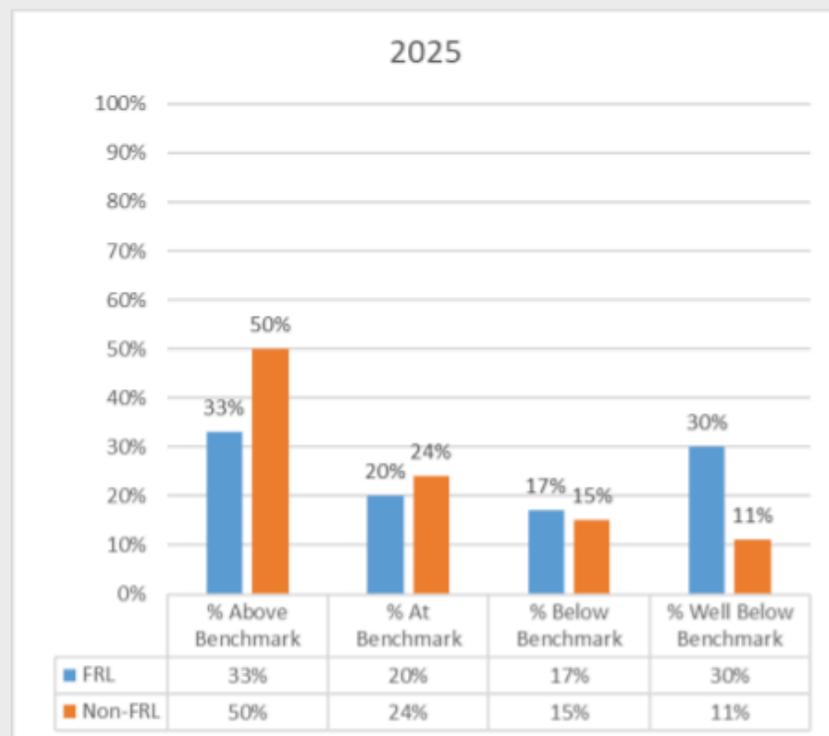
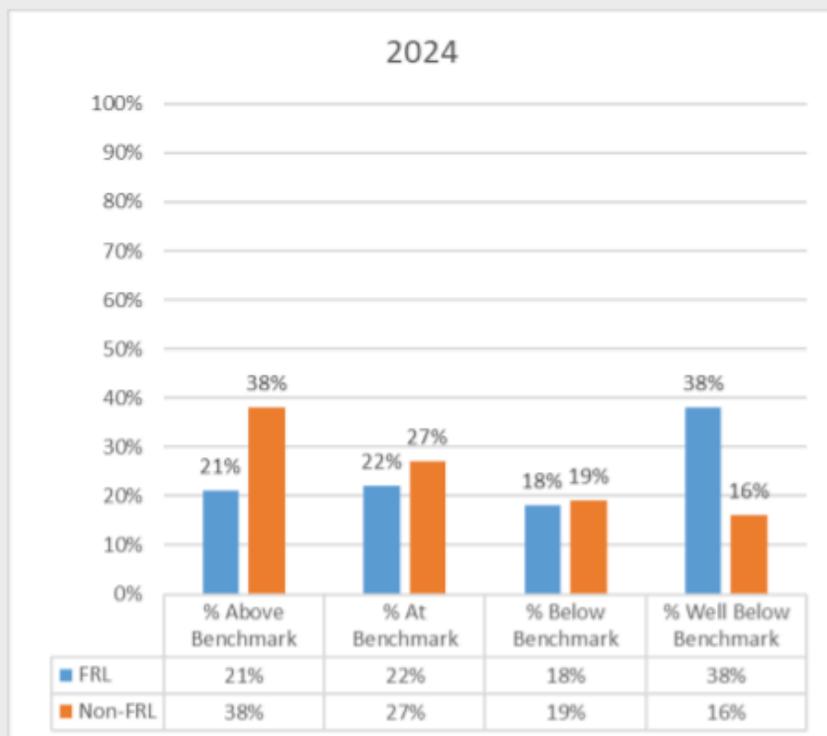




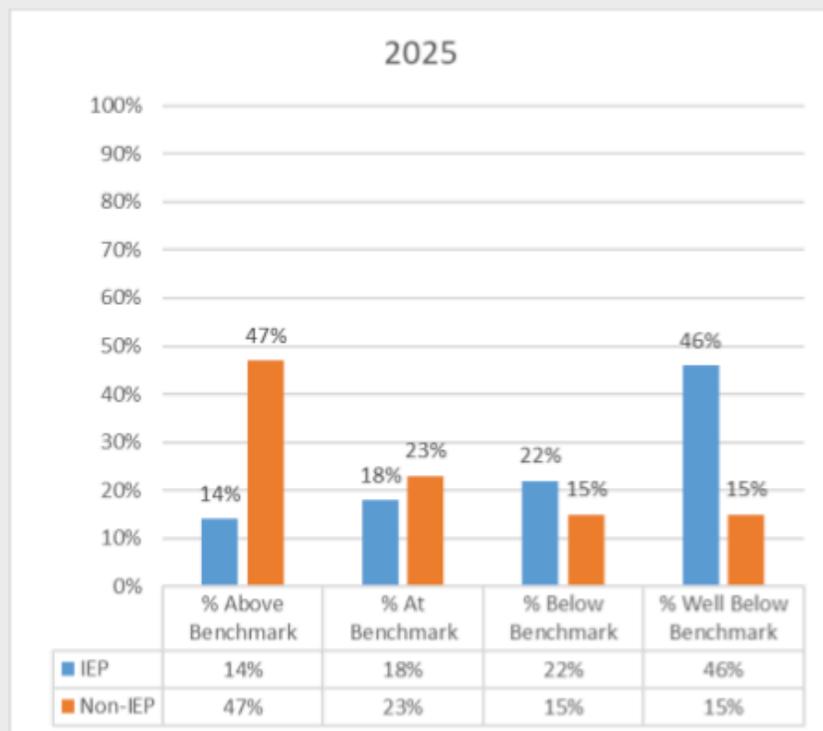
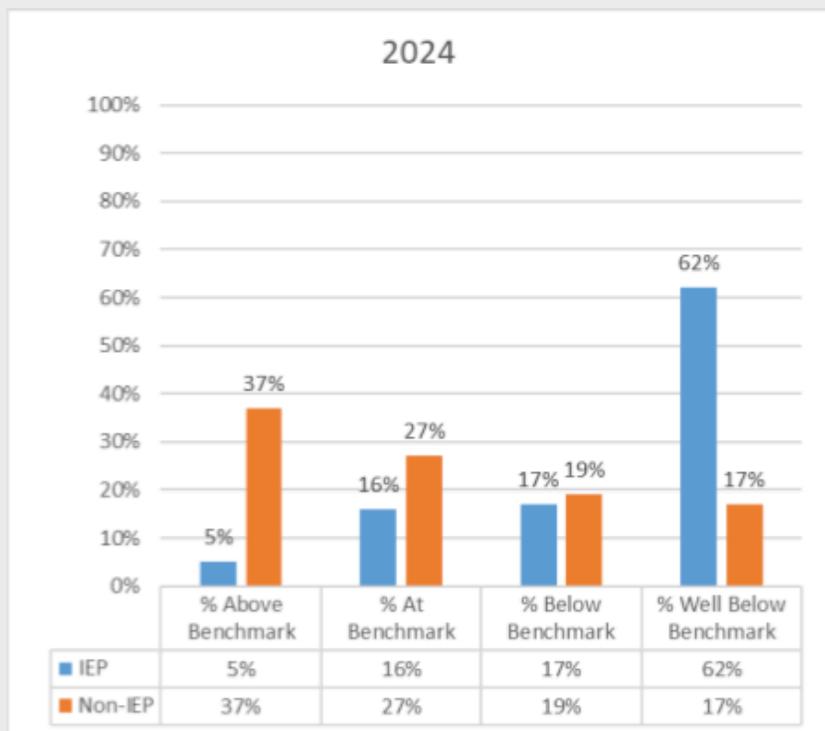
Acadience District Summary: Reading Composite Score K-6

	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Spring 2024	24.6%	18.9%	25.1%	31.4%
Spring 2025	19.8%	15.7%	22.3%	42.2%

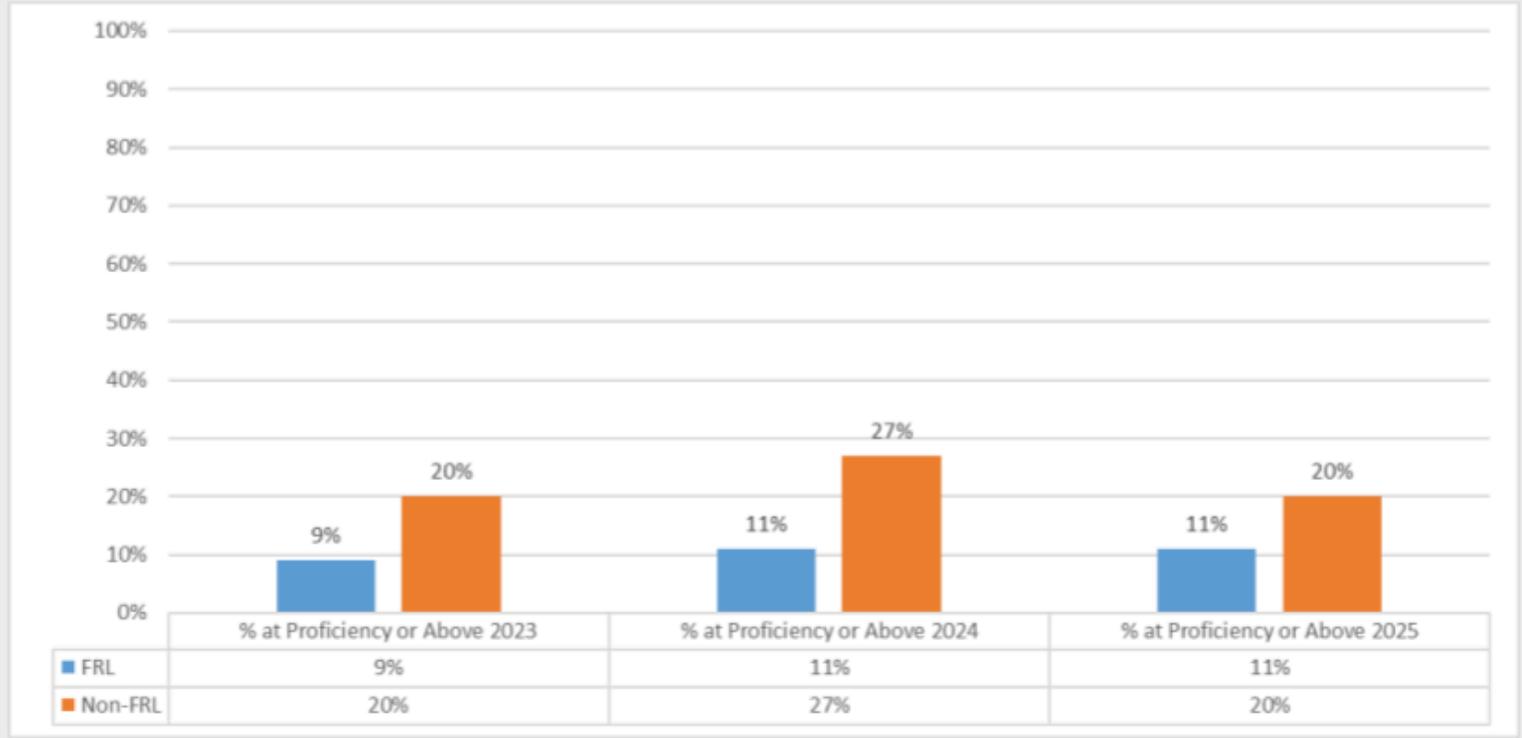
Acadience Reading K-6 **Reading** Performance Data by **FRL Eligibility** Spring 2024 and 2025



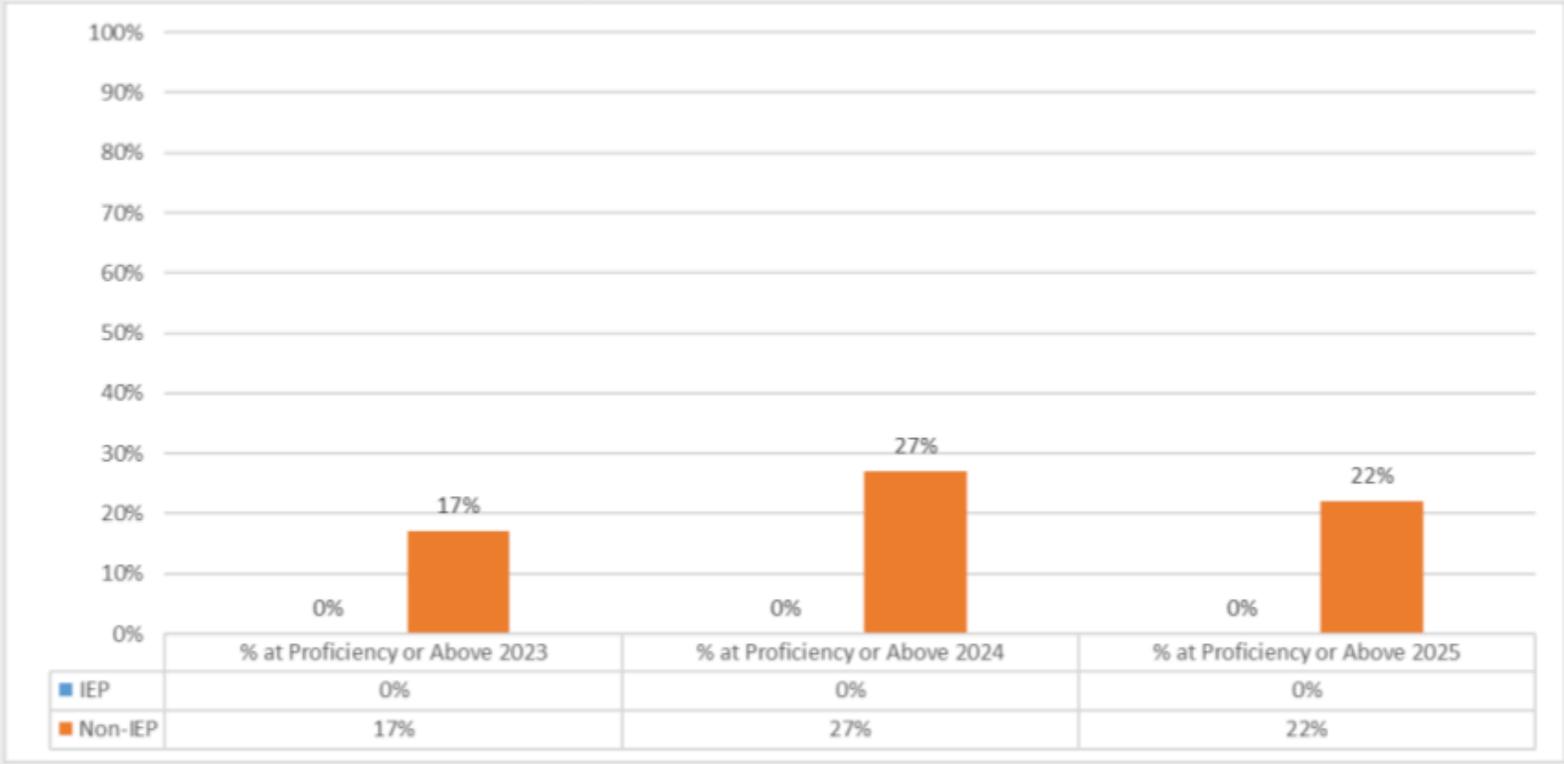
Acadience Reading K-6 **Reading** Performance Data by **IEP Eligibility** Spring 2024 and 2025



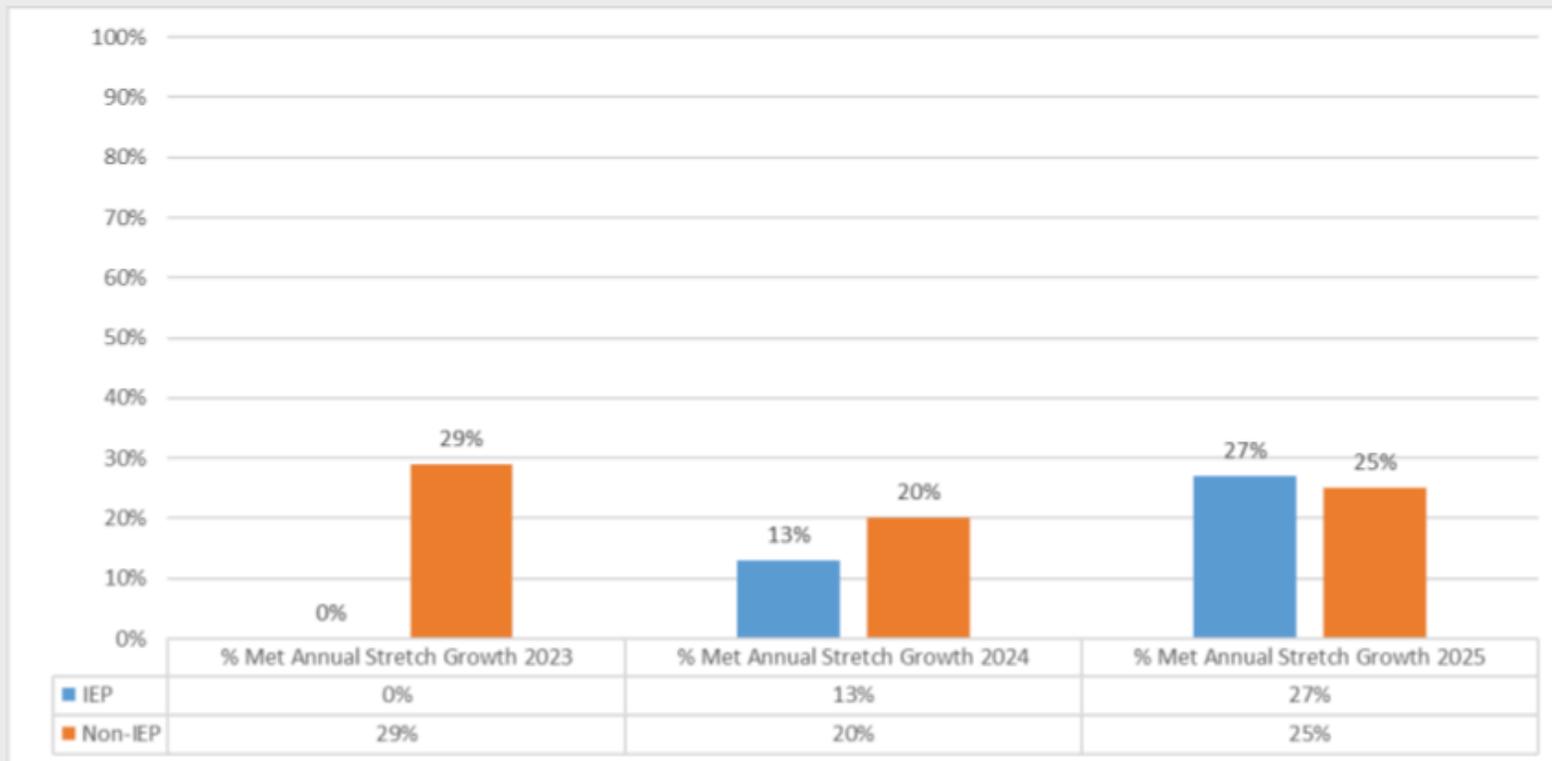
i-Ready Math **Grade 8 Algebra Concepts** Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025



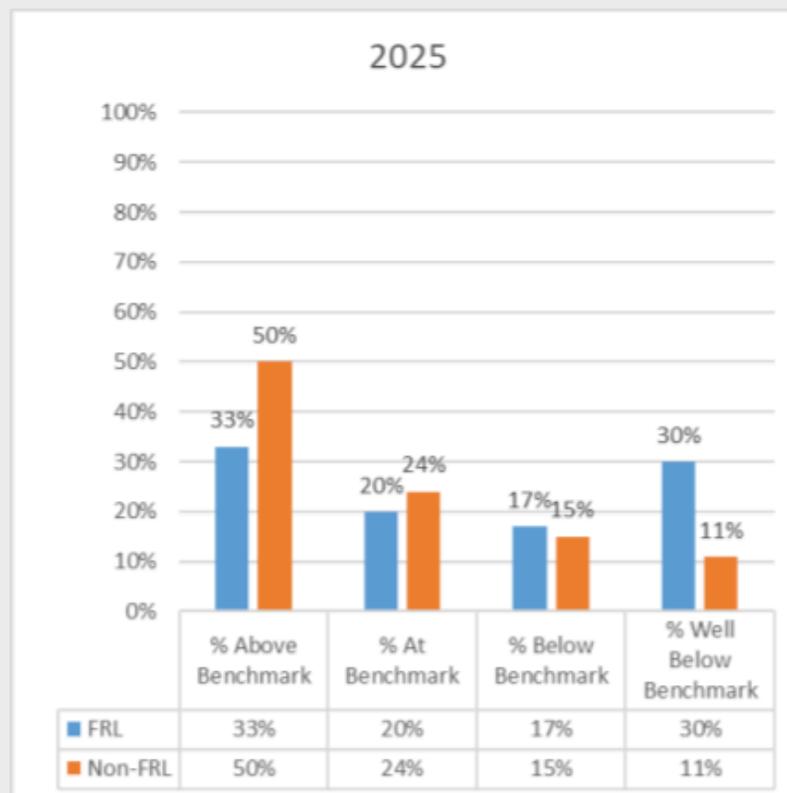
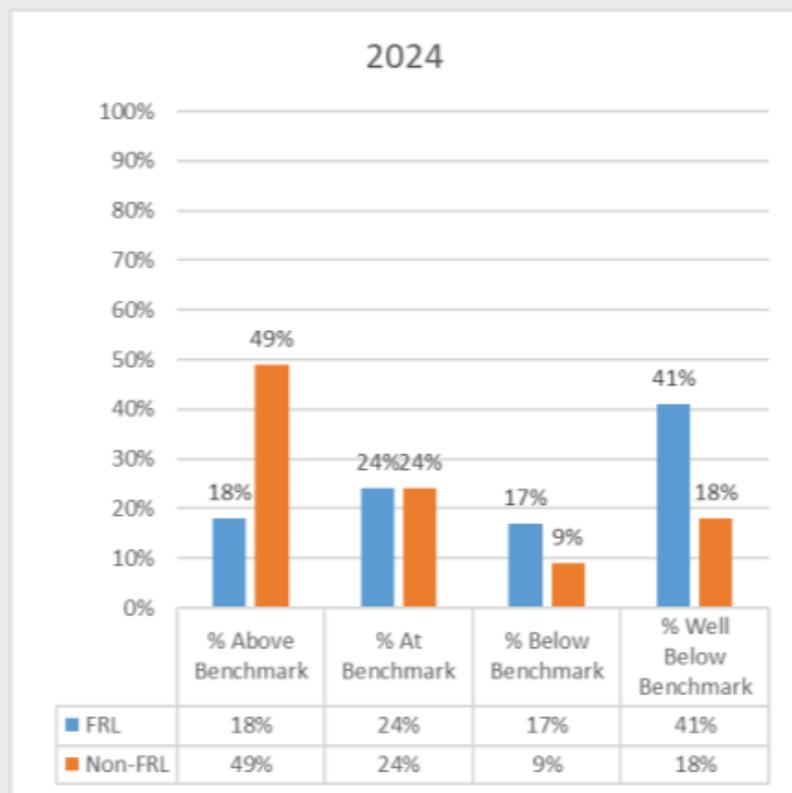
i-Ready Math **Grade 8 Algebra Concepts** Performance Data by **IEP Eligibility** Spring 2023, 2024 and 2025



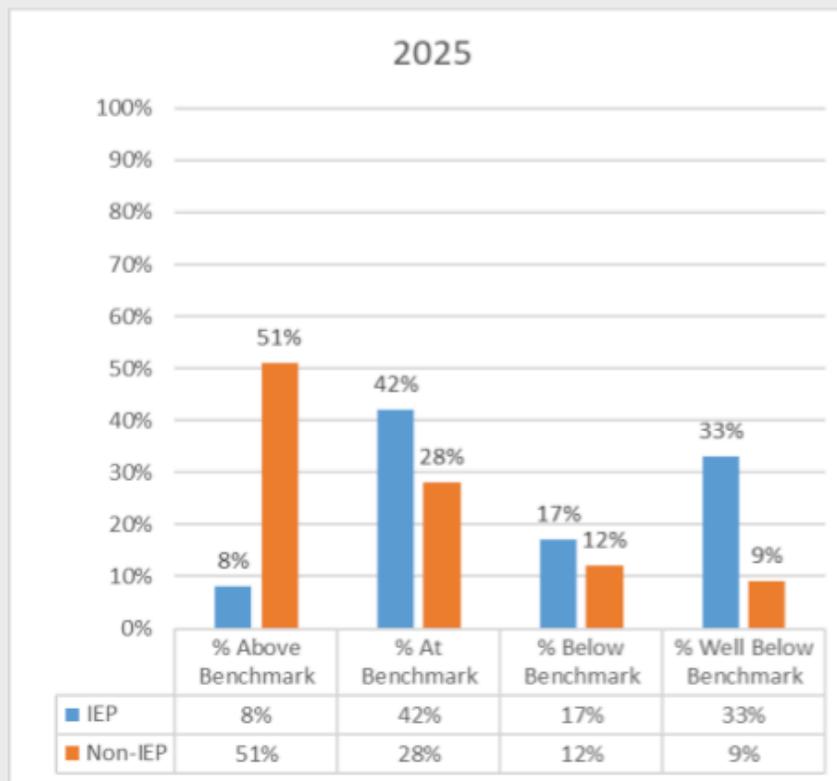
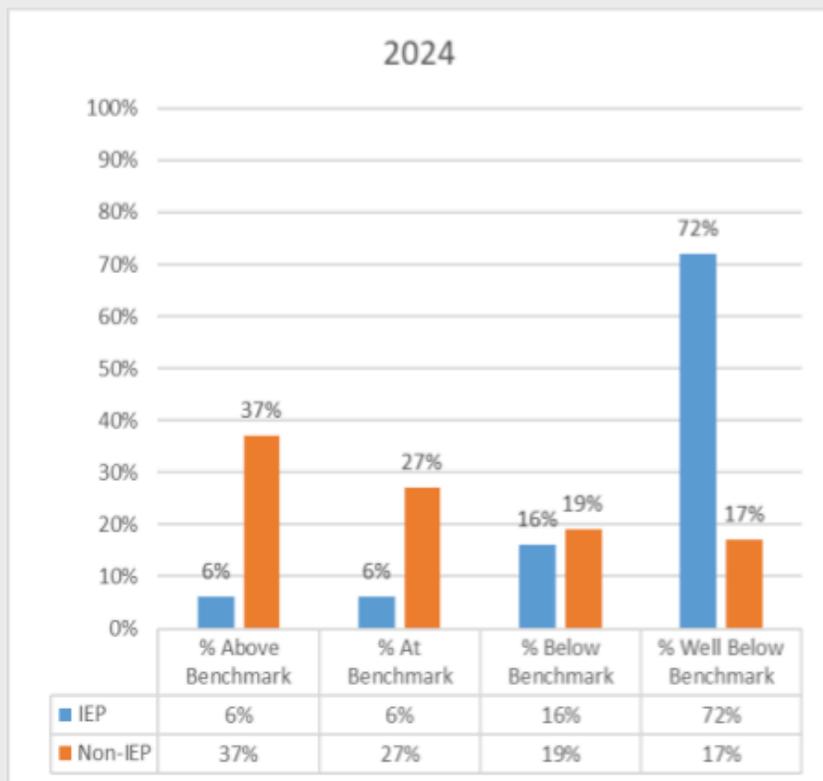
i-Ready Math **Grade 8 % Meeting Stretch Growth** by **IEP Eligibility** Spring 2023, 2024 and 2025

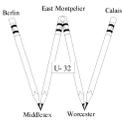


Acadience Reading *Grade 3 Reading* Performance Data by *FRL Eligibility* Spring 2024 and Spring 2025



Acadience Reading *Grade 3 Reading* Performance Data by *IEP Eligibility* Spring 2024 and Spring 2025





Below is a summary of our analysis.

System Successes:

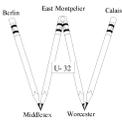
- We have seen an improvement in student achievement in reading, which is demonstrated in both the i-Ready and Acadience Reading assessment tools.
- We have seen an improvement in reading for our students identified as FRL eligible, including our equity indicator of grade 3 reading as measured by the Acadience Reading assessment tool.
- We have seen an improvement in reading for our students on an IEP, including our equity indicator of grade 3 reading as measured by the Acadience Reading assessment tool.
- We have seen an improvement in student growth data for math as measured in i-Ready
- Our grade 8 Algebra concepts equity indicator has demonstrated improvement in student achievement in stretch growth for students on an IEP. We have seen an increase in stretch growth over the last 3 years.

System Challenges:

- When examining student achievement data for Grade 8 Algebra Concepts for students on an IEP, there is a lack of students at or above proficiency.
- We continue to see differences in performance between groups of students who are and are not eligible for Free and Reduced Lunch (FRL)
- We continue to see differences in performance between groups of students who are and are not eligible for specialized education services.

System Needs:

- Continued investment in Professional Development (PD) opportunities for staff.
- Continued investment in adequate staffing to meet student needs at all levels of our MLSS



Changes to instructional and assessment practices:

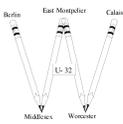
- We are in the second year of the implementation of the Acadience reading assessment tool. This assessment tool is complementary to our i-Ready reading assessments and is aligned with the requirements of Act 139.
- In response to concerns about the time spent on student assessments, testing procedures have been adjusted for this school year. All students will take the i-Ready math assessment in the fall and spring, but only those who do not score at or above the proficiency level will be assessed again in the winter.
- At the middle and high school level, there have been schedule changes for this year, which result in classes meeting more frequently for shorter periods of time.
- Educlimber is a data tool that was bought this year and is being implemented to address layers 3 and 4 of our MLSS.
- A system of embedded Professional Development is being implemented.

Implications for the School Board:

- Informed Oversight - We, the members of the full board, need to hold ourselves and the superintendent accountable for improved outcomes, including longitudinal improvements.
- Ensure that we are allocating resources to continue to build and implement our Local Comprehensive Assessment System, including resources for responsive instructional and assessment practices and associated professional learning. This includes budgetary and time resource needs.
- How are we using the data that we are collecting? Is it the right data to allow the board to make decisions based on meeting student needs?

During our full board meeting on November 19th, we would like to engage in a discussion about this report. We offer the following questions for your consideration.

- Are students learning and thriving?
 - What do you see that supports that?
- Are we using our resources effectively and equitably?
 - What do you see that supports that?
- Are we making progress toward our strategic goals?
 - What do you see that supports that?
- What did you notice in this report that connects to other information presented by other committees, in COLT reports, and Principal Reports?



Here are some terms that are important to know and understand related to student achievement.

- **Growth Measures** - A method to indicate how much a student has progressed towards proficiency. These measures are individual to each student. [Helpful video](#)
- **Typical Growth** - A year-long measure of the average progress expected for a student. One way to think of this is “keeping up”
- **Stretch Growth** - A year-long measure beyond average progress, that is both ambitious and achievable. “Catching up” may take more than one year of stretch growth for students to get on grade level.
- **Student Learning Outcomes (SLO)** - Essential academic and transferable skills that our students should know and be able to do by the time they graduate. They are aligned with Vermont’s Education Quality Standards.
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont’s public schools.
- **Local Comprehensive Assessment System** - An approach that integrates both assessments aligned to student learning outcomes and a system’s ability to make and sustain data-based decisions to serve students’ needs.
- **Equity Indicators** - allow us to compare outcomes for two groups to measure the disparity.
- **Cross-Sectional Analysis** - A data view comparing different students across years i.e. last year's 3rd grade and this year's 3rd grade.
- **Longitudinal cohort Analysis** - A data view of the same students over time i.e. last year’s 3rd grade and this year's 4th grade.
- **MLSS** - Multi-Layered System of Supports

Support References

Video on i-Ready growth model and Typical Growth and Stretch Growth measures - <https://i-readycentral.com/view-resource/?id=14935>

One page review of Proficiency and Growth Data - <https://drive.google.com/drive/folders/1C-URY7H0d2pCvbCuYD1bGxkDoU2fQqyu>

Agreement to Join the Winooski Valley & Statewide
Choice of Public High School Collaborative
for the 2026-2027 School Year
Under Act 129 (Sec. 34. § 822d 2A)

_____ agrees to join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2026-2027 school year. We will abide by the conditions outlined in the attached Articles of Agreement.

Our high school will agree to accept no more than _____ students and will send no more than _____ students* for the 2026-2027 school year.

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

For the Board of School Directors of _____

Signature & Title: _____

Dated: _____

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

School Contact Name & Position: _____

E-mail for School Contact: _____

The WCUUSD Board utilizes a comprehensive evaluation process grounded in the Vermont School Boards Association tool. The following is an outline of the key elements of the process, including a timeline of key touchpoints across the year. The Board would adjust this timeline annually as needed.

	Evaluation Element	Identified Date
May/June	Superintendent presents draft goals to the Steering Committee for initial discussion/feedback	5/10/25
September	Board affirms the evaluation process & timeline (including the Evaluation Tool)	8/20/25
	Superintendent presents second draft goals to Steering Committee; Committee affirms readiness for full Board	9/10/25
	Superintendent presents goals to full Board	9/17/25
December	Steering Committee reviews draft Board feedback survey & recommends any edits	12/3/25
January	Superintendent presents initial goal reflection, including indicator review, to the Board.	1/7/26
	Board feedback survey distributed by Steering Committee(VSBA)	1/9/26
	Superintendent Evaluation Survey Due	1/23/26
	Climate Survey distributed	1/23/26
February	Climate Survey due	2/6/26
	(VSBA)Steering committee compiles Board survey results	2/11/26 - 2/18/26
	Board discusses evaluation in executive session with VSBA	2/18/26 (2/4/26?)
March	Superintendent provides Climate Survey report to Board	2/18/26
	Steering committee meets with Superintendent to review full evaluation results in executive session	3/11/26 (2/11/26 or 2/18/26)
	Summary evaluation document finalized	3/11/26

<i>VSBA Version:</i>	<i>April 1, 2025</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §563 (14) (Powers of school boards) 16 V.S.A. § 261a(a)(1) (SU-wide Curriculum) State Board of Education Rule Series 2000 (Education Quality Standards)</i>
<i>Cross Reference:</i>	<i>Selection of Library Materials Curriculum Development and Coordination (SU) Responsible Computer Internet & Network Use</i>

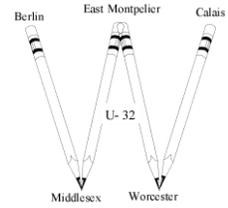
DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address 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.

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: Susanne Gann, WCUUSD Business Administrator
David Rodgers, Director of IT
RE: Copier Bid Award
DATE: December 11, 2025

Summary: Copier inventory and printing needs were reviewed throughout the district this fall. The request for proposals for new copiers and printers, service and supplies was issued based on 74 devices and 3,039,047 copies per year for five years beginning with 2026-2027 budget year. Bids were received from three companies and reviewed December 5, 2025. Ricoh’s bid was slightly better than Symquest and National; however, Symquest is our current service provider and is a local, reliable company. The Ricoh and Symquest bids are both less than the present annual cost of \$75,118.23. It is recommended that WCUUSD award the bid to Symquest with Konica Minolta Copiers & Printers as the most qualified bid. Staff agrees with this assessment.

Vendor & Model	Average Cost/year over 5 years
Ricoh with Ricoh copiers and printers	\$73,175.96
Symquest with Konica Minolta copiers and printers	\$73,375.66
National with Kyocera copiers and printers	\$77,026.29

Recommended Board Action: The Board award the fixed blanket servicing contract for July 1, 2026 through June 30, 2027 that includes all consumables, except staples and paper, to Symquest, with an annual renewal option for four more years.

The Board approve the proposed tax-exempt lease with M.S.T. Government Leasing, LLC, for the purposes of refinancing, and funding photocopy equipment leases including consultant fees, and related costs of issuances of such leases in an amount not to exceed One Hundred

Ninety-Nine Thousand Three Hundred Twenty-Two dollars and Forty-Seven Cents (\$199,322.47) and an interest rate of 5.19% per year through August 1, 2030.

The Board authorizes the Superintendent to execute and deliver the tax-exempt lease with M.S.T. Government Leasing, LLC, on such terms and conditions discussed and provided to the Board and to execute and deliver any such documents required to execute the contract with Specialized Purchasing Consultants, Inc.

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. New Hire Nominations (for 25-26 school year)

2. Retirement

3. Re-Hires

4. Resignations

Dakota Garrow – U-32 PE/Health Teacher (effective January 2, 2026)

Rebecca Tatistcheff – U-32 Principal (effective June 30, 2026)

5. Change in FTE:

6. Long-Term Substitutes (25-26 School Year)

Hayden Roberge – LTS Physical Education Teacher - U-32

Blakely Gilmore – LTS Grade 2/3 – EMES

7. Change in Position

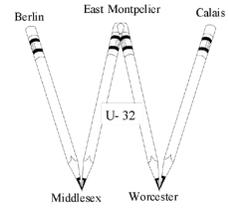
8. Extended Leave of Absence

Christa Danyew – U-32 Paraeducator

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



TEACHER NOMINATION

CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD:	
Hayden Roberge	
Placement: M00-M14, Step A (\$57,415/\$41.38)	
POSITION: Long Term Substitute PE @ U-32	FTE: <u>1.00</u>
REASON FOR VACANCY: <input type="checkbox"/> Retirement/Resignation <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Leave of Absence	
SCHOOL BUILDING: U-32 Middle/High School	
SEARCH COMMITTEE COMPOSITION: <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Teachers <i>(numbers and groups represented)</i>	
<input type="checkbox"/> Support Staff <input type="checkbox"/> Parents/Community Members	
<input type="checkbox"/> Other: Students	
EDUCATIONAL PREPARATION: <i>(College, degree, date obtained)</i>	MED Curriculum and Instruction BA: Exercise Science and Physical Ed Minor: Health and Coaching
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: <i>(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)</i>	Hayden is not only an alumni but he is qualified both on paper and as an educator. He has a MA in Curriculum and Instruction and his degree in Exercise Science and Physical Education. He has his teaching license and has worked in other schools.

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

NOMINATED BY: JB Hillerty, Assistant Principal

Date: 12/5/2025

RECOMMENDED BY: Superintendent, Steven Dellinger-Pate

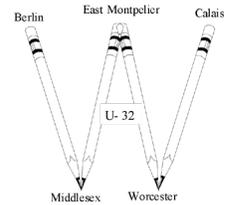
Date: 12/5/2025

BOARD APPROVAL DATE: _____

Washington Central Unified Union School District

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

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



Washington Central Unified Union School Board Meeting 12.3.25 6:15-9:15 PM (In-Person & Virtual) Berlin Elementary School

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Ursula Stanley, Mckalyn Leclerc, Elizabeth Brown, Michelle Ksepka, Zach Sullivan, Diane Nichols-Fleming, Amelia Contrada, Julia Hewitt, Natasha Eckart, Karoline May, Celia Guggemos, Lisa LaPlante, Alicia Lyford, Julia Pritchard, Jen Miller-Arsenault, Cat Fair, Jarrod Weiss, Amy Molina, Bernie Lambek, Ania Kehne, Anthony Houser, Christine Hertz-Hausman, Erika Zimmerman, Mack Gardner-Morse, Allison Fayle, Caitlin Howansky, Lila Richardson, B Bernstein, Cyrus Hanson, David Lawrence, Dena Brown, Ellen Knoedler, Emilia, Garth Kurts, Giuliana Jensen, Kurt, Helena, Honi Bean Barrett, Jane Boudreau, JB Hilferty, Jennifer Chambers, Jennifer Maurais, Jordan Nobler, Kathryn Saunders, Kristy, Lauren Chabot, Matthew Thomas, Michelle Meacham, Rachel Bliss, Rachel, P Matheson, Ross Andrews, Veronica Fair, Michael Sherwin, Noah Weinstein, April Davis, Callie Weller, Ainsley, Deborah Bloom, Jenna Howard, Jill, Lauralee Curavoo, ORCA Media, David Delcore, Tennessee Lamb, Chris Winters, Deborah Bloom, Larraby Fellows, Sonja Andrews, Devon Bonady, Kara Rosenberg, Katie, Cavan Farrell a group of cross country team members, several others in the audience

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:15 p.m.
2. **Welcome:** She welcomed those present and asked those present to maintain a tone of kindness.
 - 2.1. **Adjustments to the Agenda for the board to consider the appeal:** Flor Diaz Smith noted that we would move the Executive Session to after 3.1. **Chris McVeigh moved to accept this agenda adjustment. Seconded by Daniel Keeney, this motion carried.**
 - 2.2. **Reception of Guests**
 - 2.3. **Public Comments: Time strictly enforced, see note:** Flor Diaz Smith invited public comments that are not related to the appeal. A member from the audience asked whether there would be an opportunity to provide public comments about the appeal. Bernie Lambek, legal counsel for the board, explained that if the board decides to take up this appeal then there would be an opportunity for parties to provide input during the Executive Session if they are invited into the session. He suggested that two or three comments could be appropriate. Chris Winters stated that there is “what’s legal” and “what’s right.” He

stated that legal counsel trying to diminish risk sometimes removes the humanity from the process. He stated that there are children who feel that the process has failed them and they would like to have an opportunity to be heard. He asked the board to do what is just and fair for the children and what is just and fair for Andrew Tripp.

Deborah Bloom, a Worcester resident, asked people to keep in mind as we consider configuration, what we really need to be focusing on first and foremost is the education of our students, and to put trust in our educators to help make those decisions. She stated that at some point, this will need to happen and she warns against pitting us against each other and instead consider how to make this a positive transition.

Sophia Emigh stated that voters could not vote on something for which they do not have information. She noted there are some questions that have been brought up and are unanswered. She asked the board to pause and do due diligence to answer all of the questions before this is brought forward.

Larraby Fellows asked why the board is doing this. It feels like you do not care about the students and you really want to do what is best for you. It feels like you are not listening to us. We do not want this. We need to be able to speak up about what we want.

Sonja Andrews, Calais, spoke about the presentation about the survey. She stated that the questions were highly leading and were asking for answers that were predisposed to school consolidation. That is not good data. She asked the board to authorize an independent review of all survey data by a neutral party. If it is going to influence our decision, we need good data.

Devon Bonady asked, if there is going to be a decision for consolidation without a vote where does that leave the trust for your public service. She stated concerns that the lack of trust will trickle down and has concerns that conflict will influence students. She asked the board to slow down the process.

Kara Rosenberg noted that she appreciates all of the work. She spoke about the Times Argus article and she asked the board to communicate clearly to the community what are the “tradeoffs” - for example, \$2+ million decrease represents 20+ teachers.

Katie spoke about the benefit of small schools. She spoke about the need to take more time and many more meetings, and community input. She stated that the budget decrease represents people in our communities losing jobs. She feels this needs a lot more time and consideration in order to make a decision.

Cross Country, team member Cavan Farrell presented the petition with 300+ student signatures. He stated that we want the board to hear student voice.

3. Board Operations:

3.1. B22 Public Complaints About Personnel Appeal: At 6:36 p.m., Diane Nichols-Fleming moved that the board go into executive session for purposes of confidential attorney-client communications per 1 VSA 313(a)(1)(F), provided it makes the required finding that public knowledge would clearly place the board (or another party) at a substantial disadvantage. Seconded by Michelle Ksepka, this motion carried unanimously. At 7:27, the board came out of Executive Session. Diane Nichols-Fleming moved to hear the appeal based on the first request received on 11-19-25. Seconded by Chris McVeigh.

Discussion: Diane Nichols-Fleming stated that what the board would like to hear about is the process, the communication with the superintendent, the interactions, and the process that was followed between the superintendent.

Ursula Stanley stated that based on the complaint that was filed, that is something that the board can hear. She shared with the audience that the board has to follow the processes and policies. We are held to a very high ethical standard. No matter what you want to say publicly, we have no idea what kind of harm can be done. She spoke about transparency.

Elizabeth Brown thanked the students for speaking out and sharing and she promised that the board has read the letters and takes this seriously; it is important to be heard. She stated that they were brave to share their concerns aloud.

Patrick Whelley stated that this is how you get involved - you speak up, you ask to be heard. This is how democracy works; how good governance works. He stated that he hopes students have learned that if you have people beside you, you can amplify your voice and be heard. Even if the outcome is not satisfactory, he hopes that they receive that feedback - that their voices are heard and taken seriously by the board.

Flor Diaz Smith acknowledged that the last meeting was hard, and she asked everyone again to be kind. She stated that, sometimes if we do not get our way, it does not mean we are not listened to. She stated that we have to protect all of our students. **This motion carried unanimously. At 7:34, Diane Nichols Fleming moved to go into Executive Session for the appeal filed on November 19, 2025, which indicates “Pursuant to (policy) B22, the below individuals are appealing the superintendent’s decision based on a failure to provide sufficient input to those affected by the decision. This violates school policy requiring student centered and community decision making,” and to include administrators. Seconded by Chris McVeigh. This motion carried unanimously.**

Question: If you are going to hear from the administrators about the process, it puts us at a disadvantage in responding if we don’t hear what they have to say, and also about the actual way the process unfolded - because it has been a confusing and poorly lit process.

Bernie Lambek stated that student information needs to not be included in the discussion - law dictates this. He also noted that personnel matters are considered confidential. The petition actually says that it is an appeal of the superintendent’s decision based on failure to

provide adequate information. Some discussion followed about how to hear from administration and from others that are present to provide information.

Audience member : Any appearance that something is being done exclusively and secretly can only harm these kids who have shown up and followed the process that they were told - the values should be openness and transparency, particularly because the students have felt excluded and in the dark from the very beginning.

Zach Sullivan stated that if we are all going to be in the room together we need to acknowledge what will be within the boundaries of discussion. He spoke about personnel and student confidentiality. He worries that students will feel frustrated with the limits.

Flor Diaz Smith pointed out that the board at this time has gone into Executive Session. The community members who had attended the meeting to provide testimony stayed during Executive Session, alone with administration.

At 9:15 p.m., the board came out of Executive Session in a motion made by Chris McVeigh and Seconded by Daniel Keeney, carrying unanimously. Diane Nichols Fleming stated that the board heard the appeal and agreed that the policy and procedure were followed as written. Seconded by Chris McVeigh, this motion carried unanimously. Due to the late hour, Flor Diaz Smith recommended that the board prioritize which agenda items to address tonight.

Steven Dellinger-Pate noted that documents have been updated online, as was discussed at the previous meeting. He stated that information related to configuration is posted online on our webpage. Trying to arrange them in a way that is easy to access; providing Act 73 materials from the state, as well as FAQs. Everything that he has shared with the board to date should be included on this site. He stated that the transition time line is also shared online - it is not yet fully fleshed out. He stated that we would be looking to hire someone to help shepherd through the transition process.

Mckalyn Leclerc asked when the FAQ document would be available. Steven Dellinger-Pate stated that one of the commonly asked questions is around budget - he noted that these would be available at the December 10 meeting. By the end of this week, some of the FAQ will be posted online.

Daniel Keeney asked whether the budget for the configuration scenario includes savings, and will it include the cost for a "point person" who is hired to help shepherd to transition.

Julia Hewitt asked for clarification - will we be expected to vote on the 10th? When will we receive this information? Superintendent Dellinger-Pate stated that it is being prepared as quickly as possible for the board; Flor Diaz Smith stated that the packet is typically shared on Friday but will be shared by Monday definitely.

Julia Hewitt stated that there are so many questions that are being asked by community members - there are too many that are unanswered.

Zach Sullivan stated that it is important for us to remember that this is not the first time we have looked at configuration. We also need to remember the timeline we are up against - we are not asking the public to vote on the answer on the 10th - we are being asked as a board to vote whether to go forward with a vote to the public later.

Chris McVeigh stated that the vote could be on town meeting day. He noted that if we need more time, we could push out the date. This is a significant decision for two of our communities to make, if the configuration proposal goes through to a vote in the towns. He stated that we have time, and he does not think we should rush this.

3.2. Configuration update

3.2.1. Updated documents

3.2.2. Transition Time Line

3.2.3. Outcomes for December 10 meeting: Flor Diaz Smith shared that three members of the Steering Committee met today and considered this.

- Vote on configuration model
- Vote on closure of one or two schools if necessary.
- Vote on language of motion for the article for the affected town(s) - one for Calais, one for Worcester

She stated that we have been asked that one of the documents allow for Calais staying open to provide preschool. Some discussion about the articles of agreement and whether a vote from the electorate is needed to move students from a school. Flor Diaz Smith stated that we do want to do this in collaboration with our communities but the board and the administration has the right to make the decisions about how to best serve students.

Patrick Whelley and Daniel Keeney stated that they object to the idea of putting a vote to the town and then possibly ignoring the will of the vote (and move students from the school.) Daniel Keeney stated that he thought at the last meeting we had agreed to not take that route.

Natasha Eckart stated that it sounds like a threat and does not sit well with her as a member of the Worcester community. She wants to be supportive of the configuration process as long as it is transparent, fair, and not threatening. That statement comes across as a threat.

Flor Diaz Smith spoke about the scenario, should both communities vote to not close the school - the board would have to decide what to do next. We are trying to make the best decision on behalf of all of our students, so that we can serve all of our students.

Natasha Eckart stated that we are trying to be transparent with our communities so they can make informed decisions and feel like the school board does care about all of the students in all of the communities. We need to be deliberate and thoughtful in our communication that we are trying to be fiscally responsible and first and foremost, trying to do what is best for all of the students in all of our communities. Flor Diaz Smith reiterated that she was not making a threat in that language.

Daniel Keeney stated that leaving that option on the table does a lot of harm to the work he has done to communicate with the towns and build trust. He cannot accept leaving that on the table at this time.

Diane Nichols-Fleming stated that it would be critical to understand the budget that will meet the parameters and what is the realistic budget. She has heard that this might be tricky to get to us in advance of next week's meeting. We will need to be clear on what we are setting forth in the motion that we are voting on; be mindful that we have all of the information. Patrick Whelley asked whether we should reconsider the language for the Calais motion/ outcome for December 10 meeting.

Steven Dellinger-Pate stated that the Steering Committee wants to affirm that this is the configuration that we want to move forward with. The board affirming that can decide the other outcomes. If we were to move forward with the model, the Worcester community would have to vote to close the building. The Calais proposed model of having preschool in the building for the next year, and a vote to the town on the following year, for building closure. He spoke about some of the agreements that have already been made about configuration regarding preschool and kindergarten and Worcester and Calais.

Elizabeth Brown spoke about the idea of Calais remaining open and operating preschool in the school. She stated that what would be helpful would be to see a four-school model regarding budgeting. She stated that it is asking a lot, but these are big decisions, and we have to get the information. Moving preschool to one building has a budget impact. She noted that phasing could be much less painful and intentional.

Chris McVeigh asked, if Calais were to remain open to house preschool, where would the other students go? Steven Dellinger-Pate stated that the three-school model is that - combining Worcester/ Middlesex and Rumney, and combining Calais/ East Montpelier at East Montpelier.

3.2.3.1. Motions

3.2.3.2. Communications Timeline

3.3. Update on Correspondence in the Packet

4. Policy

4.1. First Readings

4.1.1. D23 Selection of and Access to Instructional Materials: Steven Dellinger-Pate stated that this is modeled around the access to library materials. We felt this was important to have a process by which materials can be challenged. Zach Sullivan stated that the ban is very broad and he wonders if that is the intent of the policy. Chris McVeigh stated that it is intentionally broad and is meant to be a protective policy. This policy will come back to the board for a second reading.

4.2. Second Readings

4.2.1. C15 Student Conduct and Discipline: Chris McVeigh invited questions or concerns around this policy.

4.2.2. C45 Bus Discipline: Chris McVeigh noted that there are no significant changes to this policy except a reference to a separate policy around security cameras.

- 4.2.3.D8 Selection of Library Materials (Procedures):** Steven Dellinger-Pate noted that this is a required policy.
- 4.2.4.Rescind Policy D22 Library Media Center Selection & Reconsideration (this will be covered by D8)**
- 4.2.5.Rescind Policy B31 Educator Supervision & Evaluation: Probationary Teachers:** This is covered in other places - Ed Quality Standards and the negotiated contracts we have with teachers.

Chris McVeigh moved to adopt policies C15, C45, D8, and to rescind D22 and B31. Seconded by Patrick Whelley. Discussion: Daniel Keeney asked about the language in the Student Conduct and Discipline policy around analysis of behavior data. Superintendent Dellinger-Pate clarified. **This motion carried unanimously.**

5. Personnel

5.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:

6. Consent Agenda

- 6.1. Approve Minutes of 11.19.25:** Ursula Stanley moved to approve the minutes of November 19, 2025. **Seconded by Elizabeth Brown. Julia Hewitt noted that there was something in the minutes that was attributed to Elizabeth Brown (p 30 in the packet). This motion carried with noted edit.**

7. Future Agenda Items

7.1. U-32 Schedule

7.2. Ed Quality

7.2.1.Multiple Pathways/ College and Career

- 8. Board Reflections:** Amelia Contrada stated that she is not planning to run for another term in 2026. She expressed gratitude for the opportunity to work together, and she has a great deal of appreciation and respect. She thanked Flor for being a good role model and leading the charge, and having grace in the face of difficulty. She asked the board to continue to work on goals of extending programs in an equitable way and leverage resources and remain growth oriented as we try to ethically make these difficult decisions going forward.

9. Public Comments: Time limit strictly enforced, see note:

Lila Richardson stated that she was confused and concerned about the votes that would be offered to the communities. She hopes that if the board decides to go forward with this, there is more thought given to what vote Calais has in the matter.

Rachel stated that the board is about to make a decision about not only a school but also a town (Calais.) She spoke about the school population in Calais having grown this year. She asked the board to reject this plan.

Sophia Emigh stated that the students who were affected by COVID (3 to 6 graders) could avoid yet another transition, year after year, if the board would be willing to wait until Act 73 goes into

effect. Our students deserve more than this; they deserve to be involved in an impact study; they do not deserve another disruption on top of what they have already experienced.

Ross Andrews stated that the way language is presented is important. He stated that there is not enough discussion about the opportunities, and there is too much language around “this is our right as the board...” This could end in a power struggle.

10. Executive Session: Personnel, depending on outcome of item 3.1, possible executive session to hear complaint, per 1 VSA 313(a)(3) (matter relating to employment of personnel); (a)(4) (disciplinary action against employee); (a)(7) (student records): This occurred earlier in the meeting

11. Adjourn: Ursula Stanley moved, Michelle Ksepka seconded; board adjourned by consensus at 10:12 p.m.

Respectfully submitted,
Lisa Grace, Board Recording Secretary