Washington Central Unified Union School District

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

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
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Washington Central Unified Union School Board Meeting
1.21.26
6:15-9:15 PM
(In-Person & Virtual)
U-32
1130 Gallison Hill Rd
Montpelier, VT

Virtual Meeting Information
https://tinyurl.com/c48fty3u
Meeting ID: 849 3594 9997
Password: 297072
Dial by Your Location: 1-929-205-6099

1. Call To Order

2. Welcome — 5 minutes
   - 2.1. Adjustments to The Agenda
   - 2.2. Reception of Guests
   - 2.3. Public Comments: Time strictly enforced, see note

3. Presentation: Final Budget Presentation — 45 minutes
   - 3.1. Public Q & A
   - 3.2. Board Q & A

4. Reports — 30 minutes
   - 4.1. Superintendent/Central Office Leadership Team (COLT) Report -pg. 4
     - 4.1.1.Three Year Impact Report Humanity & Justice Scholar in Residence - pg. 8
   - 4.2. Student Report
   - 4.3. Principal Report – pg. 14
   - 4.4. Central Vermont Career Center Report
   - 4.5. Community School Report - pg. 19
   - 4.6. VSBA Report

5. Board Operations: (Discussion/Action) 30 minutes
   5.1. Budget Approval - pg. 20
   5.2. Approve Announced Tuition Rate for 2026-2027 – pg. 39
   5.3. Final Budget Warning Language - pg. 41
      5.3.1.District Clerk Pay
   5.4. Budget Communication
   5.5. Ed Quality Spring Data Report - pg. 44
   5.6. Twinfield Communication/ Possible Feasibility Study

6. Negotiations Committee Update 5 minutes

7. Personnel (Discussion/Action) 5 minutes
   7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE -
   7.2. WCUUSD Transition and Community Engagement Coordinator Job Description - pg. 63

8. Consent Agenda (Discussion/Action) 5 minutes
   8.1. Approve Minutes of 1.7.26 – pg. 68
   8.2. Board Orders

9. Future Agenda Items 5 minutes
   9.1. U-32 Schedule
   9.2. Ed Quality
      9.2.1. Multiple Pathways/ College and Career (February 18 Meeting)

10. Board Reflections 10 minutes

11. Public Comments: Time limit strictly enforced, see note 15 minutes

12. Executive Session: Superintendent Contract

13. 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

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Superintendent

The search for the next principal of U-32 has started with the posting of the position and the solicitation of people interested in being on the screening committee. The process will consist of first round interviews, finalist visits to U-32 to meet students, families and staff, a second interview with the superintendent and others, and finally a site visit to the finalists current schools. The process is designed to conclude with the final recommendation to the Board at the March 18 board meeting.

The Washington Central Leadership Team continues its work on the goals of the Strategic Plan. This week we met and reviewed student data and progress on our iReady math and Acadience reading programs. This is part of our comprehensive assessment system and gives us a snapshot of student achievement and progress. This information will be shared with the Education Quality Committee.

Our staff will also be engaging in professional learning together on the morning of Tuesday, January 20 to improve our practice and implement changes related to the new Education Quality Standards. This is the third session for our teachers and para professionals which will allow our educators to share artifacts from their teaching that demonstrates implementation of the EQS. As of the writing of this report we will not have seen all the great evidence, and by the meeting we will have had that opportunity and can share some reflections. This work is aligned with our action steps to support educators in their learning about anti-bias and anti-racist practices that create more inclusive and diverse learning environments.

Finance

Patricia has been hard at work this month with calendar year-end and year-beginning responsibilities. The District's Section 125 plan year begins 1/1/26, so it marked the end of the window for eligible employees to enroll in District benefits. Patricia made enrollment changes with the first payroll in January, updating the employee and employer deductions in the payroll software. Patricia has begun work on the calendar year-end payroll reconciliation, which could not be completed until the last payroll of 2025, which was December 26th. This reconciliation is the first step to prepare numerous quarterly payroll reports (941s for the Feds, VT payroll quarterly reports, Unemployment tax wage report for the Department of Labor, Health Care Employer Assessment due to the Tax Department) and W-2s which are all due at the end of January.

Tim Couture and Susanne have worked closely to confirm that the Average Daily Membership (ADM) the AOE uses in the LTW ADM calculation is correct and matches the District's records. Discrepancies were identified and researched, resulting in some changes to the ADM which was certified by the District on January 5th. Thank you Tim for the time spent on the reconciliation.

The FY 2024-2025 audit draft has been received and reviewed internally, and forwarded back to RHR Smith for final printing. The Finance Committee will receive it at the February meeting, hopefully with the auditors from RHR Smith.

The District has been awarded $15,375 in Fresh Fruit and Vegetable Program (FFVP) funds for the remainder of the 2025-2026 school year for East Montpelier Elementary School. This is in addition to the allocations received earlier in the fiscal year for Berlin and Doty. This program is designed to provide students with additional exposure to a wide variety of fresh fruits and vegetables at no charge, building healthy eating habits outside of the regular school meal programs.

Curriculum, Instruction, & Assessment

We held our annual Title I meeting on January 15, 2026. Jen Miller-Arsenault manages the Consolidated Federal Programs grants and led the meeting. A recording of the meeting, the slidedeck and our district parental involvement compact will be posted on the district website.

The meeting addressed topics such as the purposes of Titles I, II, and IV, our allocations and investments, and fiscal and general requirements. We invest the majority of our funds in personnel. A key takeaway is that our salaries and benefits are rising faster than our federal allocations, and we have very little grant carry forward from year to year. We have been shifting some expenses into the local budget accordingly and will continue to move in that direction, especially because the future of Titles II and IV are uncertain.

Two school board policies, D4 and E1, address Title I. D4 is the Title I Comparability policy. E1 is the Title I Parental Involvement Compacts policy. We discussed both policies and reviewed the district's Title I Parental Involvement Compact.

In future years it would be optimal to hold the annual Title I meeting in mid-October to inform the budget process.

Student Support Services

On the afternoon of Tuesday, January 20, WCUUSD will host a dedicated professional development series tailored specifically for our paraeducators. This half-day experience is designed to honor the critical role these staff members play in our students' success. The program focuses on practical instructional strategies, equity and justice, and deepening our collective understanding of complex student needs.

Following a whole-group welcome, staff will choose from four concurrent workshops led by internal experts and specialists:

1**. Explicit Instruction: Key Elements for Effective Student Support**

- Facilitator: Ellen Dorsey
- Focus: This session introduces the core pillars of explicit instruction, including clear learning targets, modeling, guided practice, and feedback. Participants will gain practical strategies to reinforce classroom instruction and help struggling students engage successfully with academic tasks.

2. **Understanding Student Needs: Panel Discussion and Q&A**

- Facilitator: Julia Pritchard
- Panelists: U-32 Evaluation Team (Psychologists, SLP, and Occupational Therapist)
- Focus: This interactive forum allows paraeducators to engage directly with our evaluation specialists. The panel will demystify the eligibility process and disability categories, providing staff with deeper insights into the "why" behind the student needs they support daily.

3**. Supporting Executive Functioning Skills**

- Facilitator: Danielle Kent
- Focus: Executive functioning—including organization, emotional regulation, and task initiation—is essential for student independence. Participants will learn to identify specific executive function gaps and implement practical supports across various school settings.

4. **Humanity & Justice in Our Work with Students**

- Facilitators: Shelley Vermilya & Jen Miller-Arsenault
- Focus: This session invites staff to reflect on how dignity and justice manifest in daily student interactions. Through scenario-based discussions, participants will explore how to navigate power dynamics and bias to become even stronger advocates for equity and student belonging.

By investing in our paraeducators' professional growth, we ensure that our most vulnerable students receive high-quality, informed, and equitable support. This training aligns with our district's commitment to inclusive excellence and continuous instructional improvement.

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Steven Dellinger-Pate
Superintendent

TO: WCUUSD School Board Directors
FROM: Steven Dellinger-Pate, Superintendent
DATE: January 21, 2026
RE: Twinfield Interest

The Superintendent of Caledonia Central Supervisory Union, Matthew Foster, contacted me to gauge Washington Central's interest in pursuing a merger with the Twinfield Union School District. Their Board has expressed interest in a discussion about what merger possibilities might exist between our two districts.

Twinfield is currently a PreK-12 program serving the towns of Marshfield and Plainfield. Their current student enrollment is:

- 139 PreK-5
- 72 grades 6-8
- 76 grades 9-12

They are interested in starting a dialogue and, therefore have requested a meeting for our two boards to meet and have a preliminary discussion.

I would like to know the Board's wishes.

Washington Central Unified Union School District
Humanity and Justice Scholar in Residence Program

Impact Report (Fall 2022-Fall 2025)

Submitted by the Institute for Liberatory Innovation
January 2026

> The HJ-SIR has been the consistent push that we need in schools to continue to think and act with humanity and justice in mind

Introduction

Since 2020, the Humanity and Justice Scholar in Residence (HJ-SIR) program has been a core fixture in the Washington Central Unified Union School District's (WCUUSD or the District) efforts to ensure that all students can thrive and learn, and behave in ways that enable others to thrive.

The HJ-SIR model was developed by the Institute for Liberatory Innovation (ILI) in a no-cost partnership with WCUUSD educators over the course of a two-year pilot, Fall 2019 - Spring 2021. The District entered a contract with the ILI to provide HJ-SIR services for the 2022-2023 school year and has renewed the contract annually.1 Shelley Vermilya, Ed.D., an ILI employee, has served as the District HJ-SIR throughout this period.

Over three and a half years, the HJ-SIR has supported educators in guiding and advancing district capacity to respond to belonging, equity, and instructional challenges, and aligning with its strategic Humanity and Justice Goals.

This report documents the impact of the HJ-SIR program with survey data, initiatives, and qualitative descriptions of HJ-SIR activities.

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Executive Summary - 2
Survey Results - 3
Activity Description - 4
Initiatives - 5

Executive Summary

From Fall 2022 through Fall 2025, the Humanity and Justice Scholar in Residence:

- Began and/or supported 18+ new district-wide or school initiatives to support district Humanity and Justice goals
- Responded to ~300 humanity- and justice-related problems or dilemmas presented by educators and community members
- Engaged in 740+ meetings with educators, students, families, and leadership teams

In January 2026, the ILI surveyed educators, community members, and students who interacted with the HJ-SIR during the evaluation period. Respondents overwhelmingly report that the program has resulted in:

- Creating more welcoming and inclusive learning environments
- Including more diverse representation across curricula
- Creating more inclusive and affirming extracurricular experiences
- Understanding new ways to help all students learn and thrive
- Helping students behave in ways that make it possible for others to thrive
- Better understanding or making sense of complex issues of social identity and equity
- Feeling more confident about dealing with issues of identity, equity, belonging, and inclusion
- Contributing more, or more effectively, to a school culture in which anyone can thrive

> The HJ-SIR has a huge impact on making my classroom feel safer for all students and helping make sure my child's class and school feel safer for her.

Survey Results

ILI surveyed 97 people throughout the district who had interacted with the Scholar in Residence over the past three years. 46 responded, well exceeding the generally accepted response rate for valid and reliable program evaluation data. Respondents were asked only to identify their role or roles in the District. Those roles include:

- 28 classroom teachers, student services, and other educational staff
- 6 school leaders
- 7 district leaders
- 8 parents/caregivers
- 2 volunteers
- 5 students

Percentage of respondents reporting that the HJ-SIR has supported them to:		
	Yes	N/A
Create or support more welcoming learning environments	96%	4%
Create or support more inclusive learning environments	91%	9%
Include more diverse representation across the curriculum	73%	27%
Create or support more inclusive and affirming extracurricular (out of classroom) experiences	78%	22%
Understand new ways to help all students learn and thrive, as who they understand themselves to be	91%	9%
Help students behave in ways that make it possible for others to thrive	71%	24%*
Better understand or make sense, for yourself, of complex issues of social identity and equity	91%	9%

*This is the only survey question to which any respondents (4) responded that the program has not been helpful.

Percentage of respondents reporting that their interactions with the HJ-SIR resulted in them:		
	Yes	N/A
Feeling more confident about dealing with issues of identity, equity, belonging, and inclusion	93%	7%
Contributing more, or more effectively, to a school culture in which anyone can thrive as who they understand themselves to be	98%	2%

> The HJ-SIR moves the conversation forward ... providing invaluable resources and asking really good questions that allow for broader discussion.
>
> ”

Activity

The HJ-SIR engaged in seven core areas of activity:

- **Responding to identity-based harm** – The HJ-SIR serves as the District's primary resource to educators responding to identity-based harm (e.g., racial slur usage, hate symbols). In each case, the HJ-SIR provided developmentally appropriate guidance and resources, restorative framing, and communication support.
- **Curriculum development and instructional dilemmas** – Teachers and leaders regularly called upon the HJ-SIR to navigate complex challenges, including worries about making harmful mistakes in the classroom; providing representational curriculum in particular areas of study (e.g., math and science), and navigating new and challenging units of study related to humanity and justice.
- **Leadership support** – The HJ-SIR served as a thought partner to school and district leaders to support problem-solving related to humanity and justice challenges like student behavior, language, and conflicts; curriculum and policy changes; and school culture.
- **Professional development** – The HJ-SIR co-designed, initiated, and led workshops, discussions, and reading groups; and contributed to PD initiatives like Curriculum Camp and In-Service days. The HJ-SIR also taught four sections of a college-level course open to all adults in the system. Over 50 people, including educators, para-educators, parents, and board members, participated in this class; each class has generated at least one new district-wide humanity and justice initiative.[2]
- **District-wide Coherence** – The HJ-SIR played a critical role in ensuring that district-wide activity aligns with humanity and justice goals as a member of, and resource to, district-wide workgroups like the Humanity and Justice Coalition and District Leadership Team; as part of efforts to implement statewide initiatives; and in contributions to the monthly superintendent's newsletter.
- **Student and Parent Support** – The HJ-SIR started resource groups for caregivers/parents of BIPOC students, and for caregivers/parents of LGBTQ++ students. She co-facilitates or has supported student groups including Seeking Social Justice, Shazzam, and G.L.A.M.M.
- **First-line emotional support** – Educators at all levels and caregivers/parents often sought out the HJ-SIR, with strong feelings about humanity and justice-related experiences. The HJ-SIR responded with compassionate listening, problem-solving suggestions, and resources for follow-up.

Initiatives

Projects, groups, or programs that began as a direct result of HJ-SIR activity, or that the HJ-SIR has substantially supported, co-led, or facilitated. This list does not include district-level policy initiatives the HJ-SIR helped to develop.

- *District-wide Humanity and Justice Coalition
- Humanity and justice course for district adults (15 weeks, 4 spring sessions)
- *Humanity and justice district commitment statement
- *School-specific humanity and justice workgroups
- *School Traditions Appraisal Template
- *Sexual Citizenship curriculum
- *Template for designing inclusive units of study
- Hiring committee bias-awareness training initiative
- New employee introduction to humanity and justice commitments
- Middle and High School SSJ & BIPOC student programs for elementary school students and educators
- ChangeMakers class for students
- Seeking Social Justice co-curricular group
- Parents/caregivers of BIPOC students resource group
- Parents/Caregivers of LGBTQ++ students resource group
- Shazzam (feminist) co-curricular student group
- G.L.A.M. affinity group (LGBTQ++ and allies)
- District-wide equity policy
- Federal holiday history initiative (pilot, Berlin)

**Initiatives that began as a project of the Humanity and Justice course.*

I am a much better teacher and human because of what I've learned from the HJ-SIR.

”

5

Endnotes

[1] ILI invoices the District only for compensation, absorbing other costs in recognition of the District's collaboration in developing the program.

[2] Some educators received graduate credit or district certificates for these courses.

[3] Raw data available to District Leadership on request

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2025-2026 Priorities (Strategic Plan Goals):

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

Update on Strategic Plan goals:
Well-being and inclusivity (HJC school and School Safety Team committee report out?)

Berlin: Our wonderful librarian, Jessie Dall, is working hard to host community events which increase the sense of belonging and open our library up to the broader community. In December she hosted a Game Night and in January she hosted a well attended Crafting Shindig. We are grateful to Jessie for creating opportunities for families and students to engage in our building after the school day. We are also thankful for many U-32 volunteers who have been coming to support and lend a hand on these evenings.

Calais: Starting on the return from December break we kicked off the "Calais Kindness Campaign". In this event, derived from PBIS, students earn tickets for acts of kindness that go above and beyond typical kindness. When students are recognized they earn tickets, which go into a raffle and we have daily, weekly and an eventual Grand Prize. That Grand Prize will culminate in "Silly Stringing the Silly Principal". The objective of the entire process is to get kids in the mindset of being kind in all ways, every day and recognizing that kindness.

Doty: Our fourth graders have been working hard on preparing our all school morning meeting where our 5th and 6th grade students will be sharing an excerpt from Martin Luther King, Jr's "I have a Dream" speech. We will all be breaking into small groups to come up with a dream for the future that centers community and caring. We will post these along the hallway to share with each other.

EMES: During the December break, one of our exterior playground doors was upgraded to a new swipe-card access system. Previously, our staff had to enter through a different set of doors, walk down a long hallway, and manually open the playground doors for students to enter at the end of recess. This addition has been a huge time-saver and a gift for everyone! During the week of January 26th, we will have our second Options-Based Drill. Our staff is busy working on "heart notes" for their peers and for all students in the building. Over the week of February 9th, a heart note will be displayed for each student and staff member in our building.

Rumney: On January 5th, we welcomed new students to Rumney. Our staff greeted the family at the front door and gave a school tour. Students helped show the routines and took

turns being a "buddy" throughout the first week. We were very impressed with the empathy and understanding that children displayed.

U-32: We led into Winter Break with a TA celebration. TA continues to be the place where students gain a sense of belonging and support and the TA celebration is something that brings TAs together. Community Meeting is increasingly utilizing student voice and a small group of students are facilitating the Humanity and Justice work poised for January 20th.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: Our teachers are well underway working through the LCAP assessments. Next week, our Interventionists, Special Educators and School counselor will meet to review data from the last semester and ensure that Cycle #3 is meeting the needs of all learners. Having the opportunity for these professionals to collaborate and plan for services increases the efficacy and intentionality of the services that are delivered to all students.

Calais: We started our winter assessments in Acadience and iReady and are trying a new scheduling process. Also, our Data/Intervention Team has been meeting weekly and this past week we reviewed data to plan for our Intervention Cycle #3. This Data/Intervention Team is new to Calais and has really helped us focus on the layers of MLSS, allowed us to analyze data, and have deeper conversations with our teachers about what is working and how we can support classroom instruction and intervention.

Doty: Along with the other schools, we are in the midst of our winter assessment window. We have designated time after to go through the data and look for trends so that we can evaluate our instructional strengths and areas for improvement. We are continuing to use our team meetings as a time to review all students' progress, especially those on plans so that we can ensure that we are delivering "just right" instruction and interventions.

EMES: At our December 17th retreat, EMES classroom teachers spent a half-day planning an East-Montpelier unit that will be delivered to all K-6 students in a variety of ways. Working alongside Sandal Cate from the historical society and Rosie Laquerre, our Town Clerk, the culmination of this learning will be shared with families and community members later this spring at our annual Celebration of Learning. We are now heavily immersed in our winter assessments. Next Thursday afternoon, our interventionists and case managers, Ellen Dorsey, and I, will review this data in preparation for meeting with classroom teachers about the next round of interventions.

Rumney: January is our Winter assessment window. One of our staff members connected with a Calais teacher who shared their use of "focus" rewards. We implemented this for one class that seemed to need external motivation for focusing on the iReady for 20 minutes. The students loved their "focus mints" and came to my office to proudly show what they had earned.

U-32: We have continued our work to implement the Ed Quality Standards and Universal Design for Learning. This is learning we engage in with grade teams and support increasing voice, choice, and relevance in our classrooms.

Update on Strategic Plan goals:
Community Engagement and Communication

Berlin: Our wonderful PTNA is supporting our upcoming Circus Residency with Troy Wunderle's Big Top Adventures. Students will spend the week honing their circus skills and then will perform for the Berlin Community on January 30th from 5:30-6:30. We'd love to have you join us!

Calais: Working with EMES we have planned an Open House at EMES for the Calais Community on January 22nd and sent out a survey to better understand the desires of the community when it comes to how we prepare for a potential merger. I also have been communicating with families and answering questions about the budget and consolidation in a purposeful and meaningful manner.

Doty: We have been working with Rumney to plan an open house there so that community members can see the facility. I have also been communicating with families and the greater Worcester community around both instructional and budgetary issues and making myself available for questions.

EMES: EMES staff is excited to welcome Calais families and the community to our Open House next Thursday evening. The evening will include dinner and a scavenger hunt that will allow folks to explore all the spaces of EMES. In addition, we are excited to embark on Winter Wellness for three Thursdays in February. Many family members have volunteered to join us for these days of skiing, snowboarding, skating, snowshoeing, and playing in the snow. On January 30th, we will host our first Coffee House for EMES families. It's going to be a busy month ahead of us here at EMES!

Rumney: January and February are months full of connection for our school community. We are hosting a "Dinner and a Movie" night, a Coffee House, as well as an Open House for Worcester families. Our goal is to have these events be a warm and casual setting, which allows for natural connections and bonding. In December, we had a week of Taiko drumming which culminated in a performance. 95% of our families attended this amazing display of student learning and musical expression.

U-32: J-Term begins on January 21st and it is a great time to see students and community members together. Volunteers help teach interest-based mini courses and this is a highlight of our community. As always we continue to welcome families on campus for sporting events and hosted a 9th grade orientation evening for families in January.

Celebrations & Upcoming Events

Berlin:

- January 20th– Inservice for All Staff
- January 30th– Berlin Elementary's Circus 5:30-6:30
- January 30th– Report Cards mailed home for Semester 1
- February 12th- BES PTNA Meeting 6:00-7:30–Berlin Library
- February 17th– Berlin Family Math Night 5:30-7:00

Calais:

- Jan. 22nd - Open House at EMES for Calais Community
- January 30 - Friends of Calais Spaghetti Dinner and Raffle @ Calais

Doty:

- January 29 - Open House at Rumney for Worcester Community
- January 22 - February 20 - Winter Wellness activities
- February 20 - Winter Carnival

EMES:

- January 16: U-32 concert for EMES students
- January 20: 1/2 day inservice focused on Humanity and Justice at U-32
- January 22: Open House for Calais Community from 5:30 - 7:00
- January 30: Coffee House 6 pm, hosted by 4-6 chorus and 5/6 band
- January 30: Report cards for semester 1 will be mailed home
- February 5, 12, 19: Winter Wellness days
- February 6: 100th Day of School Celebration

Rumney:

- January 16- Dinner and a Movie hosted by the PTNO
- January 20: 1/2 day inservice focused on Humanity and Justice at U-32
- January 29- Open House for the Worcester school community
- January 30- First day of Winter Wellness
- February 10- Coffee House hosted by 5th and 6th grade band and chorus
- February 13- Morning Mug

U-32:

- January 20: ½ day inservice focused on Humanity and Justice at U-32
- January 21-23: J-Term
- January 29: Beginning of Semester 2

Supervision & Evaluation Updates (EQS 2121.3; 2121.4)

Berlin: Teachers will spend some time in January reflecting on their goals and ensuring that all staff are making progress towards their goals. We are also finishing up formal evaluations of teachers new to their endorsement area.

Calais: The focus right now is to start the process of supervision and evaluation for our paraeducators. I am looking forward to sitting down with our dedicated paraeducators and talking about how I can support their growth.

Doty: Our January work as a team is to review our goals that we crafted in September. We are going to assess our progress on them and make any modifications that we need to. I am also working to maintain an atmosphere of support and transparency as staff deal with implications of the Feb 10 vote.

EMES: While EMES shares two new teachers with Rumney and Calais this year, their supervision and evaluation will take place at these schools and not at EMES. January has been a relatively quiet month for supervision and evaluation as a result.

Rumney: January is the deadline for formal observations for new teachers or teachers that are new to an endorsement area. Rumney has a teacher that took on a new endorsement area, and it was such a joy to formally observe the teacher in this new endeavor. With teacher permission, I am pleased to share that she was able to take all of her years in education and produce a lesson that was symbolic of a distinguished teacher.

U-32: We are finishing up our fall supervision cycle and entering into mid-year conversations. These will happen by February break to check-in on teacher goals and celebrate their learning.

Community Schools Board Report
January 15, 2026



In December, a group got together at Berlin Elementary School, prepared a meal, and continued a conversation that began at the district-wide community meal in September. This group, Growing Connections, is thinking about community, food, and the ways that food brings people together, supports opportunities for learning in schools, and sustains communities. Please join us for the next meeting if you want to be involved in thinking about opportunities for schools, farmers, growers and producers, and communities to grow together.

One of the pillars of the community schools framework is expanded and enriched learning opportunities. When we build partnerships with our community, when we come together to learn, grow and be with each other, we are stronger.

In Community,
Bec

—
Rebecca Dezan
Community Schools Coordinator, WCUUSD

Washington Central Unified Union School District

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

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Steven Dellinger-Pate
Superintendent

TO: WCUUSD School Board Directors
FROM: Steven Dellinger-Pate, Superintendent
DATE: January 21, 2026
RE: Budget Draft # 3

The Washington Central Leadership team has prepared a final draft of the FY27 Budget based on the three elementary schools and 7-12 U-32 configuration adopted by the Board. This budget strives to meet the parameters set by the Board when we began our budget development in the fall. This budget meets many of the parameters of the Board, while striving to come as close as possible to others.

Board Parameters:

- *Multi-Layered System of Supports (MLSS)* - The budget provides the intervention and support services to students based on their needs. It includes
    - Stable classroom configurations of either single grade level or multi-grades that are Grade 1 & 2, Grade 3 & 4, and/or Grade 5 & 6.
    - Most classes fall within District and Act 73 Class Size requirements
    - Sufficient Intervention services to meet student needs
    - Full-time Nursing
    - Two school counselors at each elementary school to provide comprehensive school counseling and proactive support for teaching functional skills
    - Full-time Librarians at each school
    - Additional Administrative support at Berlin and East Montpelier to support supervision and evaluation of staff
    - A reduction of a School Social Worker at U-32 and the Director of Student Services
- *Expanding Pre-K Service* - The budget expands Pre-K from 4 half-days per week to 5 half-days with optional full-day care provided for students and families.
- *Excess Spending Threshold* - Per pupil expenditures are below the excess spending threshold
- *5% or less increase to per pupil expenditure* - The budget has an increase of 6.74% to the per pupil expenditure, although the overall spending in the budget represents a decrease of 0.06%.
- *Develop contingency plans for expense reduction options* - plans are being developed, should the configuration of schools be different. Contingency planning for more than three elementary schools requires the district to spread resources across more locations. This will mean diminished services and more basic MLSS programming

- *Be creative and strategic in achieving educational outcomes across our district, considering student experiences, opportunities, and outcomes.* The reconfiguration of the district has moved from a situation where we can save money by reducing the number of elementary schools to a situation where we need to reconfigure in order to provide the level of programming that our students need and deserve.

In addition to the budget addressing the Board parameters and the district programmatic goals, there are still cuts to the overall U-32 budget due to declining enrollment..

- Reduction of one MS core (english, math, social studies, science), Business, Art (.2), and Music (.2)
- Cuts to non-salary items in the budget of $446,200 including supplies, athletics, late buses, summer curriculum work, and other stipends.

The most significant constraints on our budget come from our declining enrollment and the reduction in our Long Term Weighted Average Daily Membership as a result. We face significant pressure to lower our expenses to remain under the spending threshold because of our loss of students in the LTW ADM. This trend will continue for the next several years. We also planned for the loss/reduction in funding from the Federal Government.

The Leadership Team has focused on building budgets for our schools and the district in which our programming drives our structure and our structure drives our budget. This budget represents our best efforts to provide our students with the programming and support in which they can thrive.

Comprehensive School-Level Staffing Comparison

Staffing Role	Current Total	Budget 3 Total	Change (Current to Budget 3)	Contingency Total	Change (Current to Contingency)
Principal	5.7	4.0	-1.7	4.9	-0.8
Assistant Principal/Director	3.0	4.0	+1.0	2.0	-1.0
Athletic Director	1.0	1.0	0.0	1.0	0.0
Admin Assistant	11.7	10.3	-1.4	10.8	-0.9
Behavior ESP/Dean/Teacher	7.0	5.0	-2.0	6.0	-1.0
Classroom Teachers	91.7	82.9	-8.8	83.9	-7.8
Art	1.4	1.4	0.0	1.2	-0.2
Music	2.0	2.0	0.0	1.5	-0.5
PE/Health	3.2	3.0	-0.2	3.0	-0.2
Interventionist	17.8	15.0	-2.8	15.0	-2.8
Library	4.3	5.0	+0.7	4.0	-0.3
Special Ed. Teacher	21.4	21.4	0.0	21.4	0.0
SLP (Speech-Language)	5.8	5.8	0.0	5.8	0.0
School Counselors/Social Worker	9.6	9.8	+.2	8.2	-1.4
Nursing	5.0	4.4	-0.6	4.4	-0.6
Custodial	25.8	24.3	-1.5	25.3	0.0

Does not include classroom ESP, Community Connections, Athletic Trainer, OT, or School Psychologist

Current Staffing - School Level								
	Berlin	Calais	Doty	EMES	Rumney	U-32		Total
Principal	1	.9	.9	1	.9	1		5.7
Assistant Principal/Director of Student Services						3		3
Athletic Director						1		1
Admin Assistant	1.5	1	1	1.2	1	6		11.7
Behavior ESP/Dean/Teacher	2			1	1	3		7
Classroom Teachers	9.84	5.42	4	9.84	6	56.6		91.7
Art	.4	.2	.2	.4	.2			1.4
Music	.6	.2	.2	.6	.4			2
PE/Health	.8	.5	.4	1	.5			3.2
Interventionist	4	2	2	4	1.8	4		17.8
Library	.8	.2	.3	.8	.2	2		4.3
Special Ed. Teacher	3	1	1	3	2	11.4		21.4
SLP	1.5	.5		1	.8	2		5.8
School Counselors/Social Worker	1	1	1	.8	.8	5		9.6
Nursing	1	.5	.5	1	.6	1.4		5
Custodial	3	2.3	1.5	3	2.5	13.5		25.8

Does not include classroom ESP, Community Connections, Athletic Trainer, OT, or School Psychologist

Staffing Scenario Budget 3 - School Level						
	Berlin	Calais/EM	Middlesex/Worcester	U-32		Total
Principal	1	1	1	1		4
Assistant Principal	1	1		2		4
Athletic Director				1		1
Admin Assistant	1.5	1.8	1	6		10.3
Behavior ESP/Dean	1	1	1	2		5
Classroom Teachers	8	15	8.5	51.4		82.9
Art	.4	.6	.4			1.4
Music	.6	.8	.6			2
PE/Health	.6	1.4	1			3
Interventionist	4	5	2	4		15
Library	1	1	1	2		5
Special Ed. Teacher	3	4	3	11.4		21.4
SLP	1.5	1.5	1	1.8		5.8
School Counselors/Social Worker	2	2	1.8	4		9.8
Nursing	1	1	1	1.4		4.4
Custodial	3	5	2.8	13.5		24.3

Does not include classroom ESP, Community Connections, Athletic Trainer, OT, or School Psychologist

Changes from Current Staffing to Budget 3 - School Level						
	Berlin	Calais/EM	Middlesex/Worcester	U-32		Total
Principal		-.9	-.8			-1.7
Assistant Principal/Director	+1	+1		-1		+1
Athletic Director						0
Admin Assistant		-.4	-1			-1.4
Behavior ESP/Dean	-1			-1		-2
Classroom Teachers	-1.84	-.26	-1.5	-5.2		-8.8
Art						0
Music						0
PE/Health	-.2	-.1	+.1			-0.2
Interventionist		-1	-1.8			-2.8
Library	+.2		+.5			+.7
Special Ed. Teacher						0
SLP						0
School Counselors	+1	+.2		-1		+0.2
Nursing		-.5	-.1			-0.6
Custodial		-.3	-1.2			-1.5

Does not include classroom ESP, Community Connections, Athletic Trainer, OT, or School Psychologist

Staffing Scenario contingency - School Level								
	Berlin	Calais	Doty	EMES	Rumney	U-32		Total
Principal	1	.6	.4	1	.9	1		4.9
Assistant Principal						2		2
Athletic Director						1		1
Admin Assistant	1.6	.4	1	1.2	.6	6		10.8
Behavior ESP/Dean	2			1	1	2		6
Classroom Teachers	8	4*	3**	10	7.5	51.4		83.9
Art	.4	.2	.1	.4	.1			1.2
Music	.4	.2	.1	.4	.4			1.5
PE/Health	.6	.4	.2	1	.8			3
Interventionist	3	2	1	4	1	4		15
Library	.6	.2	.2	.6	.4	2		4
Special Ed. Teacher	3	1	1	3	2	11.4		21.4
SLP	1.5	.5		1	.8	2		5.8
School Counselors	1	1	.8	.8	.6	4		8.2
Nursing	1	.2	.2	1	.6	1.4		4.4
Custodial	3	2.3	1.5	2.5	2.5	13.5		25.3

Does not include classroom ESP, Community Connections, Athletic Trainer, OT, or School Psychologist

* Calais PreK and K will be at EMES

** Doty PreK and K will attend Rumney

Changes from Current Staffing to Contingency - School Level								
	Berlin	Calais	Doty	EMES	Rumney	U-32		Total
Principal		-.3	-.5					-0.8
Assistant Principal/Director of Student Services						-1		-1
Athletic Director								0
Admin Assistant	+.1	-.6			-.4			-0.9
Behavior ESP/Dean/Teacher						-1		-1
Classroom Teachers	-1.84	-1.42	-1	+.16	+1.5	-5.2		-7.8
Art			-.1		-.1			-0.2
Music	-.2		-.1	-.2				-0.5
PE/Health	-.2	-.1	-.2		+.3			-0.2
Interventionist	-1		-1		-.8			-2.8
Library	-.2		-.1	-.2	+.2			-0.3
Special Ed. Teacher								0
SLP								0
School Counselors			-.2		-.2	-1		-1.4
Nursing		-.3	-.3					-0.6
Custodial								0

Does not include classroom ESP, Community Connections, Athletic Trainer, OT, or School Psychologist

WCUUSD District Office					
Superintendent					
Director of Curriculum, Instruction and Assessment	Director of Student Support Services	Business Manager	Human Resource Director	Community Schools Coordinator	Administrative Assistant
Operations Manager	Assistant Director of Student Support Services	Financial Accountant	Benefits Specialist		
Early Ed and Expanded Learning	Administrative Assistant	Accounts Payable			
1.0 Instructional Coach	2.0 EEE Special Ed	Payroll			
.8 ELL Teacher	2.0 School Psychologist	Food Service Director			
	2.6 Occupational Therapist	Director of Facilities			
		IT Director			
		Medicaid Clerk			

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Steven Dellinger-Pate
Superintendent

TO: WCUUSD Finance Committee
FROM: Susanne Gann, WCUUSD Business Administrator
RE: FY 2026-27 Budget Draft #3 and Preliminary Tax Rate Projections
DATE: January 15, 2026

Review: At the September 17th Board meeting, the Board participated in a budget training to review the budget process. At the October 15th Board meeting, the budget parameters/priorities were discussed and identified by the Board. The Board completed a Listen and Learn tour in each town on November 5th to provide the entire community with an opportunity to provide feedback, and ask questions about the potential configuration options proposed by the Configuration Committee, which has advised the FY 27 Budget. The Board received the presentation of the first draft of the FY 27 Budget on November 19th. The Board asked administration to revise the budget to meet the financial goals of staying under the excess spending threshold and a 5% increase in per pupil spending. Administration was asked to do this with budgets for both 5 elementary schools and 3 elementary schools. The Board received the presentation of FY 27 Budget Draft 2a and 2b at the December 17th meeting, which included preliminary tax rate projections based upon the December 1 letter from the Tax Commissioner.

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

- Continue to offer and further develop the Multi-Layered System of Supports (MLSS) across all schools, including robust professional development for all educators.
- Identify and allocate resources necessary to support increased educational equity, including implementation of the Education Quality Standards and elevation of student voice.
- Expand PreK offerings in line with the PreK memo dated October 15, 2025.
- Ensure spending remains under the excess spending threshold, which is $16,470 per pupil.
- Keep the increase in spending per LTW ADM less than or equal to 5% (estimated at $36,229,974 as of October 15th).

- Develop contingency plans for expense reduction options, in the event that the Board determines that proposed spending leads to unfavorable tax implications.
- Be creative and strategic in achieving educational outcomes across our district, considering student experiences, opportunities, and outcomes.
    - Are we structured in the best way to serve all students and achieve the goals of our strategic plan?
    - Bring in the work of the Configuration Committee to inform this reflection.

Update: The District certified the School Year 26 ADM counts January 5, 2026. This count is one of the factors that determines the Long-term Weighted Average Daily Membership (LTW ADM). The LTW ADM was revised and certified at 2,219.40. The tax rate projections have been updated with the certified LTW ADM, and no future changes are anticipated.

The budget was updated for the 6-semester average tech student FTE and updated tuition amounts. Tuition revenues for U-32 were updated based upon a revised tuition rate and anticipated tuition students, less an estimate for students going to tech schools or early college. Salaries and benefits were updated for staff that petitioned for horizontal movement next year. The decrease in the local education spending for this budget is 0.06% from $36,203,852 in FY 2025-26 to $36,181,864 in FY 2026-27.

Expenditures
FY 2026 = $43,225,002
FY 2027 = $43,115,896
$ Decrease = -$109,106
% Difference = -0.25%

Revenues
FY 2026 = $7,021,150
FY 2027 = $6,934,032
$ Decrease = -$87,118
% Difference = -1.24%

Net Education Spending
FY 2026 = $36,203,852
FY 2027 = $36,181,864
$ Increase = -$21,988
% Difference = -0.06%

Tax Rate Projections: The December 1 letter from the Tax Commissioner provided a preliminary estimate for the Homestead Property Yield at $8,849, which is an increase from last year's final property yield of $8,596. This yield is impacted by the average expected growth in per pupil spending across the state, as well as the income yield, the non-homestead property tax rate, and any usage of general fund revenues, which will be decided by the legislature. An

updated projection from the Joint Fiscal Office projects $9,212 for the Property Tax Yield and $12,711 for the Income Yield. This change was a result of the governor's recommendation to make a one-time transfer of $75 million from the general fund to the ed fund, which is currently receiving support from legislative leadership.

- Long-term weighted average daily membership (LTW ADM) estimate of 2,219.40 was used to project the tax rate.
- The Annual Property Valuation and Review Report provided updated Common Level of Appraisal information for each town, which did change some from the early projections received from the Tax Department in December.
- The per pupil excess spending threshold provided by the AOE is $16,470. The per pupil spending for Draft #3 is $16,302.54, which is below the per pupil excess spending threshold.
- **The local spending per equalized pupil is a 6.74% increase over FY 2025-26 from $15,272 to $16,303. This would be the per pupil amount that will be included in the warning.**
- The equalized tax rate, using $9,212 as the property yield, is a decrease of $.0069 or 0.39% from $1.7766 in FY 2025-26 to $1.7697 in FY 2026-27.
- The estimated changes per $100,000 house value range from a $45.10 decrease per year in Worcester to a $249.10 per year increase in Calais.

SWA* Common Level of Appraisal Change from FY 2025-2026 to FY 2026-2027

Towns	SWA CLA 25-26	SWA CLA 26-27	SWA CLA Change
Berlin	93.12%	91.44%	-1.68%
Calais	86.62%	76.94%	-9.68%
East Montpelier	85.12%	77.22%	-7.90%
Middlesex	90.28%	80.29%	-9.99%
Worcester	80.97%	147.08%	+66.11%

*SWA CLA is the Statewide Adjusted CLA.

FY 2026-27 Budget Draft #3 Tax Rate Projection – Equalized Tax Rate = $1.7697

Towns	SWA Common Level of Appraisal	Post Legislative Session Tax Rates FY 25-26	Estimated Tax Rates FY 26-27	Increase (Decrease)	Increase per $100,000 House Value
Berlin	91.44%	$1.9079	$1.9354	+$.0275	+$27.50
Calais	76.94%	$2.0510	$2.3001	+$.2491	+$249.10
East Montpelier	77.22%	$2.0872	$2.2918	+$.2046	+$204.60
Middlesex	80.29%	$1.9679	$2.2041	+$.2362	+$236.20
Worcester	147.08%	$1.2483	$1.2032	($.0451)	($45.10)

Factors that will change the preliminary tax rate:

- The final property yield, income yield and non-homestead tax rate is set by the legislature based on reports statewide as we progress in the budget development process, and may change post-legislative session.

Next Steps:

1. The Board adopts the final budget to be warned for the vote in March.
2. The School Board continues to work to inform and engage the community in the budget process.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
COMPARATIVE SUMMARY
FY 2025 - 2026 BUDGET vs. FY 2026-2027 DRAFT #3

	BUDGET 2025-26	$ INCREASE (DECREASE)	BUDGET 2026-27	BUDGET % CHANGE
SALARIES AND BENEFITS				
Salaries		$ (356,599)		-0.82%
Benefits		$ 256,775		0.59%
TOTAL SALARY & BENEFITS	**$ 30,236,126**	**$ (99,824)**	**$ 30,136,302**	**-0.23%**
NONSALARY ITEMS				
Estimated inflationary costs offset by line item reductions		$ (276,606)		-0.64%
Tuition to Other School Districts (Tech Centers)		$ 184,526		0.43%
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		$ 3,382		0.01%
TOTAL NONSALARY ITEMS	**$ 12,988,877**	**$ (9,282)**	**$ 12,979,594**	**-0.02%**
TOTAL EXPENSE INCREASES / (DECREASES)	**$ 43,225,002**	**$ (109,106)**	**$ 43,115,896**	**-0.25%**
REVENUE CHANGES				
Tuition		$ (123,554)		-0.29%
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**	**$ (87,118)**	**$ 6,934,032**	**-1.24%**
LOCAL EDUCATION SPENDING INCREASE (DECREASE)	**$ 36,203,852**	**$ (21,988)**	**$ 36,181,864**	**-0.06%**

Percentages for consideration
Every 1% increase in the budget = $362,039.
A 5% increase in per pupil spending= $16,036 per pupil or $35,590,298
Would need to cut $591,566 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 2,219.40 (151.28 decrease from 2,370.68 in FY 26).
The estimated per pupil spending = $16,302.54.
The estimated excess spending threshold is $36,553,518.
Draft #3 is below the estimated excess spending threshold by $371,654.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #3

DESCRIPTION	FINAL FY 2026 BUDGET	DRAFT #3 FY 2027 BUDGET	$ Increase (Decrease)	% Increase (Decrease)
REVENUES				
TUITION REVENUES	$ 730,680	$ 607,126	$ (123,554)	
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**	**$ 36,181,863**	**$ (21,989)**	
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**	**$ 43,115,896**	**$ (109,107)**	
FUND BALANCE	$ -	$ -	$ -	
TOTAL REVENUES	**$ 43,225,004**	**$ 43,115,896**	**$ (109,107)**	**-0.25%**
EXPENSES				
INSTRUCTIONAL SERVICES				
SALARIES	$ 9,418,854	$ 8,970,114	$ (448,740)	
MISCELLANEOUS BENEFITS	$ 3,508,672	$ 3,422,336	$ (86,336)	
PROFESSIONAL EDUCATION SVC	$ 217,450	$ 180,600	$ (36,850)	
REPAIRS AND MAINT SVCS	$ 900	$ 450	$ (450)	
TUITION TO OTHER SCHOOL DISTRICTS	$ 899,272	$ 1,083,798	$ 184,526	
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**	**$ 13,901,019**	**$ (480,279)**	**-3.34%**
PRESCHOOL PROGRAM				
SALARIES	$ 344,003	$ 353,830	$ 9,827	
MISCELLANEOUS BENEFITS	$ 181,914	$ 173,025	$ (8,889)	
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**	**$ 643,221**	**$ (27,496)**	**-4.10%**
GUIDANCE SERVICES				
SALARIES	$ 1,051,484	$ 997,961	$ (53,523)	
MISCELLANEOUS BENEFITS	$ 396,744	$ 485,956	$ 89,212	
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**	**$ 1,510,667**	**$ 21,739**	**1.46%**
HEALTH SERVICES				
SALARIES	$ 381,822	$ 389,447	$ 7,625	
MISCELLANEOUS BENEFITS	$ 175,170	$ 175,370	$ 200	
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**	**$ 572,117**	**$ 7,225**	**1.28%**
CURRICULUM SERVICES				
SALARIES	$ 223,316	$ 224,452	$ 1,136	
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	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #3

DESCRIPTION	FINAL FY 2026 BUDGET	DRAFT #3 FY 2027 BUDGET	$ Increase (Decrease)	% Increase (Decrease)
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**	
LIBRARY SERVICES				
SALARIES	$ 320,813	$ 410,405	$ 89,592	
MISCELLANEOUS BENEFITS	$ 97,225	$ 119,511	$ 22,286	
PROFESSIONAL ED SERVICES	$ 2,900	$ 4,100	$ 1,200	
TRAVEL	$ 300	$ 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**	**$ 575,866**	**$ 79,778**	**16.08%**
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS				
SALARIES	$ 517,058	$ 454,251	$ (62,807)	
MISCELLANEOUS BENEFITS	$ 157,631	$ 158,415	$ 784	
PROFESSIONAL SERVICES	$ 170,600	$ 34,300	$ (136,300)	
RENTALS AND LEASES-COPIER	$ 84,600	$ 87,138	$ 2,538	
COMMUNICATIONS	$ 128,300	$ 135,500	$ 7,200	
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**	**$ 1,625,404**	**$ (137,285)**	**-7.79%**
BOARD OF EDUCATION SVCS.				
SALARIES	$ 31,515	$ 33,180	$ 1,665	
MISCELLANEOUS BENEFITS	$ 2,729	$ 2,990	$ 261	
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	
TOTAL BOARD OF EDUCATION SVCS.	**$ 333,844**	**$ 314,820**	**$ (19,024)**	**-5.70%**
SUPERINTENDENT SERVICES				
SALARIES	$ 525,380	$ 508,397	$ (16,983)	
MISCELLANEOUS BENEFITS	$ 220,148	$ 226,151	$ 6,003	
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**	**$ 813,398**	**$ (21,980)**	**-2.63%**

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #3

DESCRIPTION	FINAL FY 2026 BUDGET	DRAFT #3 FY 2027 BUDGET	$ Increase (Decrease)	% Increase (Decrease)
OFFICE OF THE PRINCIPAL				
SALARIES	$ 1,585,801	$ 1,599,573	$ 13,772	
MISCELLANEOUS BENEFITS	$ 682,340	$ 643,943	$ (38,397)	
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**	**$ 2,345,466**	**$ (31,225)**	**-1.31%**
FISCAL SERVICES				
SALARIES	$ 383,565	$ 438,331	$ 54,766	
MISCELLANEOUS BENEFITS	$ 155,635	$ 232,965	$ 77,330	
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**	**$ 871,520**	**$ 138,832**	**18.95%**
OPERATION AND MAINT.PLANT				
SALARIES	$ 1,804,610	$ 1,675,807	$ (128,803)	
MISCELLANEOUS BENEFITS	$ 698,173	$ 763,768	$ 65,595	
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**	**$ 4,290,293**	**$ 64,310**	**1.52%**
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)	
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)	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2025-2026 BUDGET vs. FY 2026-2027 DRAFT #3

DESCRIPTION	FINAL FY 2026 BUDGET	DRAFT #3 FY 2027 BUDGET	$ Increase (Decrease)	% Increase (Decrease)
TOTAL TRANSFER TO OTHER FUNDS	**$ 715,400**	**$ 976,939**	**$ 261,539**	**36.56%**
SUPPORT PROGRAMS-SPECIAL EDUCATION				
SALARIES - SUPPORT	$ 1,667,861	$ 1,833,676	$ 165,815	
MISCELLANEOUS BENEFITS - SUPPORT	$ 1,144,503	$ 1,232,209	$ 87,706	
SPECIAL EDUCATION SHARED SERVICES	$ 4,972,727	$ 5,003,123	$ 30,396	
ZENITH PROGRAM	$ 170,187	$ 235,911	$ 65,724	
STATE PLACED STUDENT COSTS	$ 196,650	$ 172,000	$ (24,650)	
SUMMER PROGRAM	$ 108,248	$ 139,639	$ 31,391	
PSYCHOLOGICAL SERVICES	$ 184,386	$ 196,652	$ 12,266	
SLP SERVICES	$ 800,616	$ 633,178	$ (167,438)	
OT SERVICES	$ 37,533	$ 102,286	$ 64,753	
PT SERVICES	$ -	$ -	$ -	
TRANSPORTATION (NOT SUMMER)	$ 224,189	$ 209,500	$ (14,689)	
EEE PROGRAM	$ 89,036	$ 104,765	$ 15,729	
STATE PLACED 504 STUDENTS	$ 33,800	$ 16,900	$ (16,900)	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	**$ 9,629,736**	**$ 9,879,839**	**$ 250,103**	**2.60%**
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%**
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**	
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**	**$ 43,115,896**	**$ (109,106)**	**-0.25%**

Act 130 Equalized Homestead Tax Rate Calculation, FY2018

District: **Washington Central UUSD** **LEA:** **U092**
County: **Washington** **SU:** **S032**
Budget FY 2026-27 2B

1.	Union budgeted expenditures including any separate articles			43,115,896		1.
2.	Obligation to a regional technical center school district if any			-		2.
3.	Obligation to repay a deficit per 24 V.S.A. § 1523(b)			-		3.
4.	Obligation to repay difference between allowable and announced tuition			-		4.
5.	Total Expenditures	(lines 1 + 2 + 3 + 4)			43,115,896	5.
6.	Total offsetting revenues				6,934,032	6.
7.	**Education Spending**	line 5 - line 6			36,181,864	7.
8.	Long-term weighted membership		2,219.40			8.
9.	**Education spending per LTWM**	line 7 / line 8		**16,302.54**		9.

Excess Spending Calculation

10.	Allowable P&I payments for excess spending exclusion		-			10.
11.	Aggregated exclusions per long-term weighted ADM		-			11.
12.	Per pupil figure to use for Excess Spending	line 10/ / line 11	16,302.54			12.
13.	Per LTWADM spending threshold for FY2026		16,470.00			13.
14.	Per pupil spending above the threshold	line 12 - line 13		NA		14.
15.	Per pupil figure for calculating Union equalized tax rate	line 9 + line 14		16,302.54		15.
16.	**Property Tax Yield per $1.00 of tax rate**			9,212.00		16.
17.	Equalized union tax rate	16,302.54 / 9,212 (lines & 15)		1.7697		**17.**
18.	**Adjusted** penny tax rate discount			-		
19.	Adjusted equalized homestead rate for Washington Central UUSD to be prorated				1.7697	
20.	Per pupil figure used for calculating District Household Income Percentage	line 19		16,302.54		20.
21.	**Income Yield per 2.0% of household income**			12,711		21.
22.		16,302.54 / 12,711 x 2.00% (lines 20 & 21)		2.57%		**22.**

Town Member equalized homestead tax rates for Washington Central UUSD

		Prorating Percent for Members	Washington Central UUSD Rate	Equalized Homestead Rate for Members
T019	Berlin	100.00%	1.7697	1.7697
T039	Calais	100.00%	1.7697	1.7697
T065	East Montpelier	100.00%	1.7697	1.7697
T124	Middlesex	100.00%	1.7697	1.7697
T254	Worcester	100.00%	1.7697	1.7697
			-	
			-	
			-	
			-	
			-	
			-	

		Member ETR	**Adjusted CLA**	Town Actual Rate
T019	Berlin	1.7697	91.44%	1.9354
T039	Calais	1.7697	76.94%	2.3001
T065	East Montpelier	1.7697	77.22%	2.2918
T124	Middlesex	1.7697	80.29%	2.2041
T254	Worcester	1.7697	147.08%	1.2032
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-

Washington
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 D. Gann, WCUUSD Business Administrator
RE: Set Announced Tuition Rate for FY 2026-27
DATE: January 9, 2026

Summary: Failure to satisfactorily complete and file the Annual Announced Tuition Report on or before January 15th will result in the current year's announced tuition rate being applied to the next fiscal year per 16 V.S.A 826(a). The State of Vermont Agency of Education calculates Allowable Tuition at the end of each year, based upon actual district expenditures for that year, as reported on the statistical report.

The Announced Tuition is calculated using the total budgeted expenditures, excluding offsets for Drivers Ed Revenue, Tech Center Tuition, Preschool Costs, Special Education, ELL services and transportation of the districts own students to and from school. The net of these, Net Instructional Expenditures, is averaged by level (elementary expenses versus secondary expenses) over the projected enrollment for that year to get a per pupil cost to use for tuition rates.

The Announced Tuition Rate Calculations for FY 2027 are based upon the current draft of the FY 2026-27 budget, and is included for reference in your packet. Centralized expenses are allocated based upon the percent of total students at the elementary level and secondary level, using the October 1, 2025 census. The calculation estimates a higher percent of elementary students than secondary students next year, which is a change from prior fiscal years.

FY 2026 Projections:	**FY 2027 Projections:**
Elementary Percentage = 46.51%	Elementary Percentage = 50.19%
Secondary Percentage = 53.49%	Secondary Percentage = 49.81%
Elementary Tuition = $25,626	**Elementary Tuition = $22,300**
Secondary Tuition = $24,728	**Secondary Tuition = $23,351**

Recommended Board Action: The Board move to approve the announced tuition rate for the FY 2026-27 school year as **$22,300** for Elementary Tuition and **$23,351**for Secondary Tuition.

Washington Central Unified Union School District
FY 2026-2027
Announced Tuition Rate Calculation

Level	Total Budgeted Expenditures	Excluded Expenses and Revenues						Net Instructional Expenditures
		Drivers Ed Revenue	Tuition to Other Districts	Preschool	SPED & EEE	ELL	Transportation	
Berlin Elementary	$4,325,498	$0	$0	$245,773	$906,563	$0	$0	$3,173,162
Calais Elementary	$241,713	$0	$0	$0	$0	$0	$0	$241,713
Doty Memorial Elementary	$165,450	$0	$0	$0	$0	$0	$0	$165,450
East Montpelier Elementary	$6,387,093	$0	$0	$235,923	$908,816	$0	$0	$5,242,354
Rumney Memorial Elementary	$3,164,075	$0	$0	$111,394	$171,913	$0	$0	$2,880,768
U-32	$14,414,067	$5,000	$1,083,798	$0	$1,078,593	$0	$0	$12,246,676
WCUUSD-to be allocated	$14,417,999	$0	$0	$50,131	$6,813,954	$105,360	$1,659,958	$5,788,596
District Total	$43,115,895	$5,000	$1,083,798	$643,221	$9,879,839	$105,360	$1,659,958	$29,738,719
Elementary	$21,520,492	$0	$0	$643,221	$5,407,343	$52,882	$833,164	$14,583,882
Per Pupil	**$32,906**	**$0**	**$0**	**$984**	**$8,268**	**$81**	**$1,274**	**$22,300**
U-32	$21,595,403	$5,000	$1,083,798	$0	$4,472,496	$52,478	$826,794	$15,154,837
Per Pupil	**$33,275**	**$8**	**$1,670**	**$0**	**$6,891**	**$81**	**$1,274**	**$23,351**
District Total	$43,115,895	$5,000	$1,083,798	$643,221	$9,879,839	$105,360	$1,659,958	$29,738,719
	$33,090	**$4**	**$832**	**$494**	**$7,582**	**$81**	**$1,274**	**$22,823**

Projected Enrollment	Projected Enrollment K - 12	Percent of Total	Calculated Tuition Rates
FTE Students-Berlin	185		
FTE Students-Calais	93		
FTE Students-EMES	200		
FTE Students-Rumney	120		
FTE Students-Doty	56		
FTE Students Elementary	654	50.19%	**$ 22,300**
FTE Students - U-32	649	49.81%	**$ 23,351**
Total FTE Students / Average Tuition	1,303	100.00%	**$ 22,823**

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
WARNING

The legal voters of the Washington Central Unified Union School District, a municipal corporation consisting of the Towns of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, March 3, 2026, to vote by Australian ballot on Articles 1 through 7 as outlined below.

ARTICLE 1. To elect a Clerk for a term of (3) three years

ARTICLE 2. To elect a Moderator for a term of one (1) year.

ARTICLE 3. To elect the following School Directors:

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

ARTICLE 4. To fix the annual compensation of the Union School District officers.

Clerk	$2,000.00
Treasurer	$6,700.00
Directors	$1,200.00 each
Chair	$2,400.00

ARTICLE 5. Shall the voters of the Washington Central Unified Union School District approve the school board to expend $_____, which is the amount the school board has determined to be necessary for the ensuing fiscal year? The Washington Central Unified Union School District estimates that this proposed budget, if approved, will result in per pupil education spending of $_____, which is ____% higher than per pupil education spending for the current year.

ARTICLE 6. Shall the School District authorize the Board of School Directors of Washington Central Unified Union School District to hold any audited fund balance as of June 30, 2026, in a reserve fund to be expended under the control and direction of the Board of School Directors for the purpose of operating the school?

ARTICLE 7. Shall the School District authorize the Board of School Directors to borrow money in anticipation of the receipt of revenues for the 2026-2027 school year?

Polling Places and Times:

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

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

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

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

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

A public hearing will take place on Monday, March 2, 2026, at 5:00 PM to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 3, 2026. The public hearing will be at U-32 Middle & High School 930 Gallison Hill Rd., Montpelier, VT 05602 in Rm 128/131. There will be a virtual option as well. https://tinyurl.com/2w9vu7x6 Meeting Id: 850 5401 6486 Password: 380648 Phone: 1-929-205-6099

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

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

SCHOOL DIRECTORS

Melissa Tuller, WCUUSD Clerk

Flor Diaz-Smith, Chair (East Montpelier)

Zach Sullivan (East Montpelier)

Ursula Stanley, Vice-Chair (Middlesex)

Chris McVeigh (Middlesex)

Diane Nichols-Fleming (Berlin)

Patrick Whelley (Middlesex)

Kealy Sloan (Berlin)

Mckalyn Leclerc (Worcester)

Vacant (Berlin)

Julia Hewitt (Worcester)

Michelle Ksepka (Calais)

Natasha Eckart (Worcester)

Daniel Keeney (Calais)

Elizabeth Brown (Calais)

Amelia Contrada (East Montpelier)

To: WCUUSD School Board November 2025
From: Education Quality Committee

Purpose/Charge:
According to our Student Achievement Monitoring plan, adopted by the full board in the spring of 2023, the board is to receive four reports each year: two on math & 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 achievement gaps persist for FRL-eligible students and those receiving special education services.

Recent schedule changes at the middle and high school levels have increased instructional time through shorter, more frequent sessions—a shift that is not viewed negatively, though its impact on outcomes continues to be monitored.

DRAFT

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; Acadiance 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.

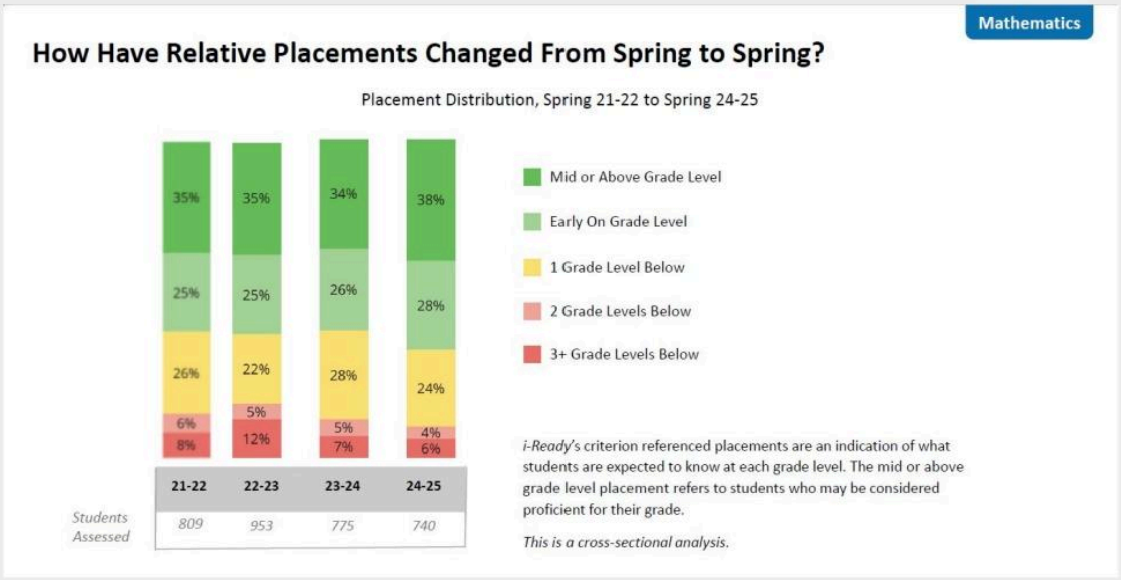
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WCUUSD Data Practices

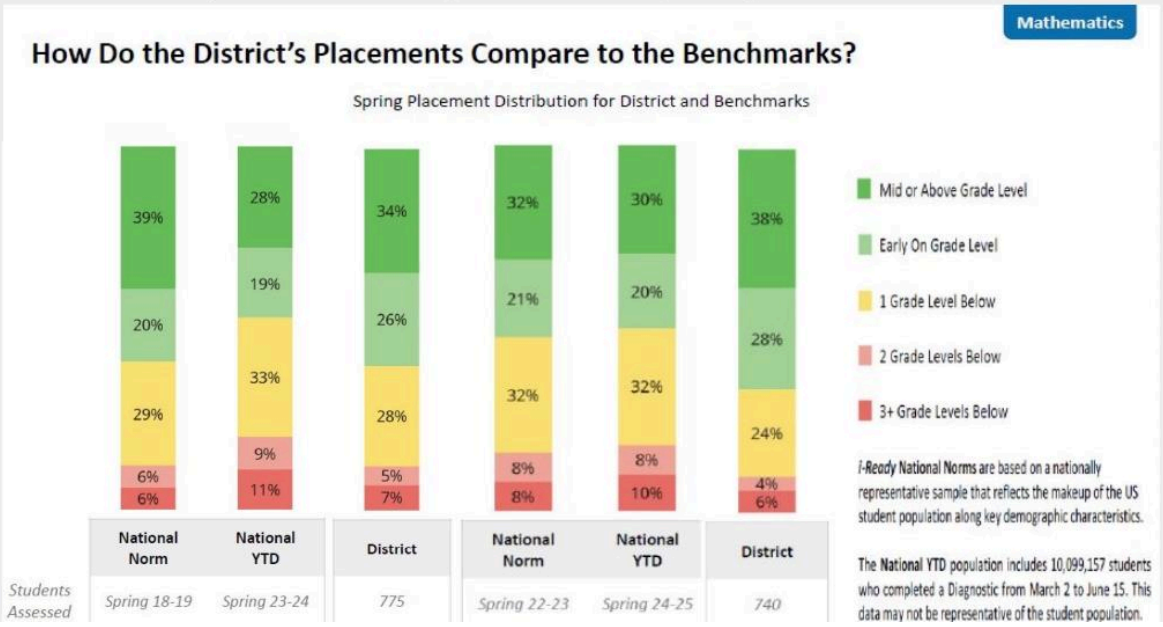
Who	What	Why
School Board	Looks at district-level data	To monitor student success in alignment with our strategic plan, and district and board goals.
Education Quality Committee	Looks more deeply at district-level data	To inform aspects of the board's practice in service to student success.
Leadership 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.

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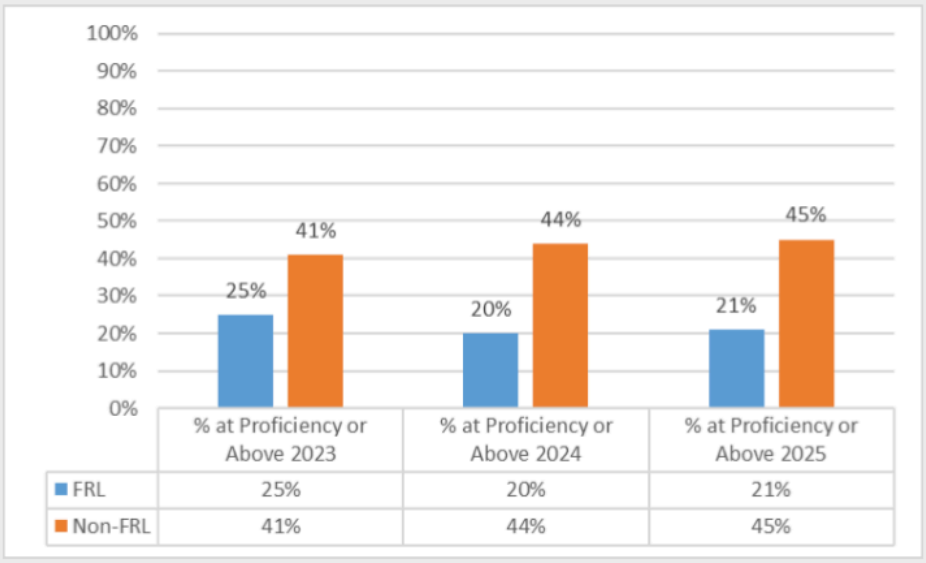
i-Ready Math Diagnostic, Spring 2022 to 2025



i-Ready Math Diagnostic, Spring 2024 and 2025

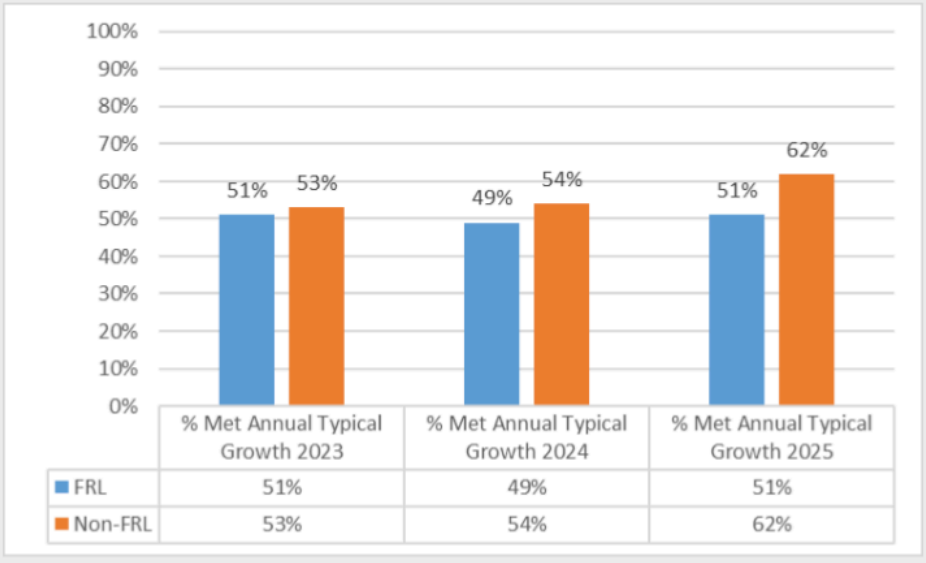


i-Ready ***Math*** Performance Data by ***FRL Eligibility***
Spring 2023, 2024, and 2025



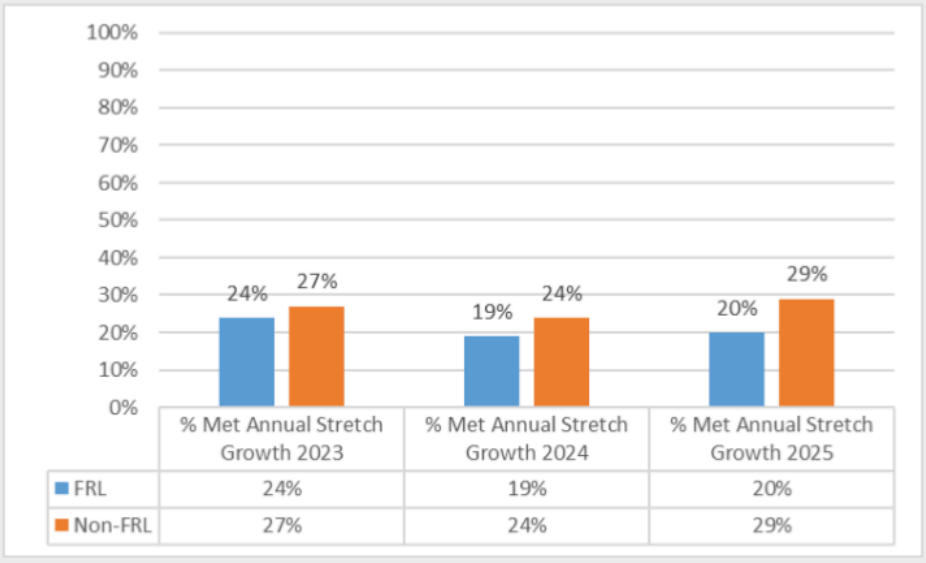
	% at Proficiency or Above 2023	% at Proficiency or Above 2024	% at Proficiency or Above 2025
FRL	25%	20%	21%
Non-FRL	41%	44%	45%

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



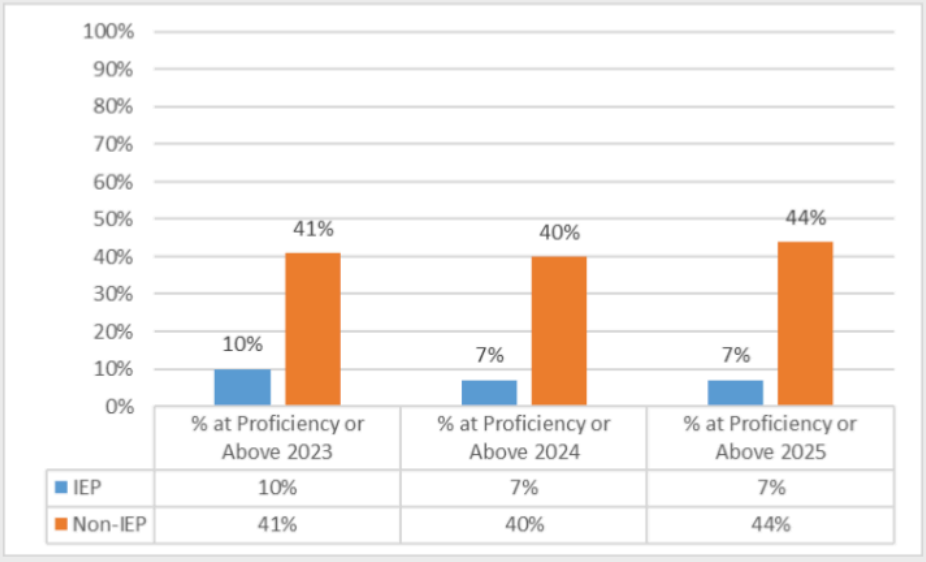
	% Met Annual Typical Growth 2023	% Met Annual Typical Growth 2024	% Met Annual Typical Growth 2025
FRL	51%	49%	51%
Non-FRL	53%	54%	62%

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



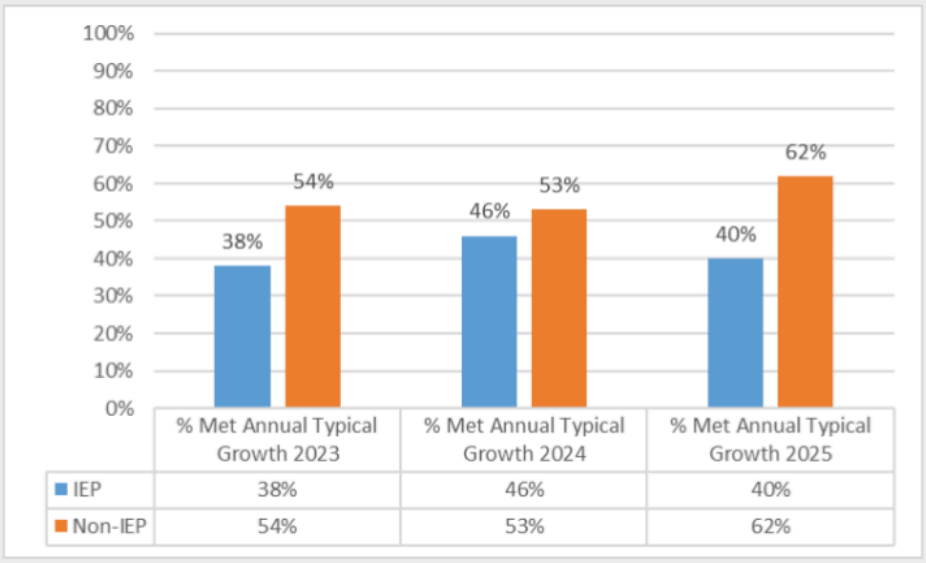
	% Met Annual Stretch Growth 2023	% Met Annual Stretch Growth 2024	% Met Annual Stretch Growth 2025
FRL	24%	19%	20%
Non-FRL	27%	24%	29%

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



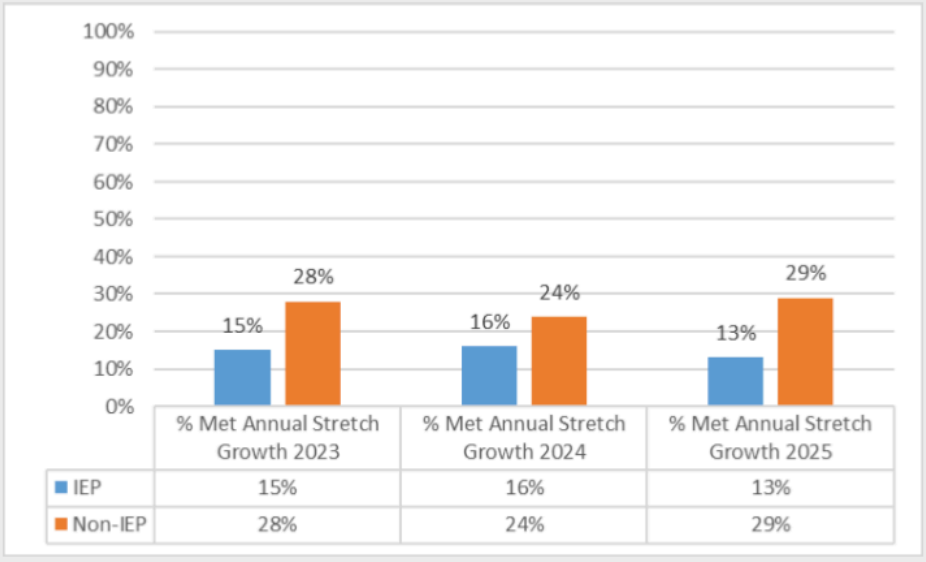
	% at Proficiency or Above 2023	% at Proficiency or Above 2024	% at Proficiency or Above 2025
IEP	10%	7%	7%
Non-IEP	41%	40%	44%

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



	% Met Annual Typical Growth 2023	% Met Annual Typical Growth 2024	% Met Annual Typical Growth 2025
IEP	38%	46%	40%
Non-IEP	54%	53%	62%

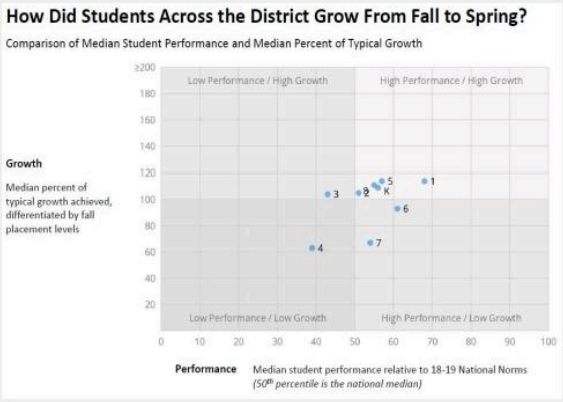
i-Ready ***Math*** Stretch Growth Data by ***IEP Eligibility***
Spring 2023, 2024, and 2025



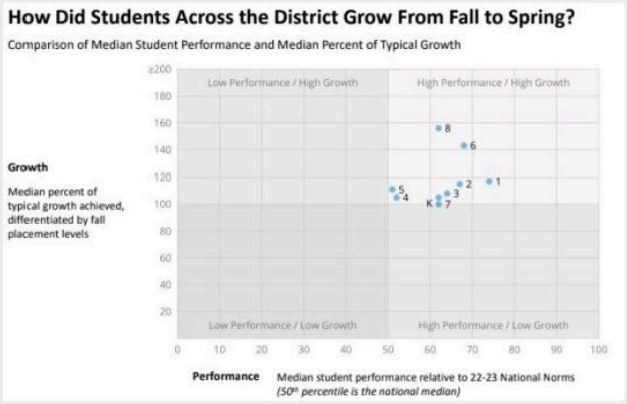
	% Met Annual Stretch Growth 2023	% Met Annual Stretch Growth 2024	% Met Annual Stretch Growth 2025
IEP	15%	16%	13%
Non-IEP	28%	24%	29%

i-Ready Math Diagnostic, Spring 2024 and 2025

Spring 2024 Results

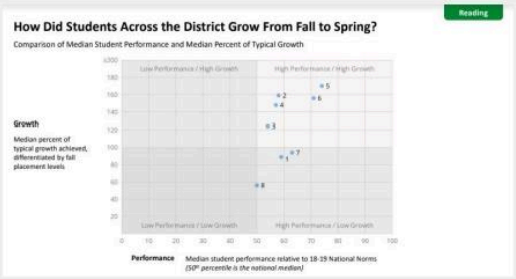


Spring 2025 Results

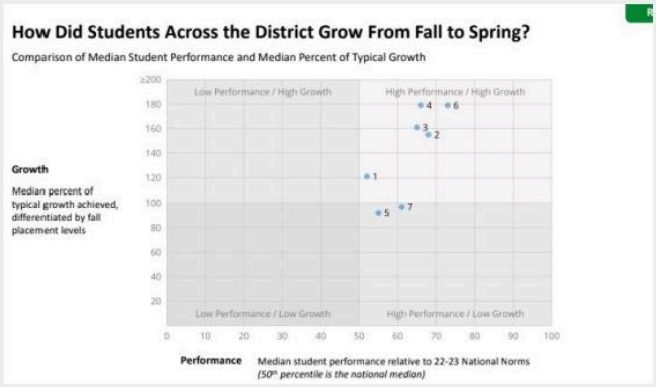


i-Ready Reading Diagnostic, Spring 2024 and Spring 2025

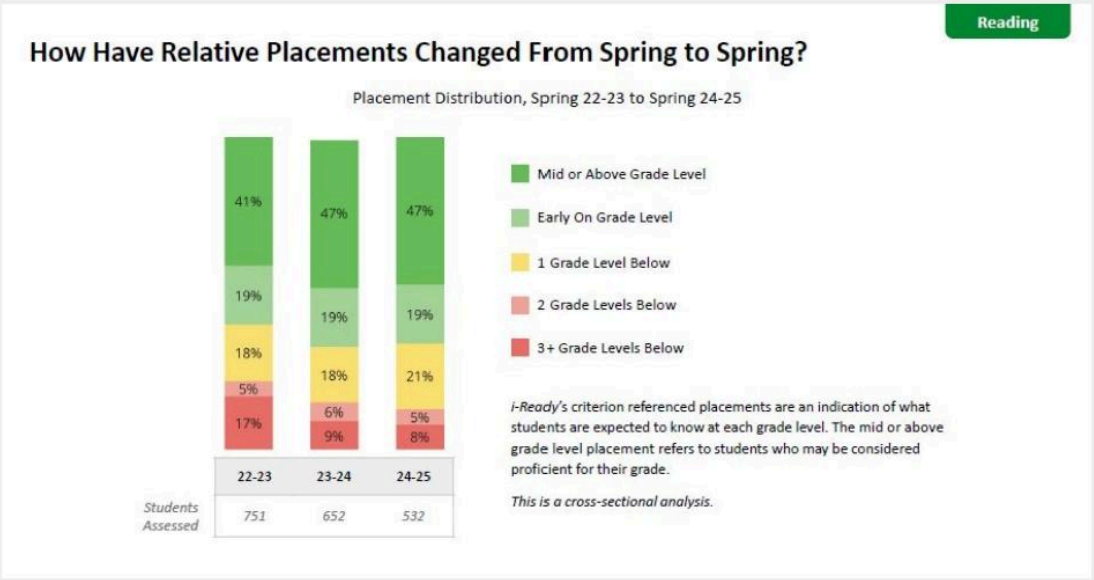
Spring 2024



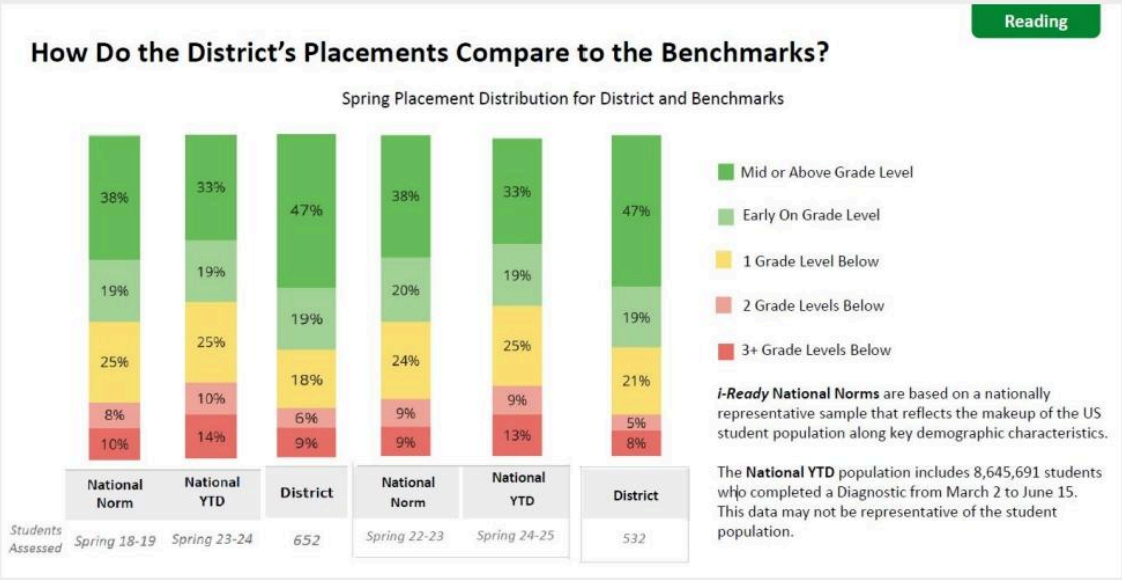
Spring 2025



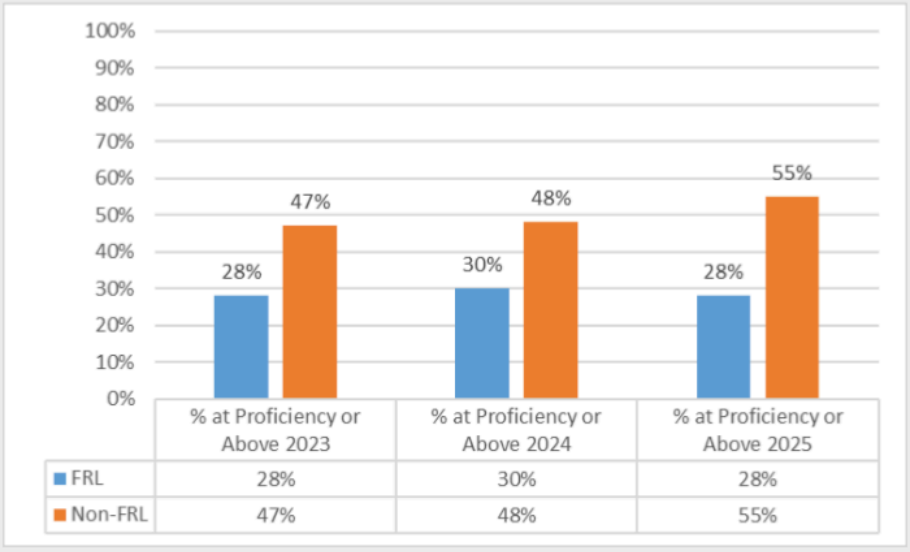
i-Ready Reading Diagnostic, Spring 2023 to 2025



i-Ready Reading Diagnostic, Spring 2024 and 2025

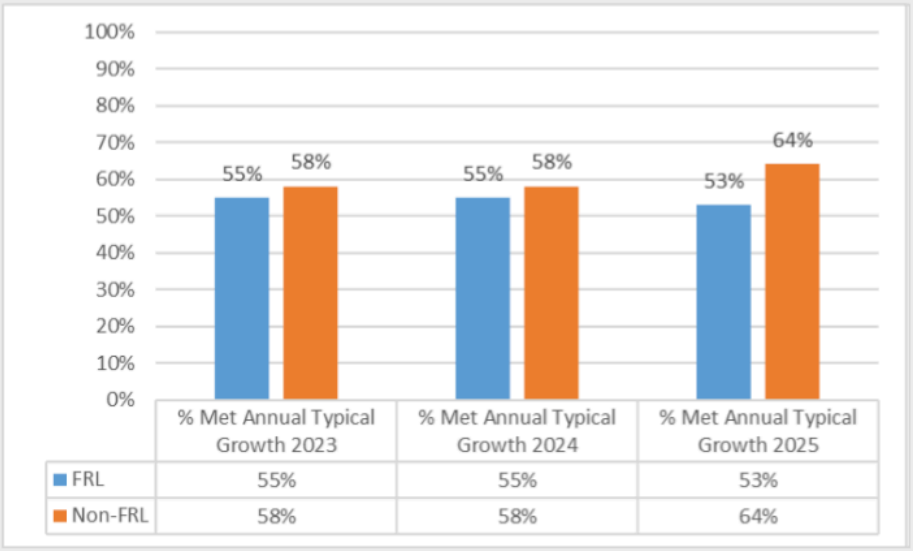


i-Ready ***Reading*** Performance Data by ***FRL Eligibility***
Spring 2023, 2024 and 2025



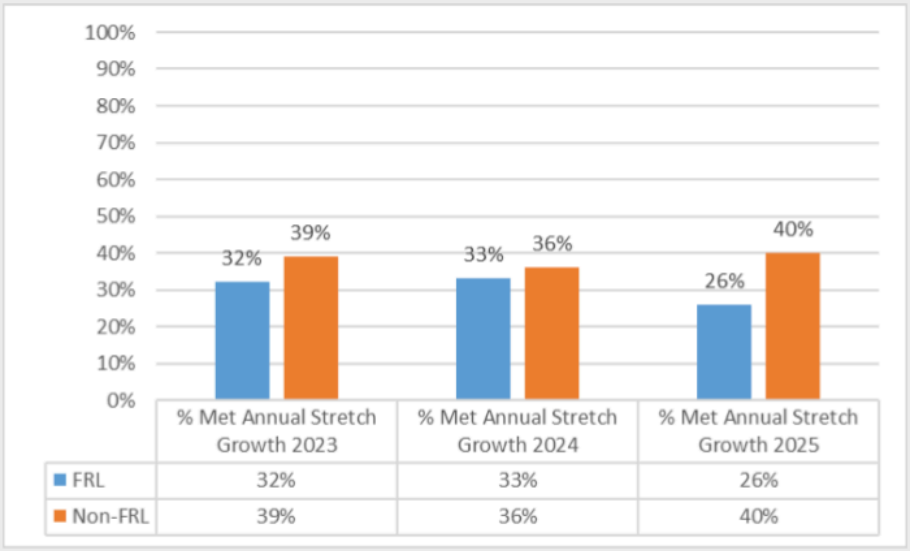
	% at Proficiency or Above 2023	% at Proficiency or Above 2024	% at Proficiency or Above 2025
FRL	28%	30%	28%
Non-FRL	47%	48%	55%

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



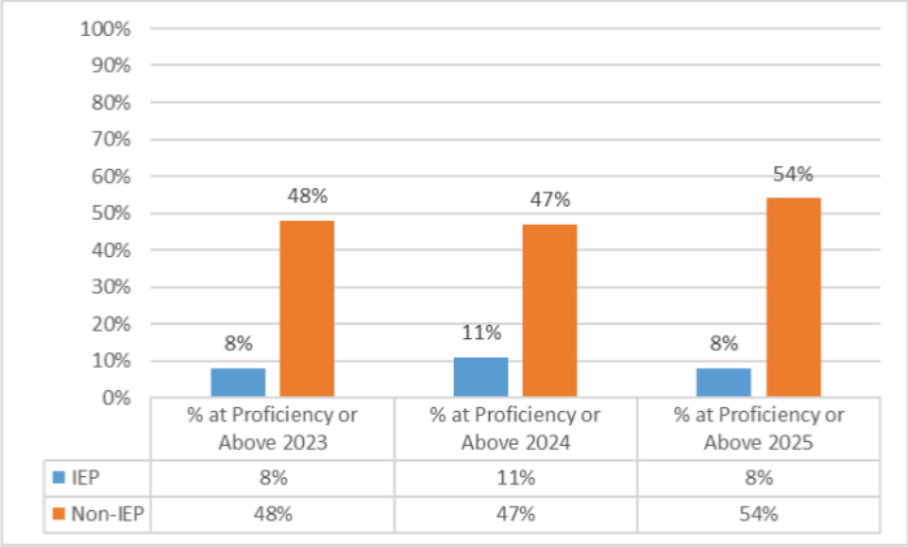
	% Met Annual Typical Growth 2023	% Met Annual Typical Growth 2024	% Met Annual Typical Growth 2025
FRL	55%	55%	53%
Non-FRL	58%	58%	64%

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



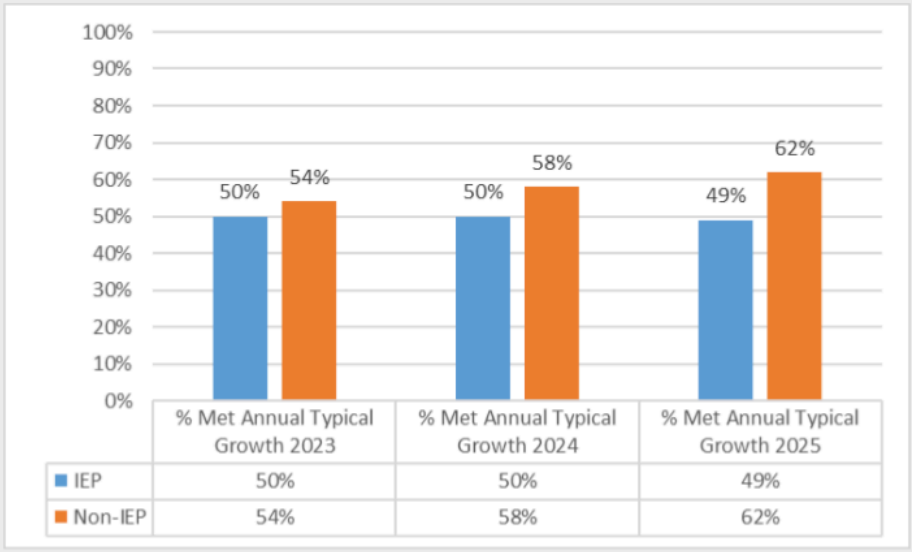
	% Met Annual Stretch Growth 2023	% Met Annual Stretch Growth 2024	% Met Annual Stretch Growth 2025
FRL	32%	33%	26%
Non-FRL	39%	36%	40%

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



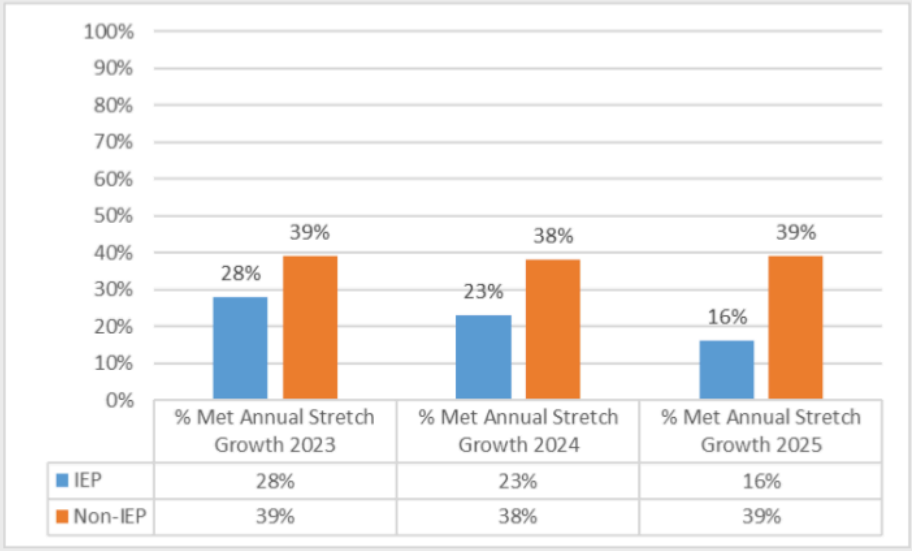
	% at Proficiency or Above 2023	% at Proficiency or Above 2024	% at Proficiency or Above 2025
IEP	8%	11%	8%
Non-IEP	48%	47%	54%

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



	% Met Annual Typical Growth 2023	% Met Annual Typical Growth 2024	% Met Annual Typical Growth 2025
IEP	50%	50%	49%
Non-IEP	54%	58%	62%

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

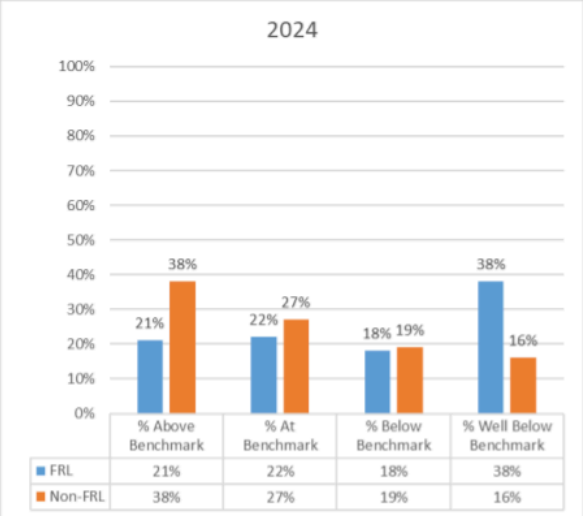


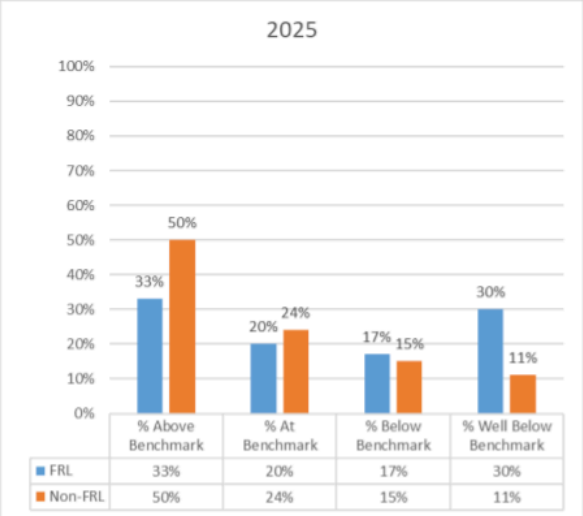
	% Met Annual Stretch Growth 2023	% Met Annual Stretch Growth 2024	% Met Annual Stretch Growth 2025
IEP	28%	23%	16%
Non-IEP	39%	38%	39%

Acadience District Summary: Reading Composite Score K-6

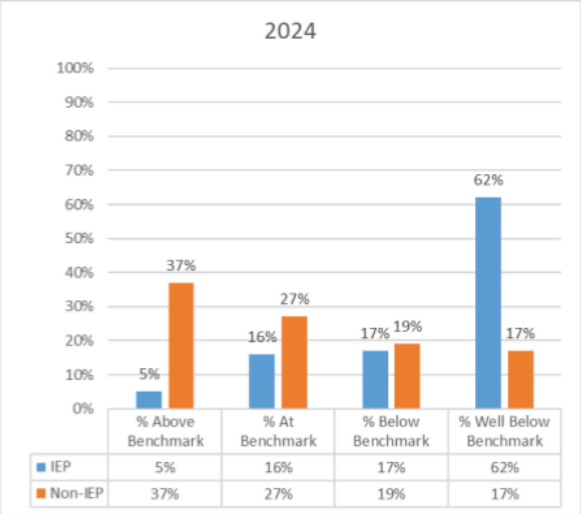
	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Spring 2024	24.6%	18.9%	25.1%	31.4%
Spring 2025	19.8%	15.7%	22.3%	42.2%

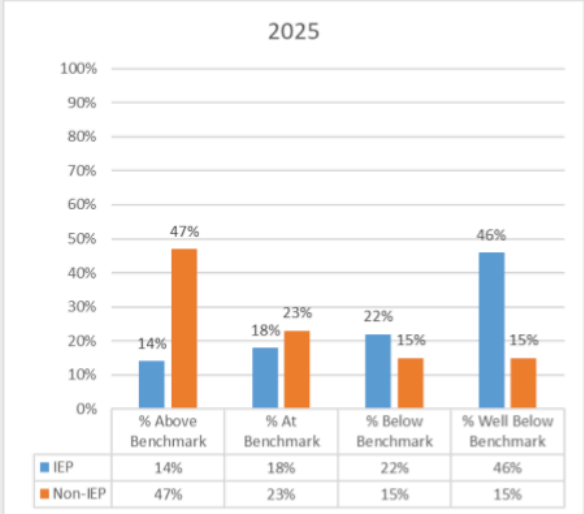
Acadience Reading K-6 ***Reading*** Performance Data by ***FRL Eligibility*** Spring 2024 and 2025



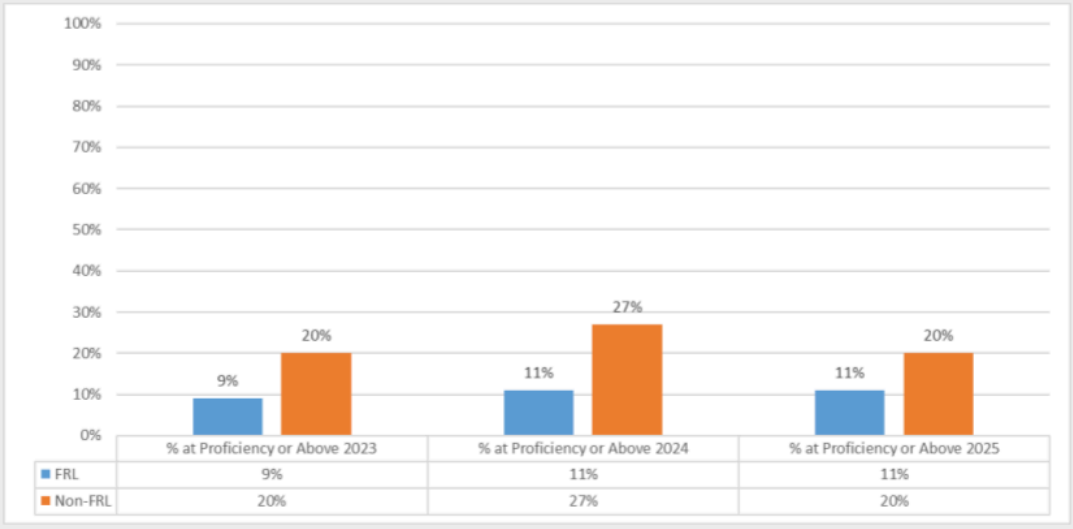


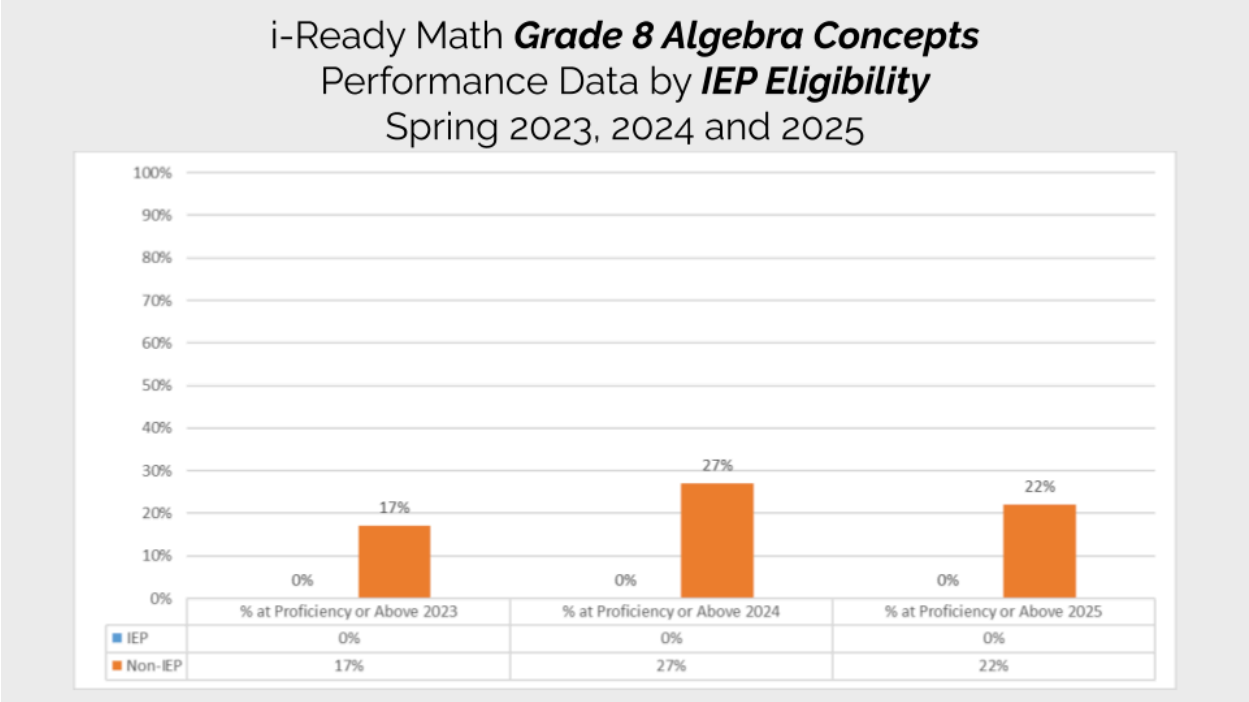
Acadience Reading K-6 ***Reading*** Performance Data by ***IEP Eligibility***
Spring 2024 and 2025

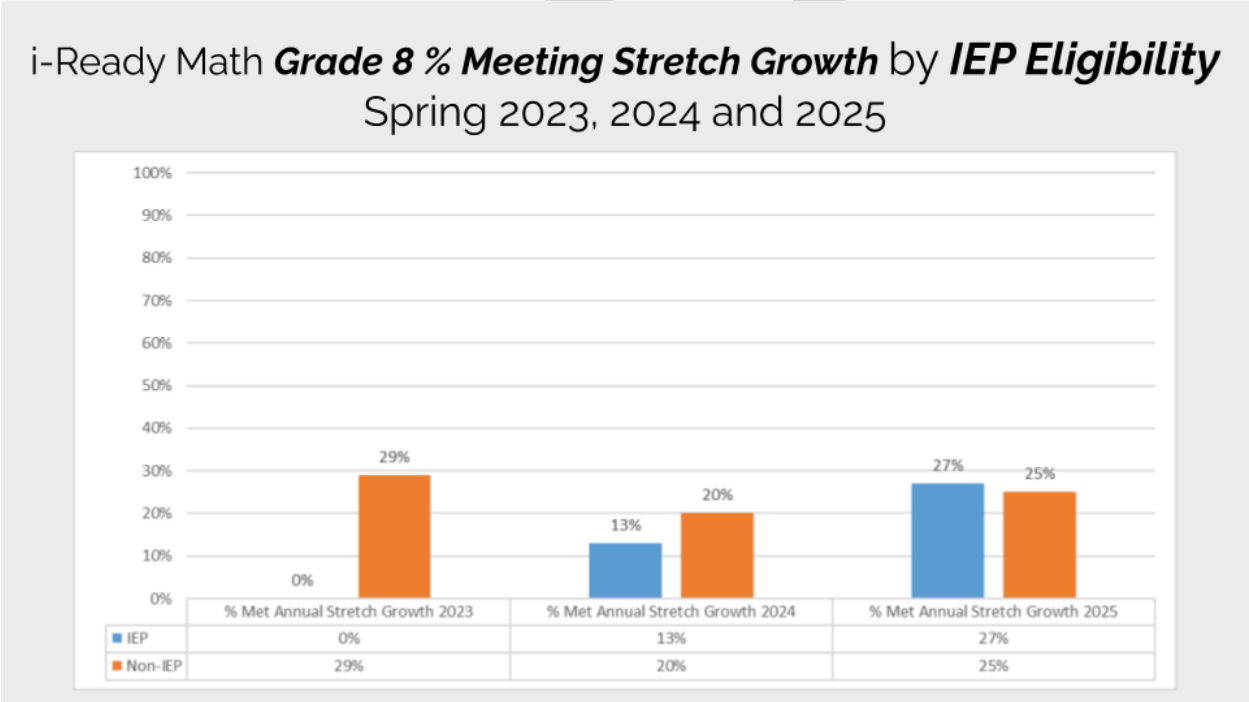




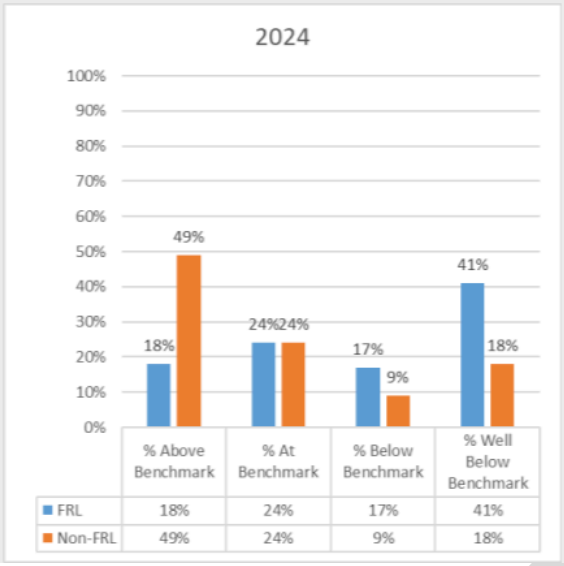
i-Ready Math ***Grade 8 Algebra Concepts***
Performance Data by ***FRL Eligibility***
Spring 2023, 2024 and 2025

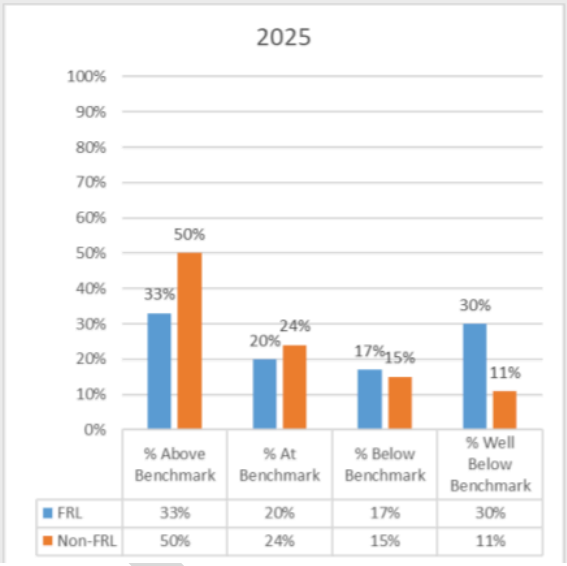



i-Ready Math Grade 8 Algebra Concepts
Performance Data by IEP Eligibility
Spring 2023, 2024 and 2025
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0%
17%
0%
27%
0%
22%
% at Proficiency or Above 2023
% at Proficiency or Above 2024
% at Proficiency or Above 2025
IEP 0% 0% 0%
Non-IEP 17% 27% 22%

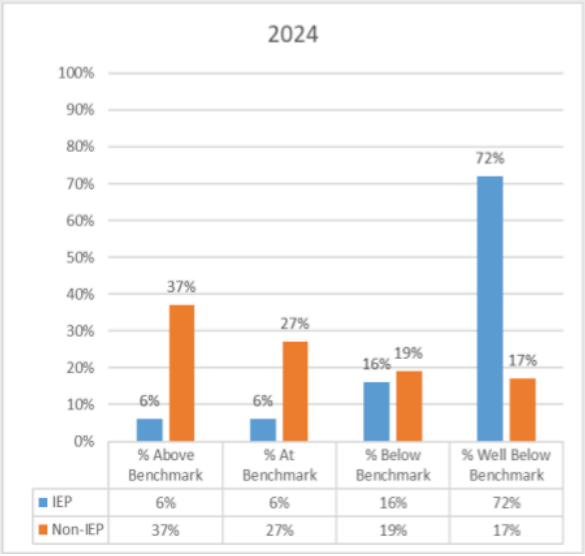

i-Ready Math Grade 8 % Meeting Stretch Growth by IEP Eligibility
Spring 2023, 2024 and 2025
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0%
29%
13%
20%
27%
25%
% Met Annual Stretch Growth 2023
% Met Annual Stretch Growth 2024
% Met Annual Stretch Growth 2025
IEP 0% 13% 27%
Non-IEP 29% 20% 25%

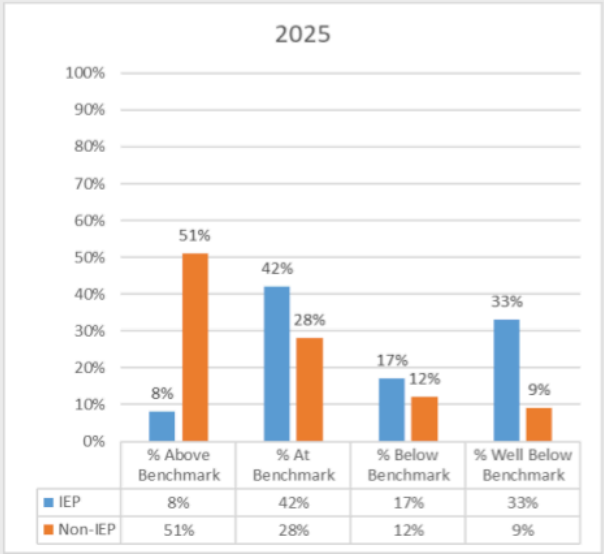
Acadience Reading ***Grade 3 Reading*** Performance Data by ***FRL Eligibility*** Spring 2024 and Spring 2025





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.
- 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.
- We continue to see achievement gaps for our students eligible for Free and Reduced Lunch, and students on IEPs
-

System Needs:

- …
- …
- …
-

Changes to instructional and assessment practices:

- We are in the second year of the implementation of the Acadiance 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.

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- 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.

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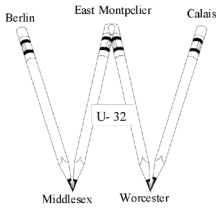
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont's public schools.
- **Local Comprehensive Assessment System** - An approach that integrates both assessments aligned to student learning outcomes and a system's 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

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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.

Job Description

JOB TITLE:	**WCUUSD Transition and Community Engagement Coordinator**
FLSA STATUS:	
CONTRACT TYPE:	**TEMPORARY POSITION**
WAGE SCALE:	**TBD**
CREATED:	**January 2026**

POSITION OBJECTIVE(S): The Washington Central Unified Union School District (WCUUSD) is seeking a dedicated leader to guide our community through a strategic reconfiguration designed to actualize our vision of Excellence and Equity. This role is essential for ensuring a smooth transition that keeps our core values of well-being, inclusivity, and transparent leadership at the center of every decision. This work will bridge the gap between systemic structural changes and the human experience of students and families, ensuring that programming drives our structural decisions.

ESSENTIAL DUTIES AND RESPONSIBILITIES: The Transition Coordinator will provide dedicated leadership for the district's multi-year configuration plan. This individual will manage the implementation roadmap, facilitate robust community engagement, and ensure that all stakeholders—students, families, and staff—feel supported and valued during this period of change.

KEY RESPONSIBILITIES:

- **Timeline and Roadmap Development:** Further develop and refine the transition implementation timeline (FY26–FY28), ensuring all benchmarks for elementary consolidation and the Grade 6 transition are met.
- **Transparent Communication:** Launch and manage a comprehensive communications campaign, including **biweekly updates**, infographics, and the development of a transition FAQ to provide early, often, and clear information to the public.
- **Event Coordination:** Plan and execute major transition events, including Listening Sessions, school closure/celebration events, and "Welcome Week" activities for the newly consolidated campuses.
- **Community and Family Engagement:** Implement the Community Schools Framework, specifically focusing on active family engagement to build trust and preserve the "relational depth" of our school communities.

- **Leadership and Collaboration:** Lead the Transition Steering Team, which includes teachers, support staff, families, and students, to ensure diverse voices shape the transition process.

- **Staff and Student Support:** Assist in developing student-led orientation programs and "Step-Up Days".

PRIMARY FUNCTIONS:

1. **Project Management:** Overseeing the logistical shift of five elementary schools into three sustainable K-6 sites and the subsequent move of Grade 6 to a 6-8 middle school structure.

2. **Identity Building:** Collaborating with communities to develop new elementary identities, including choices for colors, mascots, and traditions that honor the heritage of merging schools.

3. **Anxiety Mitigation:** Serving as the primary point of contact to address community concerns regarding busing, travel times, and the disposition of vacated facilities.

4. **Resource Alignment:** Helping to organize the movement of resources between locations in order to ensure that all facilities are prepared for the changes in student populations.

SUPERVISION RECEIVED:

Reports to, receives direction and support, and evaluated by the Superintendent.

SUPERVISORY RESPONSIBILITIES:

This position does not have any supervisory responsibilities.

QUALIFICATIONS:

- Demonstrated experience in **collaborative leadership** and the ability to build a culture of collective trust.

- Strong expertise in **responsive and transparent communication**.

- Familiarity with the **Community Schools approach** and the ability to coordinate integrated student supports.

- Commitment to **educational equity** and a "student-first" decision-making mindset.

Education and Experience:

- Bachelor's degree preferred in an education, social work, public health, community development or related field.
- 2-3 years of experience in education, or community-related role.
- Familiarity with the Central Vermont communities and resources.
- Knowledge of public school systems, structures and environment.
- Familiarity with Community Schools.

Language Skills:

Ability to read, analyze and interpret common educational and technical journals, periodicals and procedures. Ability to respond to common inquiries, complaints and concerns from parents and members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.

Mathematical/Reasoning Skills:

Ability to interpret and use results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

- **Additional Competencies:** The individual in this position must possess the following:
  - *Dependability – being reliable, punctual, responsible and fulfilling obligations.*
  - *Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.*
  - *Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.*
  - *Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.*
  - *Concern for Others – being sensitive to others' needs and feelings and being understanding and helpful on the job.*
  - *Attention to Detail – being careful about detail and thorough in completing work tasks.*
  - *Integrity – being honest and ethical.*
  - *Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.*
  - *Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.*
  - *Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.*

Frequency	Code	Description
Sometimes	**S**	activity may exist sporadically, but not on a consistent basis.
Occasionally	**O**	activity exists on a consistent basis for less than 1/3 of the time
Frequently	**F**	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	**C**	activity exists for 2/3 or more of the time
Not Applicable	**NA**	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	Frequency Code		*Essential*	*Not Essential*
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	

TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	O-F		X	
PUSHING/PULLING	O-F			X
TWISTING	F		X	
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	Frequency Code
EXPOSURE (dust, dirt)	O
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O

VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands
Sitting: remaining in a seated position
Standing: remaining on one's feet in an upright position at a work station without moving about
Walking: Moving about on foot
Seeing: Perceiving with the eye
Hearing: Perceiving or listening to sound by ear
Talking: Articulating, speaking or discussing using spoken words
Dexterity: Skill in the use of hands and fingers
Lifting: Raising or lowering an object from one level to another (includes upward pulling)
Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder
Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).
Twisting: Rotating; moving to face in alternate direction.
Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
Crouching: Bending the body downward and forward by bending the legs and spine.
Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
Crawling: Moving about on the hands and knees
Reaching: Extending the hands and arms in any direction
Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	
Date approved:	
Reviewed:	
Updated:	

This general outline illustrates the type of work. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor. This job description does NOT constitute an employment agreement between the employer and employee and is subject to change by the employer as the organizational needs and requirements of the job change. The job specification requirements stated are representative of minimum levels of knowledge, skills, and abilities to perform this job successfully. Any satisfactory equivalent combination of experience and training which ensures the ability to perform the work may substitute for the above so that the employee will possess the abilities or aptitudes to perform each duty proficiently.

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
1.7.26
6:15-9:15 PM
(In-Person & Virtual)
U-32 Middle & High School
930 Gallison Hill Rd
Montpelier, VT

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Ursula Stanley, Kealy Sloan, Mckalyn Leclerc, Elizabeth Brown, Michelle Ksepka, Zach Sullivan, Diane Nichols-Fleming, Amelia Contrada, Julia Hewitt, Natasha Eckart

Others: Allison Fayle, April Davis, Deborah Bloom, David Delcore, David Lawrence, Dell Waterhouse, Dena Brown, Denise Wheeler, Emilie Connor, Emi Harlow, Erica Zimmerman, Giuliana Jensen, Hanna Brown, Hans, Honi Bean Barrett, Laura Ashikaga, Lila Richardson, Lisa Hanna, Mallory Russell, Mark Brown, Marilyn Martin, Matthew Thomas, Noah Weinstein, ORCA Media, Scott Hess, Teegan Dykeman-Brown, Felicia Soto, Danielle Barclay, Melissa Tuller

Administrators: Karoline May, Celia Guggemos, Lisa LaPlante, Alicia Lyford, Susanne Gann, Julia Pritchard, Jen Miller-Arsenault, Gillian Fuqua, Jarrod Weiss

1. **Call to Order: Flor Diaz Smith called the meeting to order at 6:17 p.m.**

2. **Welcome:** Flor Diaz Smith expressed gratitude to all present.
   - **2.1. Adjustments to The Agenda:** Flor Diaz Smith suggested some changes to the agenda: Eliminate item 5.5 and move item 5.2 to 5.1 on the agenda. **Chris McVeigh moved to accept the changes to the agenda. Seconded by Kealy Sloan, this motion carried unanimously.**
   - **2.2. Reception of Guests**
   - **2.3. Public Comments: Time strictly enforced, see note:** Shane, resident of East Montpelier: spoke about the music programs and his concerns about decreasing positions and programs in music, at U-32 and in other neighboring districts. He shared some resources with the board for consideration.

Noah Weinstein asked the board to consider the meetings around transition, to include both towns at the meetings in the building facility.

Emilie Connor, East Montpelier: reminded that the choice to be made is to retain teachers but close buildings. She stated that as a resident of East Montpelier she is putting out a welcome mat to those from Calais.

Deborah Bloom reminded the board and community that our focus is on educational outcomes for our students - how to prepare and support our students for the future that they all deserve.

Member of the community spoke about the different perspectives that people have about what constitutes a quality education.

Cynthia Gardner-Morse spoke about an amendment at the previous meeting and asked why it is not part of the language in the warning.

3. **Presentation: CVCC Budget Presentation (Jody Emerson):** Jody Emerson presented a slide deck: *FY27 Central Vermont Career Center Budget Presentation.* She invited questions. Daniel Keeney asked what would be involved in a shorter term for average student attendance. She stated that this is at the legislative level at this time, but is under discussion. Chris McVeigh asked for some details about short term space discussions. Jody Emerson shared that there may be some federal grant money available and there is some discussion about purchasing an auto shop close to the Spaulding campus, for a short-term solution.

4. **Presentation: Budget Input:** Superintendent Dellinger-Pate shared some information about the budget at this point in its development. He shared that the administration is working on a Draft #3. He noted that the final draft will be brought to the next board meeting for approval (January 21)

   4.1. Q & A: Mckalyn Leclerc asked for clarification: which model should the board consider - the three (preK-6) school model? She also asked for clarification about adjusting of the bus transportation (late buses). If late buses are canceled on certain days, will that mean that some activities will not take place on those days? He stated that it might be that some students will not be able to participate on days if the late bus does not run and transportation is an issue. Discussion followed about the budget including Principal and Assistant Principal at both Berlin and East Montpelier - however this includes some reduction in behavior staff at those schools, and the assistant principals will be school year positions. Superintendent Dellinger-Pate noted that Assistant Principals would take on some of the supervision/ evaluation of staff.

   Daniel Keeney asked to see what the staffing at each school is moving from and to (the delta) - this feels like an important detail.

   Diane Nichols-Fleming asked whether the detail that Daniel was looking for is around number of staff at each school. He clarified.

Diane Nichols-Fleming stated that the charts do not look like there are major cuts in interventionists; this does not seem to match what we were told at the previous meeting.

Zach Sullivan stated that it is important to clarify not only positions but also what those positions are doing/ what are their roles.

Patrick Whelley asked for clarification around Pre-K programs at the schools, and the structure of after school offerings.

Elizabeth Brown asked what the contingency plan is if one-town votes against this proposed plan; Superintendent Dellinger-Pate stated that we would default to something like Draft 2B, a four-school model. Some discussion followed around how to convey information about different contingencies.

5. **Board Operations:**
   - **5.1. Budget Warning Language: Michelle Ksepka moved to elect Melissa Tuller as WCUUSD Clerk. Seconded by Kealy Sloan, this motion carried unanimously. Kealy Sloan moved to increase the pay for WCUUSD Clerk from $1K to $2K on the budget warning language, and to approve the budget warning language, with noted change. Seconded by Michelle Ksepka.** Diane Nichols-Fleming asked whether there is a time study around how many hours of work this position involves, to determine whether the stipend is appropriate. Some discussion followed around the hours required; Diane Nichols-Fleming stated that it would be appropriate to consider whether the stipend is consistent with at least minimum wage. The board will consider this at a later date. **This motion carried unanimously and the warning for the February vote was circulated for signatures.**
   - **5.2. School Board Vacancies**: Flor Diaz Smith noted that Mckalyn Leclerc would not continue on the board, creating a vacancy in Worcester. Superintendent Dellinger-Pate reminded that Berlin continues to have a vacancy.
   - **5.3. Annual Report Format**: Flor Diaz Smith reviewed that the annual report is not mailed to each address; some paper copies are available at local places like post offices, and a QR code is provided to access the document digitally.
   - **5.4. Superintendent Evaluation: Reflection on Goals**: Superintendent Dellinger-Pate provided some feedback to the board around his progress toward goals.
   - **5.5. Approve School Choice Numbers**:(removed from the agenda tonight)
   - 5.6. **Communication & Engagement Planning**: Flor Diaz Smith suggested two possible dates for informational meeting: **Chris McVeigh moved to set the following days for Informational Meetings: February 4, 2026 at Doty School (before Policy meeting) Saturday, February 7, 2026 (9-10:30 a.m.) at Calais School. Seconded by Mckalyn Leclerc.** Discussion: Elizabeth Brown indicated that 9-10:30 a.m. is a hard period for families. **Daniel Keeney made a friendly amendment to change the time from 2:00 - 3:30 p.m. This amendment was accepted by Chris McVeigh. This motion carried unanimously.** Flor Diaz Smith had suggested smaller, more informal meetings in the communities in between the meetings and between the next board meeting and early February.

Zach Sullivan stated that it is incumbent on the board members to use the smaller meeting opportunities to find times that work for community members. Natasha Eckart asked what the vision for the small groups is. Flor Diaz Smith stated that what we have been hearing from community members is a desire for smaller groups, so the idea was to use locations resulting from a community mapping activity from the past, for small gatherings, for example, fire station, four corners store, red hen bakery, people's homes, town halls, town offices. Mckalyn Leclerc asked for some clarification around what is the intention of the smaller groups. Flor Diaz Smith stated that the board as a whole voted for a configuration, and we can share with the smaller groups why we as a board, support this going forward as the best path.

Ursula Stanley stated that while the board does not tell people to vote one way or the other, we could share information about the process and how we arrived at this proposal.

Elizabeth Brown stated that it would be helpful to have some talking points for board members for these gatherings. Flor Diaz Smith shared that a handout/ brochure will be prepared with information and bullet points.

Some discussion followed among board members about how to discuss this in the smaller group format. Daniel Keeney stated that it would be helpful to have members of the Configuration Committee take part in the gatherings so that they can help speak to the process and how the conclusion was made.

Steven Dellinger-Pate stated that he would like to plan open houses but will wait to hear what the dates that the smaller groups will meet, to coordinate.

Julia Hewitt stated that the vote was 8-5 and so there are five board members who did not vote in favor for this model, and it will be difficult for them to advocate for a position that they did not take.

Flor Diaz Smith reminded her that the board ultimately voted in favor of this and all board members come together at this point to move the work of the board forward.

Ursula Stanley asked if the small groups will be sharing their meeting times and places for coordination. Flor Diaz Smith reminded that, for agenda items only, e.g. time and location, the board is allowed to communicate via email. Natasha Eckart suggested creating a shared spreadsheet.

6. **Policy**
   - **6.1. Second Reading**
     - **6.1.1. D23 Selection of & Access to Instructional Materials:** Chris McVeigh shared this policy with the board. He stated that this is largely matched with the Library Materials policy. **Chris McVeigh moved that the board adopt Policy D23: Selection of and Access to Instructional Materials. Seconded by Patrick Whelley.** Discussion: Kealy Sloan asked whether this is a new policy. Yes, this is a new policy but very similar to the Library Materials policy. **This motion carried unanimously.**

7. **Personnel**
   7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Kealy Sloan moved to accept the resignation of John Boyd, Special Educator at U-32. Seconded by Ursula Stanley, this motion carried. Steven Dellinger-Pate shared that Melissa Tuller, has accepted a position in Accounts Payable. He thanked her for all of her work.

8. **Consent Agenda**
   8.1. Approve Minutes of 12.17.25: Chris McVeigh moved to adopt the consent agenda. Seconded by Ursula Stanley. Discussion: Michelle Ksepka noted that she had voted "yes" but was recorded as "no." This will be changed in the minutes. Zach Sullivan pointed out an edit in the minutes regarding the board's action to close Calais and Doty schools. This error will be corrected in the minutes. This motion carried with noted edits.

9. **Future Agenda Items**
   9.1. U-32 Schedule
   9.2. Ed Quality
   9.3. Multiple Pathways/ College and Career

10. **Board Reflections:** Natasha Eckart spoke about her experience shadowing a student at U-32. She encouraged board members to take advantage of this opportunity. Natasha Eckart reflected on the December meeting, that she appreciates all of the comments that board members made, whether in agreement or not, she felt that the board was able to have a productive conversation around a difficult topic.

    Diane Nichols-Fleming thanked Spencer, as the audio for tonight's meeting was very clear.

    Mckalyn Leclerc urged Worcester residents to consider taking her place on the WCUUSD Board. She stated that her mindset has shifted over the years and she has come to embrace us as one board, one district. All of our kids are going to end up together at U-32, so we need to also take good care of U-32 and all of our students and communities.

11. **Public Comments: Time limit strictly enforced, see note 15 minutes:** John Brabant thanked Michelle Ksepka for pointing out the error on the roll call vote in the minutes. He reiterated Ursula Stanley's statement that the small group meetings are not a sales pitch or a lobbying; they are an opportunity to share information. He stated that it is important for people to know that the vote was not unanimous; it was an 8 to 5 vote. Board members who voted "no" have a right to share their reasons "why" and each board member represents their constituents, so each vote counts, yes or no.

    Barry Bernstein asked for some clarification around the numbers within the different versions of building configuration.

Denise Wheeler asked for clarity around the statement about standing behind the position of the board. If she asks a board member how they voted, she would expect them to tell their honest answer, and why.

Felicia Soto asked how the district decides where the cuts occur. Superintendent Dellinger-Pate explained the budget development process.

12. **Adjourn: At 8:41, Ursula Stanley moved to adjourn. Seconded by Zach Sullivan, this motion carried unanimously, and the meeting adjourned.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary