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
11.18.26
6:15-9:15 PM
(In-Person & Virtual)
U-32 High School
930 Gallison Hill Rd
Montpelier, VT

Virtual Meeting Information
https://tinyurl.com/vcc3yyt9
Meeting ID: 828 8124 9898
Password: 901886
Dial by Your Location: 1-929-205-6099

1. Call to Order

2. Welcome
   2.1. Adjustments to The Agenda
   2.2. Reception of Guests
   2.3. Public Comments: Time strictly enforced; see note — 10 minutes

3. Finance Committee (Discussion/Action) — 60 minutes
   3.1 Budget presentation - pg. 4
      3.1.1 Q & A-Community
      3.1.2 Q & A-Board

4. Reports - pg. 12 — 25 minutes
   4.1. Superintendent/Central Office Leadership Team (COLT) Report - pg. 13
   4.2. CESA (Cooperative Educational Service Area) Report
   4.3. Merger Report - pg. 16
   4.4. Student Report
   4.5. Central Vermont Career Center Report
   4.6. Community School Report - pg. 19
   4.7. VSBA Report
   4.8. Humanity & Justice Coalition Report

5. Policy Committee (Discussion/Action) 5 minutes
   5.1. Policy Update and Timeline Prioritization - pg. 20

6. Ed Quality Committee 25 minutes
   6.1. Spring Data Report - pg. 21

7. Board Operations: (Discussion/Action) 25 minutes
   7.1. Superintendent Search Timeline - pg. 40
   7.2. Screening Committee Board Member selection 7.3. Approval for Mailing Ballots - pg. 43
      7.3.1. Letters to Selectboard

8. Consent Agenda (Discussion/Action) 5 minutes
   8.1. Approve Minutes of 10.21.26 & 11.4.26 - pg. 44
   8.2. Board Orders

9. Future Agenda Items – pg. 57 5 minutes

10. Board & Leadership Reflections 5 minutes

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

12. 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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TO: WCUUSD Finance Committee and School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: FY 2027-28 General Fund Budget Discussion
DATE: November 13, 2026

Review: At the September 16th Board meeting, the Board participated in a budget training to review the role of the Board in budget development, which tools administration uses to begin budgeting and walk through the four phases of budgeting. At the October 21st Board meeting, the budget parameters were discussed and identified by the Board.

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

1. Continue to offer and further develop the Multi-Layered System of Supports (MLSS) to all students across all schools and Professional Development for Teachers. Strategic investment in building teacher capacity, so that the most vulnerable students will have what they need.
2. Frame budget to the Goals of our **Strategic Plan** and our **Core Beliefs**.
3. Ensure planning remains under the excess spending threshold determined by the Vermont Agency of Education.
4. Develop a budget that meets Educational Quality Standards (EQS), promotes equitable distribution of resources, and addresses student needs, while minimizing net spending increases. (That may include grade combinations across schools and program adjustments.)
5. Consider schools and class configurations that realize program quality improvements within the existing Class Size Procedures.
6. Move towards long-term financial sustainability of our system (appropriate level of increase that we can sustain within our community).
7. Develop contingency plans for expense reduction options, in the event that the Board determines that the proposed spending leads to unfavorable tax implications.

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

Weighting Factor	Weight per pupil
Grade Level	Subtracts .54 for Pre-K Adds .36 for grades 6 – 8 Adds .39 for grades 9 – 12
Poverty	Adds 1.03 for each student identified as 185% of the Federal Poverty Level
ELL	Adds 2.49 for each student identified as English Language Learners
Sparsity - all WCUUSD pupils fall in population density 36 ≤ pop/mi^2 < 55	Adds .15/pupil for population density < 36 pop/mi^2 **Adds .12 for population density 36 ≤ pop/mi^2 < 55** Adds .07 for population density 55 ≤ pop/mi^2 < 100
Small Schools - all WCUUSD schools except U-32 receive a factor for this	Adds .21/pupil for enrollment < 100 (Calais, Doty and Rumney) Ads .07/pupil for 100 ≤ enrollment < 250 (Berlin and East Montpelier)

Use of LTW ADM: It is assumed by the State and backed by experience that it is more expensive to educate a student who falls into one of the above categories. For this reason, LTW ADM is used to calculate spending per pupil. Spending per pupil is what is used to calculate the District's tax rate. LTW ADM is also used to determine the excess spending threshold for each district. The estimated excess spending threshold is $16,746 per LTW ADM, which means that the district is taxed twice for every dollar over the threshold.

FY 2027-28 Resource Allocation Factors: The Leadership Team continues to collaborate to build the FY 2027-28 budget considering the Board Parameters and spending allocations based upon estimated LTW ADM by school. Draft #1 is a level service budget, which administration has developed in support of the board parameters. This draft does not yet meet parameter #3, and exceeds the excess spending threshold by $1,763,324.12. The Leadership Team continues to collaborate in the development of a budget proposal that will keep the district under the excess spending threshold without sacrificing the other six budget parameters.

Local Education Spending Factors:

- FY 28 Budget Draft #1 Local Education Spending = $39,465,506, which is an increase of $3,127,693 or 8.61%.
- Every 1% increase (or decrease) in the budget = $363,378.
- The estimated excess spending threshold is $37,702,181.88 = 3.75% increase in the local education spending, using debt service payments to stay under the threshold.
- The excess spending threshold determined by the Vermont Agency of Education = $16,746 per LTW ADM.
- The estimated LTW ADM for the FY 28 budget is 2,197.78, which is a decrease of 21.62 from 2,219.40 in FY 27.

- This is likely to continue to change as the District finalizes the ADM count for this fall. The deadline to certify LTW ADM is December 1st in order for the Agency of Education to publish the final LTW ADM by December 4th.

Other Budget Factors:

- The average cost of a teacher for FY 28 (estimated salary and benefits) is $126,717.15, which is a 5.7% increase over the average teacher cost of $119,883 developed for the FY 27 budget. This was determined using the newly ratified agreements with the bargaining units as well as estimated increases for insurances, including the 2.5% increase requested by VEHI, the District's health insurance provider.
- Buildings are allocated funds based on 55% of the per pupil allocation for budgeting and multiplied by that schools estimated LTW ADM. This supports MLSS Layers 1 & 2, and must meet Ed Quality Standards as well as Local Standards and Agreements as developed by the Districtwide Leadership Team.
- Districtwide Services are allocated 45% of the per pupil allocation to support the following services across the district: Curriculum Coordination, Instructional Coaching, Special Education, Executive Administration, Board Operations, Legal Services, Insurance Costs, Financial Services, Technology, Transportation, Operations and Maintenance, Food Service, Community Connections, Capital Projects, Debt Service, and Preschool Instruction.

Next Steps:

1. The School Board provides the Leadership Team with additional guidance to continue to inform the budget process.
2. The Leadership Team continues the work to develop Draft #2 of the budget, with the goal of meeting all Board Parameters.
3. The School Board and Administration participate in a Collaborative Conversation on December 2nd to provide the community with an opportunity to learn more about the budgeting process and ask questions, which will advise the Board as it reviews Draft #2 of the FY 28 General Fund Budget on December 16, 2026.
4. The School Board continues to work to inform and engage the community in the budget process.
5. The Leadership Team continues to review the Special Ed Student needs to advise future drafts of the budget.
6. Administration continues to firm up revenue and expenditure estimates.
7. The next budget presentation on December 16, 2026 will provide tax estimates made based on information from the AOE and the Tax Commissioner (due December 1). This should include the Long-Term Weighted Average Daily Membership updates and the estimated Property Yield. The Common Level of Appraisal information will not be available until January.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
COMPARATIVE SUMMARY
FY 2026 - 2027 BUDGET vs. FY 2027-2028 DRAFT #1

	BUDGET 2026-27	$ INCREASE (DECREASE)	BUDGET 2027-28	BUDGET % CHANGE
SALARIES AND BENEFITS				
Salaries		$ 1,444,941		3.34%
Benefits		$ (163,219)		-0.38%
TOTAL SALARY & BENEFITS	**$ 31,218,587**	**$ 1,281,722**	**$ 32,500,309**	**2.96%**
NONSALARY ITEMS				
Estimated inflationary costs offset by line item reductions		$ 551,764		1.28%
Tuition to Other School Districts (Tech Centers)		$ 97,370		0.23%
Transportation		$ 251,541		0.58%
Debt Service		$ (57,427)		-0.13%
Fund Transfer - Capital		$ 250,000		0.58%
Fund Transfer - Food Service		$ 16,361		0.04%
Special Education		$ 758,410		1.75%
TOTAL NONSALARY ITEMS	**$ 12,053,258**	**$ 1,868,019**	**$ 13,921,277**	**4.32%**
TOTAL EXPENSE INCREASES / (DECREASES)	**$ 43,271,845**	**$ 3,149,741**	**$ 46,421,586**	**7.28%**
REVENUE CHANGES				
Tuition		$ (46,702)		-0.11%
Miscellaneous Revenues		$ -		0.00%
Miscellaneous State Reimbursements		$ -		0.00%
Special Ed Revenues		$ 68,750		0.16%
Fund Balance		$ -		0.00%
TOTAL REVENUE INCREASES / (DECREASES)	**$ 6,934,032**	**$ 22,048**	**$ 6,956,080**	**0.32%**
LOCAL EDUCATION SPENDING INCREASE (DECREASE)	**$ 36,337,813**	**$ 3,127,693**	**$ 39,465,506**	**8.61%**

Local Education Spending for FY 28:
Estimated at $39,465,506 for a level service budget.

Percentages for consideration
Every 1% increase in the budget = $363,378.
Maximum increase in education spending is $1,364,368 or 3.75% to stay under the excess spending threshold.

Excess Spending Threshold
The estimated excess spending threshold = $16,746 per LTW ADM.
The estimated excess spending threshold is $37,702,181.88 (after exclusions).
The estimated LTW ADM for the FY 28 budget is 2,197.78 (21.62 decrease from 2,219.40 in FY 27).
The estimated per pupil spending = $17,548.32, after exclusions, which is $802.32 above the threshold.
This budget is above the estimated excess spending threshold by $1,763,324.12.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2026-2027 BUDGET vs. FY 2027-2028 DRAFT #1

DESCRIPTION	BUDGET 2026	ACTUAL 2026	FINAL BUDGET 2027	FINAL BUDGET 2028	$ Increase (Decrease)	% Increase (Decrease)
REVENUES						
TUITION REVENUES	$ 730,680	$ 734,199	$ 607,126	$ 560,424	$ (46,702)	
INVESTMENT EARNINGS INTEREST	$ 251,626	$ 258,117	$ 197,294	$ 197,294	$ -	
MISCELLANEOUS INCOME-OTHER / FUND TRANSFERS	$ 164,851	$ 121,259	$ 213,860	$ 213,860	$ -	
EDUC. SPENDING REVENUES	**$ 36,203,852**	**$ 36,216,747**	**$ 36,337,813**	**$ 39,465,506**	**$ 3,127,693**	
MISC STATE REIMBURSEMENTS	$ 805,300	$ 814,265	$ 748,314	$ 748,314	$ -	
SPED EXPENDITURE REIMBURSEMENT	$ 5,068,693	$ 5,031,239	$ 5,167,438	$ 5,236,188	$ 68,750	
SUBTOTAL REVENUES	**$ 43,225,002**	**$ 43,175,825**	**$ 43,271,845**	**$ 46,421,586**	**$ 3,149,741**	
FUND BALANCE	$ -	$ -	$ -	$ -	$ -	
TOTAL REVENUES	**$ 43,225,002**	**$ 43,175,825**	**$ 43,271,845**	**$ 46,421,586**	**$ 3,149,741**	**7.28%**
EXPENSES						
INSTRUCTIONAL SERVICES						
SALARIES	$ 9,418,854	$ 9,263,036	$ 8,970,114	$ 9,843,382	$ 873,268	
MISCELLANEOUS BENEFITS	$ 3,508,672	$ 3,314,538.8	$ 3,422,336	$ 3,716,346	$ 294,010	
PROFESSIONAL EDUCATION SVC	$ 213,950	$ 144,370	$ 180,600	$ 164,750	$ (15,850)	
REPAIRS AND MAINT SVCS	$ 4,400	$ 3,685	$ 450	$ 450	$ -	
TUITION TO OTHER SCHOOL DISTRICTS	$ 899,272	$ 928,080	$ 1,083,798	$ 1,181,168	$ 97,370	
TRAVEL	$ 18,500	$ 29,173	$ 14,326	$ 32,326	$ 18,000	
GENERAL SUPPLIES	$ 226,700	$ 245,915	$ 134,145	$ 232,050	$ 97,905	
BOOKS AND PERIODICALS	$ 59,700	$ 56,851	$ 39,350	$ 52,750	$ 13,400	
EQUIPMENT	$ 6,100	$ -	$ 40,000	$ -	$ (40,000)	
DUES AND FEES	$ 25,150	$ 21,857	$ 15,900	$ 25,750	$ 9,850	
TOTAL INSTRUCTIONAL SERVICES	**$ 14,381,298**	**$ 14,007,506**	**$ 13,901,019**	**$ 15,248,972**	**$ 1,347,953**	**9.70%**
PRESCHOOL PROGRAM						
SALARIES	$ 320,164	$ 245,069	$ 353,830	$ 354,640	$ 810	
MISCELLANEOUS BENEFITS	$ 168,306	$ 89,447	$ 173,025	$ 106,368	$ (66,657)	
PROFESSIONAL EDUCATION SVC	$ 13,800	$ 13,159	$ 14,700	$ 16,200	$ 1,500	
TUITION TO PRIVATE SCHOOLS	$ 127,700	$ 199,896	$ 96,166	$ 159,519	$ 63,353	
GENERAL SUPPLIES	$ 2,600	$ 1,213	$ 5,500	$ 1,150	$ (4,350)	
BOOKS AND PERIODICALS	$ 500	$ -	$ -	$ -	$ -	
DUES AND FEES	$ 200	$ -	$ -	$ -	$ -	
TOTAL PRESCHOOL PROGRAM	**$ 670,717**	**$ 548,784**	**$ 643,221**	**$ 637,877**	**$ (5,344)**	**-0.83%**
GUIDANCE SERVICES						
SALARIES	$ 1,051,484	$ 1,127,133	$ 1,138,773	$ 1,166,476	$ 27,703	
MISCELLANEOUS BENEFITS	$ 396,744	$ 385,032	$ 501,093	$ 359,730	$ (141,363)	
PROFESSIONAL EDUCATION SVC	$ 3,800	$ 4,369	$ 7,750	$ 6,600	$ (1,150)	
TRAVEL	$ 5,000	$ 787	$ 2,250	$ 2,850	$ 600	
GENERAL SUPPLIES	$ 29,500	$ 27,363	$ 14,100	$ 25,275	$ 11,175	
BOOKS AND PERIODICALS	$ 1,700	$ 4,191	$ 1,900	$ 4,800	$ 2,900	
DUES AND FEES	$ 700	$ 278	$ 750	$ 750	$ -	
TOTAL GUIDANCE SERVICES	**$ 1,488,928**	**$ 1,549,153**	**$ 1,666,616**	**$ 1,566,481**	**$ (100,135)**	**-6.01%**
HEALTH SERVICES						
SALARIES	$ 381,822	$ 410,411	$ 389,447	$ 477,495	$ 88,048	
MISCELLANEOUS BENEFITS	$ 175,170	$ 182,975	$ 175,370	$ 208,626	$ 33,256	
PROFESSIONAL SERVICES	$ 1,500	$ 3,895	$ 1,350	$ 6,200	$ 4,850	
GENERAL SUPPLIES	$ 6,300	$ 11,929	$ 4,750	$ 12,000	$ 7,250	
BOOKS AND PERIODICALS	$ 100	$ -	$ 1,200	$ 100	$ (1,100)	
TOTAL HEALTH SERVICES	**$ 564,892**	**$ 609,210**	**$ 572,117**	**$ 704,421**	**$ 132,304**	**23.13%**
CURRICULUM SERVICES						
SALARIES	$ 223,316	$ 251,790	$ 224,452	$ 274,018	$ 49,566	
MISCELLANEOUS BENEFITS	$ 22,314	$ 24,391	$ 22,758	$ 24,802	$ 2,044	
PURCHASED PROF & TECHNICAL SERVICES	$ 2,200	$ 1,698	$ 4,000	$ 2,200	$ (1,800)	
TRAVEL	$ 1,300	$ 4,780	$ 5,150	$ 5,050	$ (100)	
GENERAL SUPPLIES	$ 200	$ 614	$ 300	$ 650	$ 350	
BOOKS AND PERIODICALS	$ 1,200	$ 39	$ 6,050	$ 1,200	$ (4,850)	
DUES AND FEES	$ 1,000	$ 97	$ 1,850	$ 1,000	$ (850)	
TOTAL CURRICULUM SERVICES	**$ 251,530**	**$ 283,408**	**$ 264,560**	**$ 308,920**	**$ 44,360**	**16.77%**
INSTRUCTIONAL STAFF TRAINING						
SALARIES	$ 44,683	$ 45,192	$ 92,940	$ 98,449	$ 5,509	
MISCELLANEOUS BENEFITS	$ 23,611	$ 20,315	$ 50,365	$ 50,849	$ 484	
EMPLOYEE TRAINING/DEVELOPMENT	$ 114,200	$ 97,100	$ 9,230	$ 9,230	$ -	
TRAVEL	$ 2,900	$ 1,226	$ 250	$ 1,300	$ 1,050	
SUPPLIES - TECH RELATED SOFTWARE	$ -	$ 605	$ 1,700	$ 2,350	$ 650	
TOTAL INSTRUCTIONAL STAFF TRAINING	**$ 185,394**	**$ 164,437**	**$ 154,485**	**$ 162,178**	**$ 7,693**	**4.98%**

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2026-2027 BUDGET vs. FY 2027-2028 DRAFT #1

DESCRIPTION	BUDGET 2026	ACTUAL 2026	FINAL BUDGET 2027	FINAL BUDGET 2028	$ Increase (Decrease)	% Increase (Decrease)
OTHER SUPPORT SERVICES						
SALARIES	$ -	$ -	$ 8,796	$ 9,298	$ 502	
MISCELLANEOUS BENEFITS	$ -	$ 1,518	$ 1,681	$ 1,079	$ (602)	
PURCHASED PROF & TECHNICAL SERVICES	$ -	$ -	$ -	$ -	$ -	
TRAVEL	$ -	$ -	$ -	$ -	$ -	
TOTAL OTHER SUPPORT SERVICES	**$ -**	**$ 1,518**	**$ 10,477**	**$ 10,377**	**$ (100)**	**-0.95%**
LIBRARY SERVICES						
SALARIES	$ 320,813	$ 323,379	$ 410,405	$ 366,438	$ (43,967)	
MISCELLANEOUS BENEFITS	$ 97,225	$ 83,680	$ 119,511	$ 128,442	$ 8,931	
PROFESSIONAL ED SERVICES	$ 2,900	$ 2,580	$ 4,100	$ 4,550	$ 450	
TRAVEL	$ 300	$ -	$ 150	$ -		
GENERAL SUPPLIES	$ 21,600	$ 24,338	$ 14,500	$ 22,800	$ 8,300	
BOOKS AND PERIODICALS	$ 47,300	$ 45,758	$ 27,100	$ 43,250	$ 16,150	
EQUIPMENT	$ 6,100	$ -	$ 100	$ 100	$ -	
TOTAL LIBRARY SERVICES	**$ 496,238**	**$ 479,734**	**$ 575,866**	**$ 565,580**	**$ (10,136)**	**-1.76%**
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS						
SALARIES	$ 517,058	$ 372,248	$ 454,251	$ 484,092	$ 29,841	
MISCELLANEOUS BENEFITS	$ 157,631	$ 113,397	$ 158,415	$ 139,536	$ (18,879)	
PROFESSIONAL SERVICES	$ 170,600	$ 33,431	$ 34,300	$ 44,300	$ 10,000	
RENTALS AND LEASES-COPIER	$ 84,600	$ 76,336	$ 87,138	$ 75,400	$ (11,738)	
COMMUNICATIONS	$ 128,300	$ 91,816	$ 135,500	$ 135,500	$ -	
TRAVEL	$ 3,500	$ -	$ 3,500	$ 3,500	$ -	
SUPPLIES-TECH RELATED	$ 34,200	$ 47,583	$ 29,950	$ 50,800	$ 20,850	
SOFTWARE	$ 336,800	$ 424,276	$ 436,750	$ 476,100	$ 39,350	
EQUIPMENT	$ 330,000	$ 348,601	$ 285,600	$ 348,000	$ 62,400	
TOTAL INSTR REL-TECHNOLOGY SVCS	**$ 1,762,689**	**$ 1,507,688**	**$ 1,625,404**	**$ 1,757,228**	**$ 131,824**	**8.11%**
BOARD OF EDUCATION SVCS.						
SALARIES	$ 31,515	$ 31,275	$ 33,180	$ 37,569	$ 4,389	
MISCELLANEOUS BENEFITS	$ 2,729	$ 2,592	$ 2,990	$ 3,346	$ 356	
PURCHASED PROF & TECHNICAL SERVICES	$ 86,900	$ 33,552	$ 28,350	$ 35,300	$ 6,950	
LEGAL SERVICES	$ 58,450	$ 17,452	$ 58,450	$ 58,450	$ -	
INSURANCE	$ 124,050	$ 178,206	$ 165,700	$ 195,039	$ 29,339	
POSTAGE	$ 3,400	$ 9,063	$ 1,700	$ 9,550	$ 7,850	
ADVERTISING	$ 5,600	$ 2,959	$ 800	$ 3,150	$ 2,350	
GENERAL SUPPLIES	$ 10,500	$ 29,302	$ 11,550	$ 31,000	$ 19,450	
BOOKS AND PERIODICALS	$ 1,600	$ -	$ 1,100	$ 1,100	$ -	
DUES AND FEES	$ 9,100	$ 15,024	$ 11,000	$ 15,800	$ 4,800	
TOTAL BOARD OF EDUCATION SVCS.	**$ 333,844**	**$ 319,426**	**$ 314,820**	**$ 390,304**	**$ 75,484**	**23.98%**
SUPERINTENDENT SERVICES						
SALARIES	$ 525,380	$ 525,611	$ 508,397	$ 581,363	$ 72,966	
MISCELLANEOUS BENEFITS	$ 220,148	$ 200,549	$ 226,151	$ 232,763	$ 6,612	
PURCHASED PROF & TECHNICAL SERVICES	$ 27,200	$ 15,905	$ 30,250	$ 30,250	$ -	
COMMUNICATIONS-POSTAGE	$ 31,100	$ 8,879	$ 19,400	$ 19,400	$ -	
PRINTING AND BINDING	$ 750	$ 149	$ 750	$ 750	$ -	
TRAVEL	$ 3,800	$ 5,547	$ 200	$ 5,850	$ 5,650	
GENERAL SUPPLIES	$ 13,400	$ 16,313	$ 16,200	$ 17,150	$ 950	
BOOKS AND PERIODICALS	$ 900	$ 922	$ 450	$ 1,000	$ 550	
DUES AND FEES	$ 12,700	$ 11,216	$ 11,600	$ 11,800	$ 200	
TOTAL SUPERINTENDENT SERVICES	**$ 835,378**	**$ 785,092**	**$ 813,398**	**$ 900,326**	**$ 86,928**	**10.69%**
OFFICE OF THE PRINCIPAL						
SALARIES	$ 1,585,801	$ 1,642,968	$ 1,599,573	$ 1,554,440	$ (45,133)	
MISCELLANEOUS BENEFITS	$ 682,340	$ 578,934	$ 643,943	$ 562,649	$ (81,294)	
PURCHASED PROF & TECHNICAL SERVICES	$ 26,400	$ 48,573	$ 31,050	$ 57,350	$ 26,300	
COMMUNICATIONS-POSTAGE, PRINTING & BINDING	$ 9,900	$ 13,067	$ 11,100	$ 13,650	$ 2,550	
TRAVEL	$ 5,700	$ 6,451	$ 4,050	$ 3,700	$ (350)	
GENERAL SUPPLIES	$ 51,400	$ 34,835	$ 45,350	$ 38,900	$ (6,450)	
DUES AND FEES	$ 15,150	$ 10,194	$ 10,400	$ 12,200	$ 1,800	
TOTAL OFFICE OF THE PRINCIPAL	**$ 2,376,691**	**$ 2,335,021**	**$ 2,345,466**	**$ 2,242,889**	**$ (102,577)**	**-4.37%**
FISCAL SERVICES						
SALARIES	$ 383,565	$ 347,290	$ 438,331	$ 454,586	$ 16,255	
MISCELLANEOUS BENEFITS	$ 155,635	$ 169,433	$ 232,965	$ 218,964	$ (14,001)	
PURCHASED PROF & TECHNICAL SERVICES	$ 22,100	$ 12,397	$ 19,750	$ 15,588	$ (4,162)	
AUDITING SERVICES	$ 42,150	$ 47,225	$ 51,600	$ 51,600	$ -	
TRAVEL	$ 2,600	$ 2,795	$ 2,300	$ 2,950	$ 650	
GENERAL SUPPLIES	$ 1,100	$ 2,188	$ 1,850	$ 2,300	$ 450	
DUES AND FEES	$ 700	$ 960	$ 400	$ 1,050	$ 650	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2026-2027 BUDGET vs. FY 2027-2028 DRAFT #1

DESCRIPTION	BUDGET 2026	ACTUAL 2026	FINAL BUDGET 2027	FINAL BUDGET 2028	$ Increase (Decrease)	% Increase (Decrease)
INTEREST ON SHORT-TERM DEBT	$ 124,838	$ -	$ 124,324	$ 124,324	$ (0)	
TOTAL FISCAL SERVICES	**$ 732,688**	**$ 582,287**	**$ 871,520**	**$ 871,362**	**$ (158)**	**-0.02%**
OPERATION AND MAINT.PLANT						
SALARIES	$ 1,804,610	$ 1,782,677	$ 1,675,807	$ 1,927,880	$ 252,073	
MISCELLANEOUS BENEFITS	$ 698,173	$ 662,784	$ 763,768	$ 842,382	$ 78,614	
UTILITY SERVICES	$ 45,750	$ 34,726	$ 37,650	$ 50,516	$ 12,866	
CLEANING SERVICES	$ 107,650	$ 133,593	$ 130,300	$ 153,150	$ 22,850	
REPAIR AND MAINTENANCE & RENTALS	$ 434,300	$ 454,982	$ 522,900	$ 593,300	$ 70,400	
COMMUNICATIONS	$ 3,200	$ 9,053	$ 550	$ 9,550	$ 9,000	
TRAVEL/GAS &BOTTLED GAS	$ 16,100	$ 11,065	$ 12,100	$ 13,900	$ 1,800	
GENERAL SUPPLIES	$ 232,650	$ 220,008	$ 215,218	$ 250,084	$ 34,866	
ELECTRICITY	$ 411,750	$ 406,640	$ 452,150	$ 452,550	$ 400	
OIL	$ 189,900	$ 119,898	$ 181,000	$ 181,000	$ -	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	$ 154,600	$ 84,145	$ 99,800	$ 100,100	$ 300	
SOFTWARE	$ 24,000	$ 26,164	$ 24,000	$ 26,200	$ 2,200	
EQUIPMENT	$ 101,500	$ 37,727	$ 172,700	$ 100,000	$ (72,700)	
DUES AND FEES	$ 1,800	$ 1,802	$ 2,350	$ 2,350	$ -	
TOTAL OPER. AND MAINT.PLANT	**$ 4,225,983**	**$ 3,985,264**	**$ 4,290,293**	**$ 4,702,962**	**$ 412,669**	**9.62%**
STUDENT TRANSPORTATION SV						
SALARIES	$ 6,909	$ 6,909	$ 7,185	$ 7,577	$ 392	
BENEFITS	$ 2,605	$ 2,382	$ 5,946	$ 5,774	$ (172)	
STUDENT TRANSPORTATION SV	$ 1,876,754	$ 1,526,601	$ 1,646,827	$ 1,909,068	$ 262,241	
TOTAL STUDENT TRANSPORTATION SV	**$ 1,886,268**	**$ 1,535,893**	**$ 1,659,958**	**$ 1,922,419**	**$ 262,241**	**15.80%**
STUDENT TRANS-OTHER						
STUDENT TRANS-FIELD TRIPS	$ 79,300	$ 69,467	$ 93,250	$ 82,550	$ (10,700)	
TOTAL STUDENT TRANS-OTHER	**$ 79,300**	**$ 69,467**	**$ 93,250**	**$ 82,550**	**$ (10,700)**	**-11.47%**
DEBT SERVICE						
REDEMPTION OF PRINCIPAL	$ 773,111	$ 773,030	$ 773,373	$ 742,642	$ (30,731)	
INTEREST LONG TERM DEBT	$ 203,106	$ 204,130	$ 182,212	$ 155,516	$ (26,696)	
TOTAL DEBT SERVICE	**$ 976,217**	**$ 977,160**	**$ 955,585**	**$ 898,158**	**$ (57,427)**	**-6.01%**
REFUND PRIOR YEAR						
REFUND PRIOR YEAR TUITION	$ -	$ (3)	$ -	$ -	$ -	
TOTAL REFUND PRIOR YEAR	**$ -**	**$ (3)**	**$ -**	**$ -**	**$ -**	**0.00%**
FUND TRANSFER OUT						
FUND TRANSFER-CAPITAL	$ 500,000	$ 1,073,821	$ 650,000	$ 900,000	$ 250,000	
FUND TRANSFER-FOOD SERVICE	$ 160,400	$ 160,400	$ 326,939	$ 343,300	$ 16,361	
FUND TRANSFER-COMMUNITY CONNECTIONS	$ 55,000	$ 55,000	$ -	$ 55,000	$ 55,000	
TOTAL TRANSFER TO OTHER FUNDS	**$ 715,400**	**$ 1,289,221**	**$ 976,939**	**$ 1,298,300**	**$ 321,361**	**32.89%**
SUPPORT PROGRAMS-SPECIAL EDUCATION						
SALARIES - SUPPORT	$ 1,667,861	$ 1,766,328	$ 1,833,676	$ 1,792,857	$ (40,819)	
MISCELLANEOUS BENEFITS - SUPPORT	$ 1,144,503	$ 913,296	$ 1,232,209	$ 963,230	$ (268,979)	
SPECIAL EDUCATION SHARED SERVICES	$ 4,972,727	$ 5,246,965	$ 5,003,123	$ 5,627,659	$ 624,536	
ZENITH PROGRAM	$ 170,187	$ 91,609	$ 235,911	$ 264,444	$ 28,533	
STATE PLACED STUDENT COSTS	$ 196,650	$ 93,221	$ 172,000	$ 236,750	$ 64,750	
SUMMER PROGRAM	$ 108,248	$ 98,764	$ 139,639	$ 116,826	$ (22,813)	
PSYCHOLOGICAL SERVICES	$ 184,386	$ 165,941	$ 196,652	$ 224,092	$ 27,440	
SLP SERVICES	$ 800,616	$ 569,639	$ 633,178	$ 699,037	$ 65,859	
OT SERVICES	$ 37,533	$ 83,007	$ 102,286	$ 104,975	$ 2,689	
PT SERVICES	$ -	$ -	$ -	$ -	$ -	
TRANSPORTATION (NOT SUMMER)	$ 224,189	$ 247,833	$ 209,500	$ 222,650	$ 13,150	
EEE PROGRAM	$ 89,036	$ 77,765	$ 104,765	$ 52,181	$ (52,584)	
STATE PLACED 504 STUDENTS	$ 33,800	$ 4,251	$ 16,900	$ 20,900	$ 4,000	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	**$ 9,629,736**	**$ 9,358,618**	**$ 9,879,839**	**$ 10,325,601**	**$ 445,762**	**4.51%**
SPED ADMINISTRATION						
SALARIES	$ 356,069	$ 342,762	$ 371,094	$ 391,893	$ 20,799	
MISCELLANEOUS BENEFITS	$ 140,865	$ 70,453	$ 99,843	$ 107,960	$ 8,117	
EMP TRAINING/DEVELOPMENT	$ 1,000	$ 1,489	$ 10,600	$ 10,600	$ -	
INSURANCE	$ -	$ -	$ -	$ -	$ -	
COMMUNICATIONS	$ -	$ -	$ -	$ -	$ -	
ADVERTISING	$ 700	$ 572	$ 500	$ 600	$ 100	
TRAVEL	$ 1,300	$ 700	$ 850	$ 850	$ -	
SUPPLIES	$ 2,700	$ -	$ 2,300	$ 2,300	$ -	
SUPPLIES-SOFTWARE	$ 10,800	$ 8,225	$ 6,850	$ 8,700	$ 1,850	
DUES AND FEES	$ 1,900	$ 3,788	$ 3,100	$ 4,000	$ 900	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2026-2027 BUDGET vs. FY 2027-2028 DRAFT #1

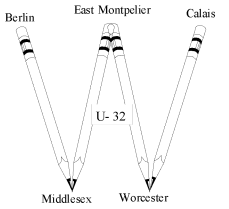
DESCRIPTION	BUDGET 2026	ACTUAL 2026	FINAL BUDGET 2027	FINAL BUDGET 2028	$ Increase (Decrease)	% Increase (Decrease)
TOTAL SPED ADMINISTRATION	**$ 515,334**	**$ 427,989**	**$ 495,137**	**$ 526,903**	**$ 31,766**	**6.42%**
ENGLISH LANGUAGE LEARNER						
SALARIES	$ 71,492	$ 71,492	$ 74,352	$ 78,759	$ 4,407	
MISCELLANEOUS BENEFITS	$ 24,302	$ 24,948	$ 28,508	$ 23,310	$ (5,198)	
PURCHASED PROF & TECHNICAL SERVICES	$ 2,800	$ 95	$ 1,400	$ 1,950	$ 550	
TRAVEL	$ 1,200	$ 1,653	$ 1,100	$ 1,250	$ 150	
TOTAL ENGLISH LANGUAGE LEARNER	**$ 101,503**	**$ 98,188**	**$ 105,360**	**$ 105,269**	**$ (91)**	**-0.09%**
FOOD SERVICE - SCHOOLWIDE						
SALARIES	$ -	$ -	$ 94,302	$ 100,713	$ 6,411	
MISCELLANEOUS BENEFITS	$ -	$ -	$ 46,417	$ 47,629	$ 1,212	
PURCHASED PROF & TECHNICAL SERVICES	$ -	$ -	$ 1,950	$ 1,950	$ -	
TRAVEL	$ -	$ -	$ 1,000	$ 1,000	$ -	
GENERAL SUPPLIES	$ -	$ 45	$ -	$ 50	$ 50	
TOTAL FOOD SERVICE - SCHOOLWIDE	**$ -**	**$ 45**	**$ 143,669**	**$ 151,342**	**$ 7,673**	**5.34%**
CO-CURRICULAR ACTIVITIES						
MISCELLANEOUS EXPENSES	$ 1,014,974	$ 882,350	$ 912,846	$ 1,041,170	$ 128,324	
TOTAL COCURRICULAR ACTIVITIES	**$ 1,014,974**	**$ 882,350**	**$ 912,846**	**$ 1,041,170**	**$ 128,324**	**14.06%**
TOTAL EXPENSES	**$ 43,225,002**	**$ 41,797,454**	**$ 43,271,845**	**$ 46,421,588**	**$ 3,149,743**	**7.28%**

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

John Alberghini
JoAn Canning
Interim Co-Superintendents



TO: Board of Directors
FROM: Diane Nichols-Fleming, Chair
DATE: November 13, 2026
RE: Approach to the November 18 Meeting: Prioritized Agenda and Shortened Report Times

At our November 18 meeting, we have a great deal of important information to review and discuss. To make room for it, I have worked with our superintendents to prioritize the materials and to shorten the time allotted to some agenda sections, particularly the reports.

Every report and discussion on the agenda matters. These reports keep us informed about the work of our district and give us the information we need to make decisions and to ask questions as part of our oversight.

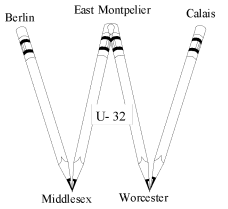
Prioritizing our time is a challenge, and it is not meant to diminish the value of any report. Each report keeps us informed about the district and supports our informed oversight, our decisions, and our questions. By shortening report time, we can give the items that need fuller discussion and action the time they require. The timing and the topics needing longer discussion were set in consultation with our superintendents.

This is a quick change and we recognize that there was not enough time for all reports to be submitted in written format. We will hopefully be able to provide this in the future. Please do consider how to quickly give updates verbally at our meeting on Wednesday in order to maximize our time in this section.

If you have questions about any of the reports, please send them to me before the meeting. I will make sure they are clarified or answered within the shortened time we have for each report.

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John Alberghini
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Interim Co-Superintendents



WCUUSD Board of School Directors

From: John Alberghini & JoAn Canning, Co-Interim Superintendents

Re: Co-Superintendent and Central Office Report

WCUUSD News

The Central Office updated teacher and support staff contracts, and payroll that reflect the employment agreements recently approved by the Board and Association. Retroactive pay for educational support professionals was processed on November 6th and retro pay for Teachers will be processed on November 20th.

Open enrollment, the annual opportunity for employees to change benefit elections, occurs in November each year. An open enrollment benefit election survey was sent electronically to all eligible employees on October 23, 2026. At the end of October, Holly Poulin, Benefits Specialist, was in each building to allow staff time to complete the necessary forms and ask questions about the benefits available. Open enrollment forms were due to Human Resources by November 9, 2026 and any changes to an employee's benefits will be effective January 1, 2027. A huge shout out goes to Holly Poulin for organizing open enrollment, for continuing to improve the process and for ensuring District employees had access to HR in their buildings.

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

The first draft of the FY 2025-2026 audit is anticipated mid-December. After our review of the draft is complete, and any necessary changes are made, the auditors will provide us with a final draft. This should allow for the Finance Committee and Board to receive the report in January. RHR will attend the January Finance Committee meeting to give a summary of the report and answer any questions. If the Committee is interested, RHR will review it with the full Board as well.

The FY 2025-26 grant close out reports were submitted to the AOE in September along with the first reimbursement requests for FY 2026-27. Once these reports are approved by the AOE, any carry forward funds remaining from the previous year are made available for budget allocation in the current year, allowing for grant amendments to be opened. Thank you to Tom Hamlin, Financial Accountant for his work on this.

The Act 173 Special Education Plan is due to the Agency of Education November 17, 2026. We must report the current number of students on IEPs, staffing and service requirements, and FY 2027-28 budgets for state-placed students and students anticipated to reach the Extraordinary Cost level. Thank you to Lynnea Timpone, Assistant to Special Services for her work to verify staff, students and tracking vendor expenses.

We received news that we qualify for a grant that is geared toward improving our chronic absenteeism numbers. The grant is Everyday Counts. We will be awarded $12,000 in January 2027. We are working with the Leadership Team to design activities that will lead to improvement in this area.

Act 170 Updates

Questions have been raised by districts regarding posting agendas and meeting minutes of regional merger committees. Recently, legal guidance was provided by the lead facilitator that districts can post agendas and meeting minutes on their website and in physical locations. Additionally, the memorandum from the lead facilitator outlines information sharing responsibilities of all districts.

The next merger committee for WCUUSD's merger committee group is scheduled on November 19th at 5:00 PM at Northfield High School. To view the meeting minutes from 10-08-2026, please go HERE.

VEHI Rates

There is some good news for the 2027-28(FY28) budget. The proposed **average premium increase** for active employees and their dependents in FY28 is 2.5 percent. This is the lowest rate increase filed with DFR since the **2009 – 2010** school year. The proposed rates are the result of recent price-and cost-control actions by the Green Mountain Care Board, Blue Cross of Vermont, the legislature, and VEHI, combined with major price reductions from the previous fiscal year.

WCUUSD Class Size Procedures

The WCUUSD leadership team put time and effort into creating these class size procedures last spring and this fall. They reviewed other school district models and followed the guidelines Vermont' Education Quality Standards (EQSs) in creating these procedures. To view WCUUSD's Class Size Procedures, please link HERE.

Winooski Valley CESA Board Meeting Updates

JoAn and Alicia attended the most recent CESA meeting at Montpelier High School on Monday, October 26, 2026. Board Chair, Michael Leichliter (HUUSD) shared updates from a recent CESA Chair meeting. Throughout the state, these boards are trying to figure out next steps, with main discussion happening around grant reimbursement and finding a fiscal agent. Some districts have moved forward with getting a SAM ID, and our board voted to elect Libby Bonesteel (MRPS) as Treasurer of our CESA. Jody Emerson (CVCCSD) and Libby Bonesteel were designated to establish an account for our CESA. We reviewed draft bylaws, which can be found here. The board agreed to postpone taking action on these bylaws until our next meeting (January 25, 2027 at Montpelier High School). Michael Leichliter agreed to draft a template of a CESA Needs Assessment for our January meeting. As a reminder, all agendas and minutes can be found on the WCUUSD website under School Board.

MEETING NOTICE

Vermont Act 170
Merger Committee # Group 20

Date: November 19, 2026 **Time:** 5:00 pm - 7:00 pm

Location: Northfield Middle & High School, 37 Cross St #2, Northfield, VT 05663

Virtual: Video meeting link: https://us06web.zoom.us/j/86341562807

Public Input *will be available to virtual and in-person attendees, as well as to individuals who submit a written comment to be read aloud in the meeting. Guidelines regarding public input are outlined at the end of this agenda.*

The Facilitator *will manage the meeting duration and all aspects of the Meeting. Meetings will be designed to last no more than two (2) hours. Individual meetings may be extended through a unanimous vote of the committee members.*

Meeting Minutes *will be generated using digital tools and checked for accuracy by the Facilitator. All meeting agendas, minutes, and meeting recording links will be housed on the websites of participating districts.*

Superintendents and Board Members *who are present but not appointed to the committee will be regarded as members of the Public for the purposes of these meetings. No special privileges of participation will be granted unless the committee specifically requests engagement.*

AGENDA

1. Facilitator Call to Order
2. Agenda Review & Adjustments
3. Approval of the *Meeting Minutes 10-8-26* (Action)
4. Election of a Chair (Action)
5. Proportional Representation Determination (Action)
   - *Proportional Representation Guidance*
   - *Proportional Representation Planning Draft Sheet - Full Sheet.pdf*

- *ADM - LTWADM Figures.pdf*

6. Public Input

7. Facilitator Update
   Brad Morgan to provide a brief summary of recent guidance from AOE and Lead Facilitator David Younce, including the following:
   - *Act170 Statewide Work Plan*
   - *Superintendent's Information Preparation Checklist*
   - *AOE Act 170 Memorandum.pdf*
   - *Considerations for School Merger & Consolidation.pdf*
   - *Act 170 Merger Committee Posting Guidance 11.9.2026.pdf*

8. *Group 20 Community Survey* (Action)

9. *Draft Committee Work Plan.pdf*

10. *Strength-Based Regional Asset Mapping Protocol.pdf*
    - Review the Protocol
    - Share examples of regional assets
    - Agree on next steps to build the regional asset map

11. District Reports
    Each District reports (5- 10 minutes each) on recent work preparing for the merger discussions, including work surveying their communities, identifying core values, and establishing the upcoming budget context. The goal is to provide the Committee a better understanding of each District's current priorities and challenges.

    - *By way of example, MRPS would be prepared to provide a high-level overview of the following:*
      - *MRPS Values & Priorities: Results from Feedback*
      - *MRPS Budget Development Pressures, Priorities, Values Presentation FY28*
      - *Fall 2026 Academic Board Report.pdf*

12. Next Steps/Closing
    - Set next meeting date and location – Winter Break (December 28-30)
    - Assignments for next meeting
    - Working Draft Norms

13. Adjourn

PUBLIC INPUT GUIDELINES:

- *There will be only one opportunity during the committee meeting for public input.*
- *Public Input is solely for receiving comments on items pertaining to items on this agenda.*
- *Before speaking, please state your full name and your town of residence.*
- *Speakers will be limited to two (2) minutes to share their input.*
- *When the timekeeper informs you that time is up, you will be expected to yield to the next speaker.*
- *The Committee will not enter into a dialogue with a commenter. The Committee may briefly issue a response when a timely response is needed for the public's benefit.*
- *Rudeness, ridicule, obscene or profane language, lack of respect for others, and personal attacks are not acceptable behavior.*

November 2, 2026
Community Schools Report

Friday, I had the opportunity to sit with Kindergarten during Berlin's All School Meeting. Principal Guggemos began to raise her arms up and down in front of the gathering students. Slowly, a few younger learners raised their arms, mirroring the movements in front of them. The momentum swelled, and soon the entire school was silently moving their arms up and to the side in unison, a murmuration of learners.

As the Berlin community mirrored movements, so too, can schools be mirrors for our students to see themselves reflected in new ways, from different angles, new perspectives.

One of my hopes in focusing Community Schools work on Expanded and Enriched Learning Opportunities for students, families, and the community is to create mirrors for students to see themselves in the world in new ways - as scientists, programmers, writers, mechanics, and explorers. We open doors and opportunities, create new pathways, and expand the world for learners so they have more choices, more agency, in what they do next.

—

The Berlin Extended Day Center is about to close on its first session, successfully modeling a student-interest based workshop program design. Averaging forty students a day, the BEDC runs interest-based workshops for students, employs students through the U-32 Youth Community Educator program, and is not just providing a safe place for students after school, it is opening worlds and creating mirrors for students to learn, engage, and have fun together.

—

WCUUSD schools are participating in a School Based Asthma Therapy project supported by the University of Vermont Medical Center and the Leahy Institute for Rural Partnerships. So far, participating nurses at East Montpelier and Berlin Elementary schools are working with a UVMMC Pediatrician to provide asthma treatments to students during the school day to reduce exacerbated episodes. Research is showing that students who receive asthma therapy during the school day reduce acute episodes, and have reductions in lost instructional time and chronic absenteeism in schools. Participating nurses receive a discretionary stipend for their nursing line budget. There is a beautiful plan unfolding at East Montpelier to put that money into peer-prevention education opportunities for students.

—

Calais Elementary School is planning for a Community Learning Series. This multi-generational, interest-based workshop series is open to anyone with WCUUSD. These slow-crafting workshops invite participants to slow down, be together in creativity, and make beautiful art. Stay tuned for more information and how to register for these workshops.

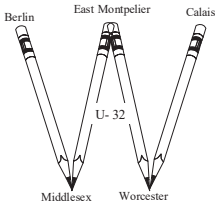
In community,
Bec Dezan
Community Schools Coordinator, WCUUSD

Washington Central Unified Union School District

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Policy Committee Update

At the policy committee we have been addressing new recommended policies coming down from the Vermont School Board Association. We are also in the midst of evaluating an AI policy and are working with Directive Technology, Dave Rogers. We anticipate Dave will be at our next meeting for updated input into the issues on preparing AI policy. We are also aware that the Vermont Legislature/Board of Education may also be preparing a model AI policy so what we do may be a place order potentially.

Finally, we are also evaluating the cellphone procedure which was prepared in relation to our cellphone policy. We will be bringing each of these matters to the Board after our next policy committee meeting.

To: WCUUSD School Board November 2026
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: This is the first report of this monitoring cycle, focusing on our student proficiency and growth as measured in the Spring of 2026.

How are we doing? What are we doing?

Districtwide

- Mathematics proficiency increased to 39%, a gain of 5 percentage points from the previous year.
- Reading proficiency is 43%, a decrease of 4 percentage points from the previous year.
- Acadience Reading proficiency increased from 32% to 42% over the past three years.

District performance in both mathematics and reading remains above national comparison groups. Data also shows that students who meet stretch growth goals are more likely to achieve proficiency. While these results are encouraging, the district remains focused on improving achievement and growth outcomes for all students.

Students Experiencing Economic Disadvantage

- 19% of students are proficient in mathematics, compared to 48% of their peers.
- 50% met typical growth in mathematics, compared to 57% of their peers.
- 18% met stretch growth in mathematics, compared to 24% of their peers.
- 26% of students are proficient in reading, compared to 49% of their peers.
- 58% met typical growth in reading, compared to 53% of their peers.
- 31% met stretch growth in reading, compared to 29% of their peers.

Students Receiving Specialized Education Services

- 11% of students are proficient in mathematics, compared to 43% of their peers.
- 38% met typical growth in mathematics, compared to 52% of their peers.
- 15% met stretch growth in mathematics, compared to 22% of their peers.
- 13% of students are proficient in reading, compared to 49% of their peers.
- 52% met typical growth in reading, compared to 55% of their peers.
- 29% met stretch growth in reading, compared to 30% of their peers.

The district uses achievement and growth data to evaluate student progress, guide decision-making, and assess the effectiveness of instructional practices and support systems. Ongoing work includes supporting literacy development, strengthening Multi-Layered Systems of Support (MLSS), monitoring outcomes for student groups identified within our equity indicators, and allocating resources in ways that support equitable access to learning opportunities. These efforts are focused on improving achievement, increasing growth, and ensuring equitable outcomes for all students.

Summary of the committee analysis.

System Successes:

- District students continue to perform at or above national comparison groups in both mathematics and reading.
- Mathematics proficiency increased by 5 percentage points from the previous year.
- Acadience Reading proficiency increased from 32% to 42% over the past three years.
- Students experiencing economic disadvantages demonstrated improved reading growth, including gains in both typical and stretch growth.
- Students receiving specialized education services demonstrated improvements in both achievement and growth, particularly in reading, suggesting a positive impact from district intervention systems.
- District data continues to demonstrate a strong relationship between stretch growth and student proficiency.

System Challenges:

- Reading proficiency decreased by 4 percentage points from the previous year.
- Achievement gaps persist between students experiencing economic disadvantage and their peers.
- Achievement gaps persist between students receiving specialized education services and their peers.
- While district performance remains above national norms, increasing student achievement and growth across all student groups remains a priority.
- Equal growth is not sufficient to close gaps; students facing greater challenges require accelerated growth over multiple years.
- The 2025-2026 Grade 8 cohort demonstrated lower performance and growth in both mathematics and reading compared to district and national comparison measures.
-

System Needs:

- Continued investment in Professional Development (PD) opportunities for staff.

- Continued investment in adequate staffing to meet student needs at all levels of our MLSS
- Continued focus on reducing achievement gaps and increasing rates of student growth.

Changes to instructional and assessment practices:

- Starting in our 2026-2027 school year the i-Ready reading assessments will be utilized for grades 3-8, K-2 has been optional, and will not be used in the 26-27 school year as Acadience reading better aligns with our curriculum and is implemented universally for grade K-6.
- The District is utilizing a system of embedded Professional Development.

Implications for the School Board:

- Continue monitoring student achievement, growth, and equity indicators through the Student Achievement Monitoring Plan.
- Maintain budget priorities that support literacy initiatives, professional learning, and the Multi-Layered System of Supports (MLSS).
- Monitor progress toward reducing achievement and growth disparities among student groups.
- Continue evaluating whether district investments are resulting in improved student achievement and growth outcomes.

During our full board meeting on November 18th, we would like to engage in a discussion about this report. We offer the following questions for your consideration.

- How are our students doing?
- How do we know how our students are doing?
- What are we doing to improve how our students are doing?
- What will success look like?
- How will we know we are making progress?
- What did you notice in this report that connects to other information presented by other committees, in COLT reports, and Principal Reports?

Current Report :

In September and October, the Education Quality Committee reviewed Spring 2026 achievement and growth data from the i-Ready Reading and Mathematics Diagnostics and the Acadience Reading Assessment. Consistent with our Strategic Plan, district goals, and equity indicators, these measures help the Board monitor student success, evaluate progress, and assess the effectiveness of district strategies and investments.

Districtwide Achievement and National Comparisons

District achievement data reflects both areas of success and opportunities for continued improvement.

In mathematics, the percentage of students demonstrating proficiency increased by five percentage points compared with the prior year. District performance continues to exceed national comparison groups, with 39% of students achieving proficiency compared to national measures of 30% and 32%. While these results are encouraging, the district remains committed to improving outcomes so that a greater number of students reach and exceed proficiency standards.

Reading results showed a four percentage point decrease in the percentage of students demonstrating proficiency. Despite this decline, district performance remains above national comparison groups, with 43% of students scoring proficient compared to national measures of 34% and 38%. While district students continue to perform favorably relative to national benchmarks, our expectation is that all students continue to make progress toward higher levels of achievement.

The district is also monitoring the cohort that was in eighth grade during the previous school year. This group performed below national averages in both mathematics and reading, and district leaders will continue to monitor their progress to determine the impact of targeted instructional supports and interventions.

One of the strongest findings across both mathematics and reading is the relationship between student growth and achievement. Students who met no stretch growth targets demonstrated significantly lower proficiency rates than students who met stretch growth goals. In mathematics, 25% of students who met no stretch growth were proficient, compared with 47% of students who met stretch growth in one year and 83% of students who met stretch growth in two consecutive years. A similar pattern emerged in reading, where 20% of students who met no stretch growth were proficient, compared with 51% of students who met stretch growth in one year and 84% of students who met stretch growth in two consecutive years.

These findings reinforce the importance of ensuring that students achieve not only typical annual growth but also stretch growth over time. Sustained growth is strongly associated with increased proficiency and serves as an important indicator of future academic success.

The district has also seen encouraging improvement in early literacy outcomes. Since implementation of the Acadience Reading assessment, the percentage of students performing at proficient levels increased from 32% in the 2023-2024 school year to 42% in the 2025-2026 school year. This improvement suggests that district literacy efforts are positively impacting student learning.

Students Experiencing Economic Disadvantage

The district remains focused on ensuring equitable outcomes for students experiencing economic disadvantage.

Acadience Reading data shows that 49% of students experiencing economic disadvantage scored proficient or above, compared with 69% of their peers. While many students in this subgroup are demonstrating grade-level literacy skills, a notable achievement gap remains.

As the district continues to implement its strategic priorities, these results highlight the importance of maintaining a focus on equitable access to instruction, intervention, and support systems that help all students meet high expectations.

Students Receiving Specialized Education Services

District data demonstrates encouraging progress for students receiving specialized education services.

Growth measures show increases in both mathematics and reading, including improvements in both typical growth and stretch growth. Reading has shown particularly strong gains. These increases suggest that more students receiving specialized education services are making academic progress toward grade-level expectations.

Achievement measures also indicate improved performance in both mathematics and reading, with reading demonstrating the greatest increase. Taken together, the growth and achievement data suggest positive momentum for this student group.

Acadience Reading results show that 33% of students receiving specialized education services scored proficient or above, compared with 67% of their peers. While

achievement gaps remain, the district's positive growth trends indicate that students are making meaningful progress.

The improvements in growth and achievement among students receiving specialized education services are encouraging indicators that the district's Multi-Layered System of Supports (MLSS) and intervention systems are helping students access the instruction and support necessary for success.

As a reminder, past reports and presentations can be found on the Board Committee Resource Page.

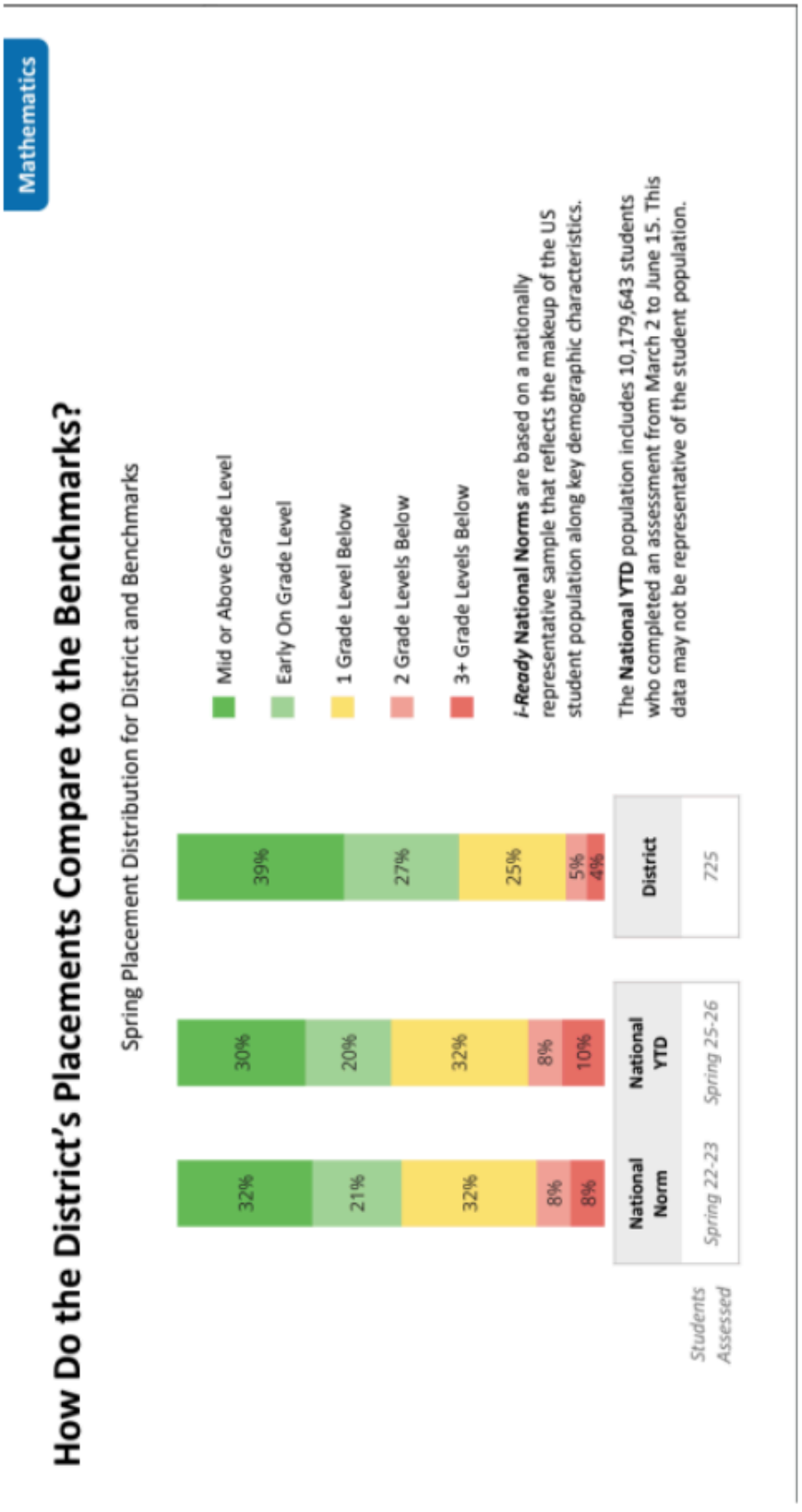
Mathematics

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

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

This is a cross-sectional analysis.


Mathematics
How Do the District's Placements Compare to the Benchmarks?
Spring Placement Distribution for District and Benchmarks
Mid or Above Grade Level
Early On Grade Level
1 Grade Level Below
2 Grade Levels Below
3+ Grade Levels Below
i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.
The National YTD population includes 10,179,643 students who completed an assessment from March 2 to June 15. This data may not be representative of the student population.
National Norm
Spring 22-23
National YTD
Spring 25-26
District
Students Assessed
725
32%
21%
32%
8%
8%
30%
20%
32%
8%
10%
39%
27%
25%
5%
4%

Reading

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

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

This is a cross-sectional analysis.

Reading

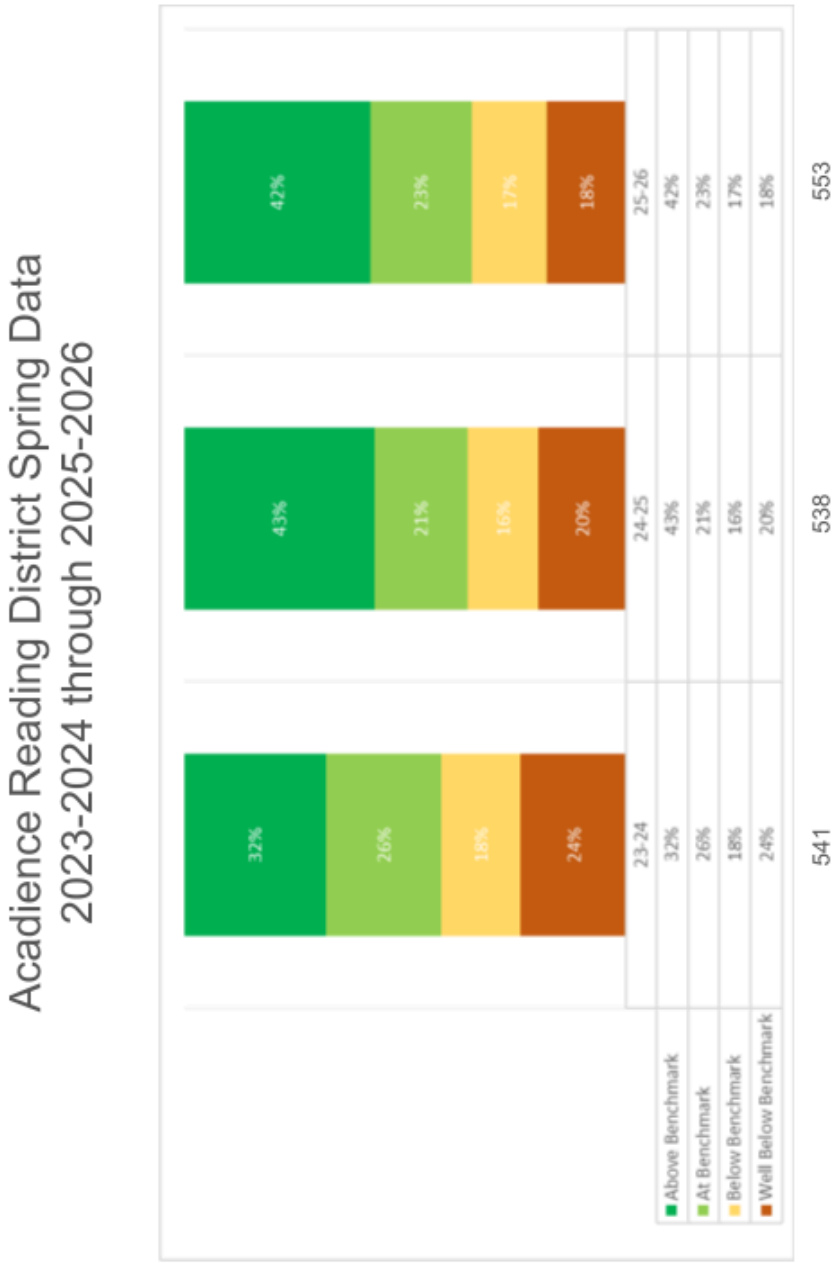
How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks

	National Norm	National YTD	District
Students Assessed	*Spring 22-23*	*Spring 25-26*	*636*

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

The **National YTD** population includes 8,752,221 students who completed an assessment from March 2 to June 15. This data may not be representative of the student population.


Acadience Reading District Spring Data
2023-2024 through 2025-2026
23-24
24-25
25-26
Above Benchmark
At Benchmark
Below Benchmark
Well Below Benchmark
32%
26%
18%
24%
43%
21%
16%
20%
42%
23%
17%
18%
541
538
553

Mathematics

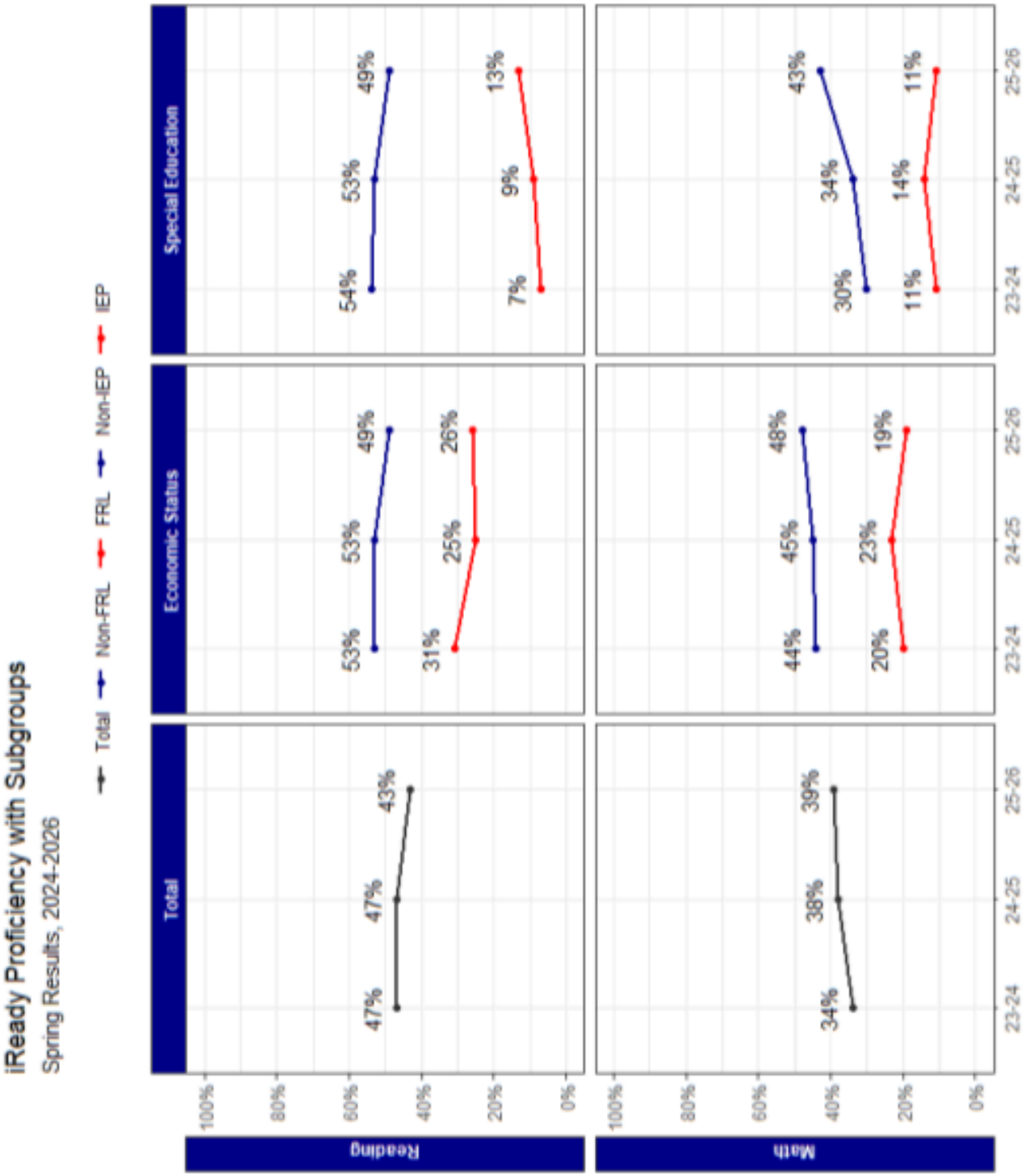
How Did Students Across the District Grow From Fall to Spring?

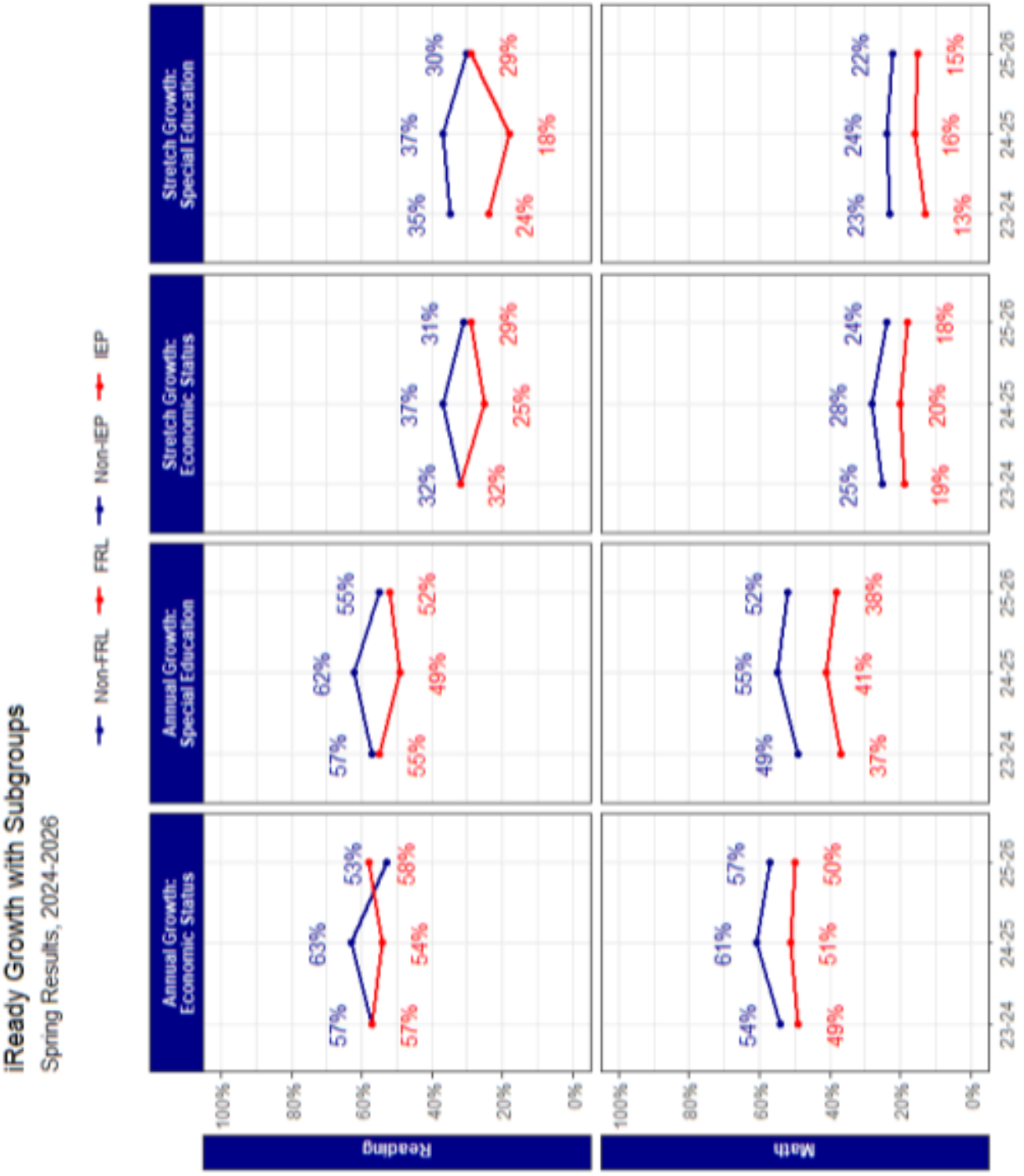
Comparison of Median Student Performance and Median Percent of Typical Growth

Reading

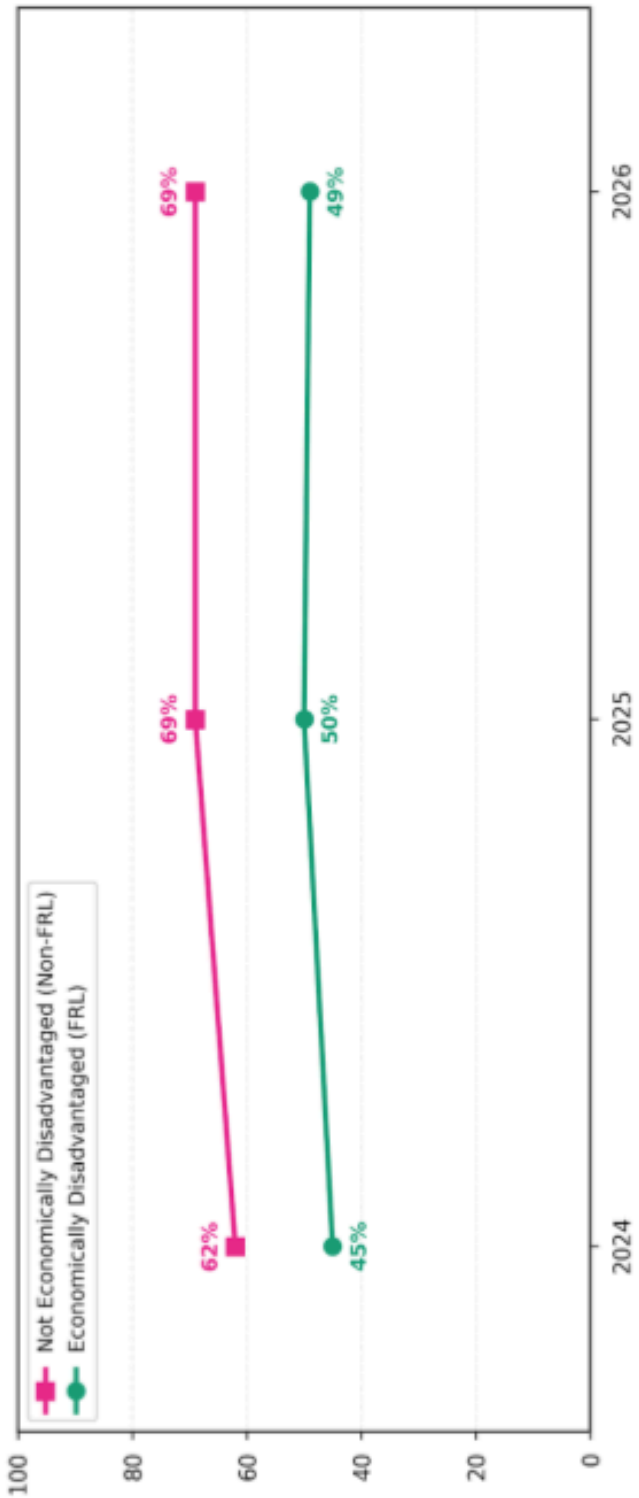
How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

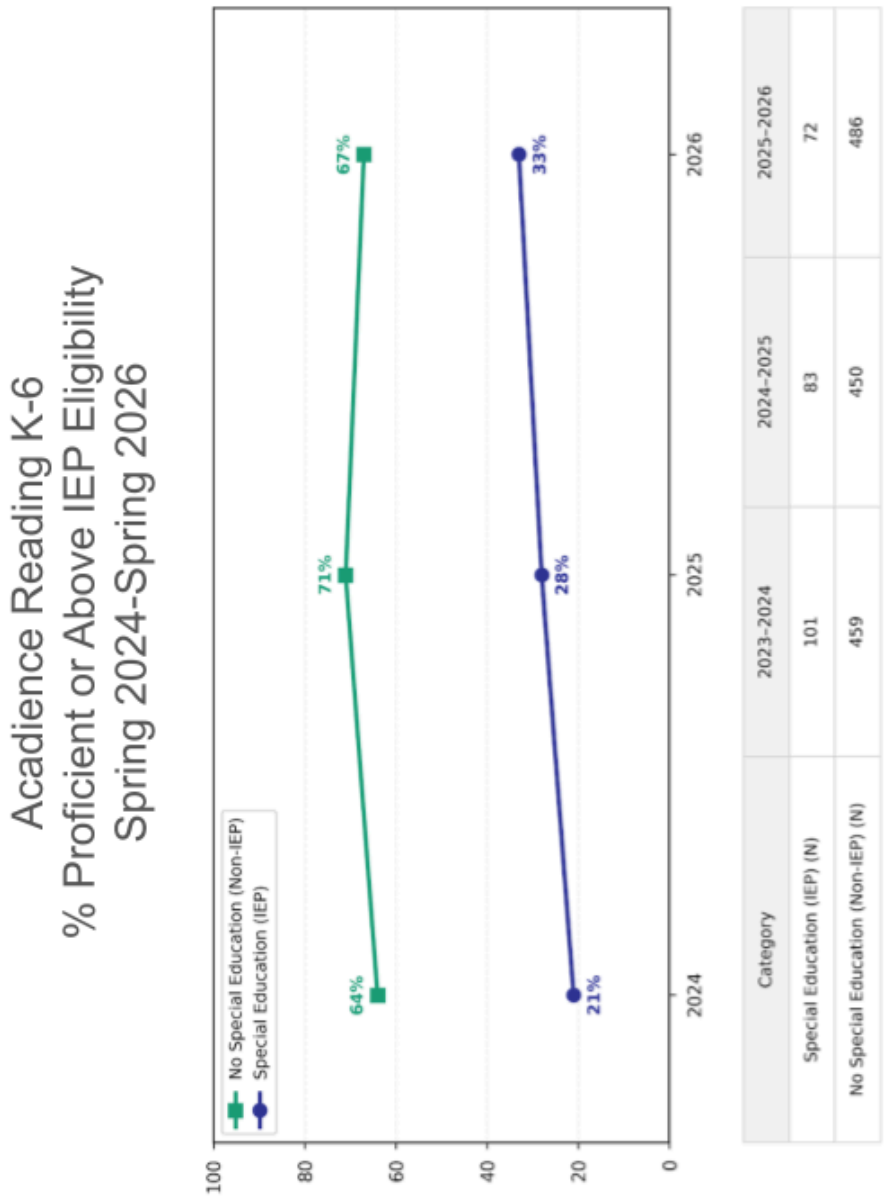

iReady Proficiency with Subgroups
Spring Results, 2024-2026
Total
Non-FRL
FRL
Non-IEP
IEP
Total
Economic Status
Special Education
Reading
Math
100%
80%
60%
40%
20%
0%
47%
47%
43%
34%
38%
39%
53%
53%
49%
31%
25%
26%
44%
45%
48%
20%
23%
19%
54%
53%
49%
7%
9%
13%
30%
34%
43%
11%
14%
11%
23-24
24-25
25-26


iReady Growth with Subgroups
Spring Results, 2024-2026
Non-FRL
FRL
Non-IEP
IEP
Annual Growth: Economic Status
Annual Growth: Special Education
Stretch Growth: Economic Status
Stretch Growth: Special Education
Reading
Math
100%
80%
60%
40%
20%
0%
23-24
24-25
25-26
63%
57%
53%
58%
57%
54%
62%
57%
55%
55%
49%
52%
37%
32%
31%
32%
29%
25%
35%
37%
30%
24%
29%
18%
61%
54%
57%
49%
51%
50%
55%
49%
52%
37%
41%
38%
28%
25%
24%
19%
20%
18%
23%
24%
22%
13%
16%
15%

Acadience Reading K-6
% Proficient or Above by Economic Status
Spring 2024-Spring 2026



Category	2023-2024	2024-2025	2025-2026
FRL Eligible (N)	169	170	181
Non-FRL (N)	392	363	377



Category	2023-2024	2024-2025	2025-2026
Special Education (IEP) (N)	101	83	72
No Special Education (Non-IEP) (N)	459	450	486

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

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

Support References

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

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

WCUUSD Data Practices

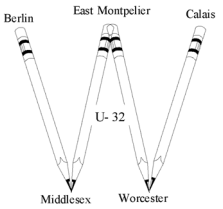
Who	What	Why
School Board	Looks at district-level data	To monitor student success in alignment with our strategic plan, and district and board goals.
Education Quality Committee	Looks more deeply at district-level data	To inform aspects of the board's practice in service to student success.
Leadership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

Washington Central Unified Union School District

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

John Alberghini
JoAn Canning
Interim Co-Superintendents



TO: Board of Directors
FROM: Diane Nichols-Fleming, Chair
DATE: November 13, 2026
RE: Update on Superintendent Search and Request for Mailed Ballots

Superintendent Search

Heidi Dimick and I have met with Jeanne and Mike Deweese, who shared their recommended timeline and steps for our renewed superintendent search. The position has been posted on SchoolSpring and in additional nationwide publications.

Our next step is to elect three board members to the Screening and Interview Committee tonight. On December 3, the Steering Committee will review the applicants and select the other stakeholder members of that committee. The timeline has been shared with our communities and families, and it is included in this packet.

Mailed Ballot Requests

Each year, we vote on requesting that school ballots be mailed to voters in our five communities for the Town Meeting vote. All town selectboards must approve this request before the board can consider it. We need to place it on our December 16 meeting agenda, so contact with the selectboards needs to begin soon.

We will review the letter to the selectboards and the schedule of upcoming meetings. Please review the dates below and check your calendars to see if you can volunteer to attend. We will work with each selectboard to be placed on its agenda.

Selectboard Meetings

- Berlin: Monday, December 14, 6:00 PM, Town Office
- Calais: Monday, December 14, 6:00 PM, Town Hall
- East Montpelier: Monday, December 7, 6:30 PM, Town Offices
- Middlesex: Date and time to be confirmed (awaiting email)
- Worcester: Monday, December 7, 6:30 PM, Town Complex

WCSD Superintendent Search

2026-27 Timeline Calendar



November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

NOVEMBER

Week of Oct. 26	Notification to Interim Secretary of Education- completed
Oct. 30	Meeting among Chair, HR, & Consultants to finalize process
Nov. 4	Board steering committee meets to draft communications and invite new SAC interest. Consultants provide the draft communication and SAC criteria to help
Nov 4- 10	Send out previous survey results to community and ask for any additional input
Fri, Nov. 6	Position posted; Invitation out for volunteers (SAC Committee)
Nov 4 & 18	Board meetings

DECEMBER

Wed, Dec. 2	Board meeting
Wed, Dec. 2	Steering Committee appoints S&I Committee members
Wed, Dec. 9	Organizational meeting of the S&I Committee to include process on screening applications and rolling interviews. Applications are open to begin the screening process
Wed, Dec. 16	Board Meeting

JANUARY

Sun, Jan. 3	Deadline for applications
Mon, Jan 4 - Thurs, Jan. 7	S&I completes online screening of applications
Wed, Jan 6	Board meeting
Thurs, Jan. 7	S&I Committee meeting: selection of semi-finalists

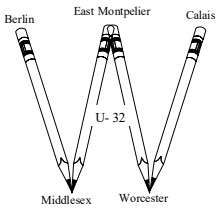
Thurs, Jan. 14	**Semi-finalist interviews in district**; at least two finalists selected
Thurs, Jan. 14- Mon, Jan. 18	Consultants complete reference checks; optional site visits to finalists' districts.
Tuesday, Jan. 19 or 26	**Finalists' Interview Day**; Board interviews of finalists. Finalists (2) chosen
Wed, Jan. 20	Board Meeting
Post interview week	Board negotiates contract with Final Candidate; announces new superintendent

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John Alberghini
JoAn Canning
Interim Co-Superintendents



Nov 18, 2026

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

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

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

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

Since the School Board cannot vote to take this step until after receiving approval from all member towns, we request that you approve this request in advance of the December 16th School Board Meeting.

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

> *(1) The legislative body of a town, city, or village may vote to mail a ballot to all active registered voters in the town, city, or village.*
>
> *(2) A school board may, after receiving the approval of the legislative body of each member town in the district, vote to mail its annual meeting ballot to all active registered voters in the district. In such case, the town clerk and election officials in the member towns shall be responsible for the mailing of the ballots but all costs associated with the mailing of ballots shall be borne by the school district.*
>
> *(3) Ballots shall be mailed not less than 20 days before the election, or as soon as they are available.*

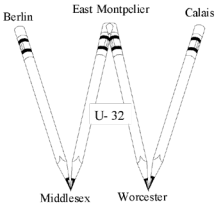
The board appreciates your assistance in ensuring that all voters have the same opportunity to vote on the School District's officers and budget. I am happy to respond to any questions you may have regarding this request.

Respectfully,
Diane Nichols-Fleming
WCUUSD School Board Chair

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Washington Central Unified Union
School Board Meeting
10.21.26
6:30-9:15 PM
(In-Person & Virtual)
U-32 High School
930 Gallison Hill Rd
Montpelier, VT

Present: Superintendent John Alberghini, Flor Diaz Smith, Patrick Whelley, Ursula Stanley, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Andrew Boye, Daniel Keeney, Michelle Ksepka, Judy Buchanan, Chris McVeigh, Marty McMahon, Kalita Lindig, Kathryn Stauffer, Rainier Dryfoos, Julia Hewitt, Alicia Lyford, Susanne Gann, Heidi Dimick, Linda Gray, Allison Fayle, Lilah Richardson, David Delcore, Michael Sherwin, Emilie Clark, Dell Waterhouse, Denise, Kelly, Maia Stone, Kathleen Bookchin, ORCA

1. **Call to Order: Diane Nichols-Fleming called the meeting to order at 6:26 p.m.**

2. **Welcome:** Diane Nichols-Fleming thanked those in attendance. She welcomed student representatives, Kathryn Stauffer and Rainier Dryfoos.
   - **2.1. Adjustments to The Agenda**
     Ursula Stanley moved to revise the agenda to add 7.4: School Board Workplan. Seconded by Flor Diaz Smith, the motion carried unanimously.
   - **2.2. Reception of Guests**
   - **2.3. Public Comments: Time strictly enforced; see note**
     Linda Gray thanked the board for the monthly public engagement. She urged the board to develop action steps addressing achievement gaps shown in student data, and recommended recruiting new staff to ensure stronger representation of disabled individuals and people of color to reflect the student population.

     Kathleen Bookchin reported speaking with two community members outside: a student and a Montpelier parent. When asked, neither was aware of the proposed plan to build on the field. She added that she had a sensitive comment to share and would consider sending it to the board via email after taking time to reflect.

3. **Reports**
   - **3.1. Superintendent/Central Office Leadership Team (COLT) Report**

John Alberghini introduced himself and referenced the written report provided in the board packet. He then opened the floor for questions and concerns. Flor Diaz Smith requested clarification regarding the "triple squeeze" concept mentioned at the VSA/VASBO conference, which Susanne Gann briefly explained. Patrick Whelley inquired about the request from CVSU, and John Alberghini clarified that the matter is strictly under discussion at this time.

3.2. CESA (Cooperative Educational Service Area) Report: no report

3.3. Merger Report

Flor Diaz Smith reported on the October 8 Merger Group meeting, facilitated by Brad Morgan, noting that draft minutes are available. She stated discussion began about "non-negotiables." She invited board members to share input for her to bring back to the group. Flor Diaz Smith outlined plans for a community survey, highlighting sample topics such as current awareness of merger conversations, aspects families like about their current schools, and key educational priorities.

Patrick Whelley asked what specific information the survey seeks to collect.

Daniel Keeney also asked for clarification about the survey and noted the minutes are AI created and they should be edited for accuracy.

Kalita Lindig stated that there is a wide gap in how much people know about the merger group work. She wonders how a survey will reach a large group of people.

Flor Diaz Smith stated that the big questions for the group are "what must the group consider" and "what do people love about their schools."

Kalita encouraged using creative ways to ensure survey participation, to include reaching remote people who may lack primary group communication channels.

Diane Nichols-Fleming asked if there has been discussion about creating a mechanism for board check-in and feedback exchange. Flor Diaz Smith stated not yet; the group is awaiting further guidance from the Agency of Education. The next meeting is slated for November 19th in Northfield.

Daniel Keeney highlighted the interrelations between the Superintendent's report regarding Paine Mountain, recent news about Cabot, and the information in the merger committee minutes. He asked how the board should move forward with future discussion with regards to the capacity to house other students.

John Alberghini reiterated that these discussions are in their early stages and he will continue to keep the board apprised. He noted that specific parameters are set regarding building capacity based on square footage.

Diane Nichols-Fleming expressed concern regarding the delays from the AOE in providing the information and resources previously indicated for the merger study groups.

3.4. Student Report

Kathryn Stauffer and Rainier Dryfoos shared student events including student government elections, theater performances, and sports updates.

Zach Sullivan asked the student representatives for feedback on the cell phone policy at the school. Rainier Dryfoos stated it's been a good practice with no observed issues

with keeping phones in backpacks. Kathryn Stauffer stated that the cell phone policy has gone well in her experience.

3.5. Central Vermont Career Center Report

Andrew Boye shared that the bond vote is upcoming and much of the committee work is around community engagement. There is ongoing work on lease details but the bigger focus currently is on the bond vote.

Zach Sullivan asked whether the board should take a more active role in community engagement specifically related to Washington Central. Andrew Boye stated he would bring the topic back to the committee for further discussion.

Ursula Stanley shared that, per Jody Emerson's update at the community forum, voters will see two separate ballots for the upcoming vote, including one specific to Washington Central.

Daniel Keeney asked if the committee discussed U32 being under capacity, and potential proposals to construct additional buildings on the U32 site. This topic is actively being discussed in the community. He stated that other facilities were reviewed and considered when CVCC was considering a full build, but the plan changed given the failed bond vote. It was not clear whether other buildings/options were reconsidered given the change in plans.

Ursula Stanley shared that the topic was recently discussed at the community forum, where it was explained that renovating existing facilities to accommodate the Career Center's needs would require extensive work.

Flor Diaz Smith explained that after the bond failed, a smaller facility group evaluated three main options (new build, Vine Street/SHS two-campus model, or U32 site build). The findings consistently pointed toward a two-campus model utilizing the U32 site.

Daniel Keeney recommended the board dive deeper into details beyond the promotional materials provided by CVCC. He reported that community members feel patronized by very broad-strokes mailers, which lack specific criteria and details. He asked if the Communications Team could help create a communication that could go out on behalf of the board.

Diane Nichols-Fleming committed to collaborating with Andrew Boye and Jody Emerson to gather more information explaining why the U32 site was selected over other facility options. She will speak with the Communications Committee to determine the best strategy for sharing these details with the community.

Daniel Keeney highlighted community feedback, and constructing a new facility at U32 does not align with ongoing conversations around declining student enrollment and overall district configuration.

Kalita Lindig agrees that providing the data and criteria about how the decision was made will be helpful.

Chris McVeigh stated that it would be helpful to share how this might benefit U32 in the future, particularly regarding Tech Centers and merger discussions.

3.6. Community School Report (no report)

3.7. VSBA Report

Flor Diaz Smith provided a brief update; she reminded board members that they receive updates from VSBA on a regular basis. The upcoming conference on October 30th is open to all board members.

She shared that a webinar will be available on November 12th related to Act 170.

Diane Nichols-Fleming informed the board the AOE's has temporarily removed its Class Size policy and is currently reworking it as an active work in progress.

3.8. Humanity & Justice Coalition Report

John Alberghini shared that he attended the most recent meeting. He shared the purpose of the coalition as well as the goal for this school year. A brief video was shared with student voices from Humanity and Justice Coalition, regarding the Vision Statements (middle school and high school) of the coalition. John Alberghini stated that the coalition discussed the topic of "Responding to Harmful Behaviors" as a priority.

4. Policy Committee

4.1. Cell Phone Policy

Chris McVeigh reminded the board that they approved the Cell Phone Policy in the spring of 2026. He stated that the procedure for the policy is unclear at this time and the Policy Committee intends to address this at a future meeting. He referenced a Times Argus article noting that current procedures include student suspension for cell phone policy violations. Chris McVeigh highlighted this is an area that needs to be discussed.

Patrick Whelley suggested an edit to #5 which refers to the state of Vermont, whereas this policy relates to WCUUSD.

Ursula Stanley moved to affirm that the board approved this policy on March 18, 2026. Seconded by Flor Diaz Smith.

Discussion: Zach Sullivan believes that the policy might need further work. He raised concerns whether the policy aligns with state standards and if the policy will remain effective over time. For example, are access to phones really prohibited by students keeping them in backpacks? He noted that advocates who supported the state law have expressed concern that the law is not being followed.

Judy Buchanan asked is this a matter of policy or a matter of procedure? Chris McVeigh stated that he believes it is policy.

Kalita Lindig inquired about student and staff oversight/accountability in adhering to the state law policy and procedure. Chris McVeigh indicated that staff are responsible for reporting violations.

Daniel Keeney stated this points to the role of the board. He noted being dissatisfied with the feedback that comes to the board about policy implementation. He suggested this issue serve as a test case for leaders to detail procedures to the board.

Diane Nichols-Fleming recalled that student voice was intended to be included in the procedure back in March, suggesting a future agenda item on current procedures and student involvement.

Chris McVeigh noted that the Policy Committee discussed this, and believes that student input may not have been considered in the procedure. This topic is on the agenda for the next Policy Committee meeting.

Elizabeth Brown emphasized focusing on ongoing monitoring and data points rather than board micromanaging. She encouraged trusting administrators while reviewing data.
Ursula Stanley stated that it is policy that the board is informed of procedure related to policies.
Flor Diaz Smith reiterated that the board's role is policy approval, leaving daily operations and procedure to administration.
Chris McVeigh stated that he believes the board has a review role in procedure.
Kalita Lindig inquired whether a baseline data point exists to evaluate the policy's future effectiveness.
John Alberghini confirmed that baseline data is available, noting that after speaking with the U32 Principal, very few cell phone incidents have been reported. He will summarize this in his upcoming Superintendent's Report to the board.
The motion carried unanimously.

5. Finance Committee

5.1. Budget Parameter Discussion & Approval

Flor Diaz Smith presented a memo included in the board packet detailing a list of parameters developed by the Finance Committee, applying the Equity Policy framework.
Elizabeth Brown requested that the board vote on each parameter individually rather than voting on them as a complete slate.
Marty McMahon inquired whether an impact assessment has been conducted to determine the overall effectiveness of MLSS. John Alberghini responded that the Ed Quality Committee recently reviewed substantial data and ongoing examination of data through the MLSS lens remains a priority.
Daniel Keeney stated that implementing MLSS across all of the schools in an equitable way is complicated. He expressed support for MLSS within the parameters, but questions the potential budgetary implications.
Patrick Whelley said, for example, if we approve this parameter does it mean that we are committed to a math interventionist in each school? Daniel Keeney shared that the Finance Committee had discussed that parameters are important and that this is going to be a very difficult budget development year.
Chris McVeigh stated that the parameters are guidance, not specific mandates.
Elizabeth Brown stated that there is not a very clear understanding of "most vulnerable students having what they need…." How are we communicating for both the board and community understanding?
Flor Diaz Smith stated that it is important for us to not undermine systems across our schools. She expressed that Jen Miller Arsenault is a good resource to discuss this.
Diane Nichols-Fleming summarized the discussion, asking what concrete information the board will receive to guide its budget decisions.
Zach Sullivan stated that sometimes the board is not aware of unmet board-set parameters (e.g., class size). This information needs to be shared with the board.

Flor Diaz Smith moved to approve Parameter 1. Seconded by Michelle Ksepka. The motion carried, with one abstention (Marty McMahon).

Parameter 2: Diane Nichols-Fleming stated that the board will need to establish a clear agreement on how to make this parameter actionable. Marty McMahon noted there are some parameters in the list that are not clear. What is the meaning? More transparency is needed.

Chris McVeigh moved to approve Parameter 2. Seconded by Judy Buchanan. This motion carried unanimously.

Parameter 3: Patrick Whelley inquired about a way to state this parameter as a goal to stay below the parameter, however, would like to consider a budget that might be slightly over it. Chris McVeigh further inquired if direction should be given for a level-service budget, even if doing so goes beyond the set threshold. He asked Susanne Gann if there is any information about this year's parameter. Susanne Gann stated, possibly $16,563 as a threshold. It was acknowledged that this remains conjecture at this point.

Daniel Keeney moved to adopt Parameter 3. Seconded by Chris McVeigh.

Discussion: Daniel Keeney stated that it is important to be transparent (e.g., exceeding the threshold by __, affects the tax rate by __).

Flor Diaz Smith stated that she believes it is important to leave this parameter as is.

Patrick Kelley asked whether the parameter could be amended to reflect a level-service budget preference. Susanne Gann stated it was not necessary as it will be brought to the board in November.

The motion carried unanimously.

Parameter 4:

Discussion: Marty McMahon asked the meaning of "strategic enrollment." Flor Diaz Smith stated that this parameter is allowing leadership to be creative in order to meet the needs of students and also Ed Quality Standards. Elizabeth Brown asked for a definition of "equitable distribution of resources." She further stated, this needs to be clearly explained and communicated to the communities, as well as the "strategic enrollment" piece. Chris McVeigh stated that if strategic enrollment includes relocation of students then we should name that in the parameter, for the sake of transparency. This is going to be a harrowing budget year and if there is the possibility of some student movement then we should be clear in communicating that.

Elizabeth Brown echoed Chris McVeigh's comments, emphasizing the importance of precise language and intent communicated clearly.

Daniel Keeney questioned whether the board should return to the parameter's original focus of minimizing net spending. He concurred with previous comments that the term "strategic enrollment" is neither helpful nor clear.

Kalita Lindig suggested eliminating "strategic enrollment" from parameter 4 and including it in parameter 5.

Diane Nichols-Fleming stated that the board's responsibility for clarity extends beyond the language of this document, emphasizing that clarity and transparency depend on ongoing, active community engagement.

Ursula Stanley noted that everyone at the table is well aware that "strategic enrollment" can imply student relocation, a topic discussed for years that may become a reality. Marty McMahon supported the importance of clear, direct language over standard "boilerplate language" ensuring the public fully understands the board's discussions.
Parameter 6: Chris McVeigh moved to approve Parameter 6. Seconded by Flor Diaz Smith. Discussion: Patrick Whelley requested clarification on the definition of "sustainability" in this context. Discussion followed and board members recalled input from the East Montpelier community forum, where residents emphasized the need for a long-term, sustainable plan. Elizabeth Brown stated that the idea of sustainability makes it critical for the board to remain future-thinking.
The motion carried unanimously.
Parameter 7: Chris McVeigh stated that if "closing schools" is intended as a contingency plan, language to that effect should be included in the parameter.
Chris McVeigh moved to approve Parameter 7. Seconded by Patrick Whelley, the motion carried unanimously.
Parameter 4: Flor Diaz Smith revised the parameter.
Dan Keeney moved to approve the parameter, as modified. Seconded by Michelle Ksepka. The motion carried unanimously.
Parameter 5: Flor Diaz Smith presented the revised verbiage, "consider school and class configurations…"
Flor Diaz Smith moved to approve the parameter as modified. Seconded by Michelle Ksepka.
Discussion: Chris McVeigh stated that if closing a school is under consideration, information regarding potential cost savings and outstanding debt associated with the school should be provided. Diane Nichols-Fleming suggested these details do not belong within the parameter. Chris McVeigh clarified if "school and class configuration" encompasses school closures, then that specific information should be included in the parameter. Zach Sullivan agreed, noting the parameter should focus on the "what," rather than "how."
Susanne Gann noted that given the current transition period with two interim superintendents and two new principals, a proposal to the board involving school closures is highly unlikely at this time. Elizabeth Brown expressed hope that the parameter would not steer the board in a specific direction before all options to better position the district are thoroughly considered.

The parameters as discussed and edited:

1. *Continue to offer and further develop the Multi-Layered System of Supports (MLSS) to all students across all schools and Professional Development for Teachers. Strategic investment in building teacher capacity, so that the most vulnerable students will have what they need.*
2. *Frame budget to the Goals of our **Strategic Plan** and our **Core Beliefs**.*

3. *Ensure planning remains under the Excess spending threshold determined by the Vermont Agency of Education.*
4. *Develop a budget that meets Educational Quality Standards (EQS), promotes equitable distribution of resources, and addresses student needs, while minimizing net spending increases ~~through strategic enrollment and program adjustments~~. (That may include grade combinations across schools and program adjustments.)*
5. *Consider schools and class configurations that realize program quality improvements within the existing procedures for class sizes. (Class size policy)*
6. *Move towards long-term financial sustainability of our system (appropriate level of increase that we can sustain within our community).*
7. *Develop contingency plans for expense reduction options, in the event that the Board determines that the proposed spending leads to unfavorable tax implications.*

The motion carried unanimously.

Flor Diaz Smith shared that the Finance Committee established a workplan with clear communication as a goal.

6. **Proposed Executive Session: Personnel**
   Daniel Keeney moved to enter Executive Session at 8:55 p.m. to discuss an appointment decision of which premature general public knowledge could clearly place the Board at a substantial disadvantage, and to include Heidi Dimick. Chris McVeigh seconded the motion. The motion carried unanimously.

   Daniel Keeney moved to table Agenda Items: 7.1, 7.2, 8.1, and 8.2. Seconded by Kalita Lindig, this motion carried unanimously.

7. **Board Operations**
   - **7.1. Reviewing District Quality Standards & Current Standards**
     Diane Nichols-Fleming indicated that the board could table this if they desire.
   - **7.2. CVCC Lease** (no additional information)
   - **7.3. Superintendent Search**: Diane Nichols-Fleming reviewed the charge adopted in June 2026. She invited board members to suggest amendments. Ursula Stanley recommended revising the wording to "a consultant" and advocated for increasing student representation on the committee to more than one student. Chris McVeigh added that the committee should aim to present at least two finalist candidates to the full board for interviews and consideration.
     Board members agreed to have two students on the committee.
     Daniel Keeney objects to the idea of charging the committee with bringing two candidates to the board; we can indicate a strong preference for two viable candidates.
     Zach Sullivan asked, are we saying "at least two"?
     "At least two viable candidates, unless the committee has determined that there is only one viable candidate"

Julia Hewitt stated that this is a misleading and contradictory statement.
Chris McVeigh stated that this leaves it up to the committee to determine. There is a preference for at least two strong candidates, but if the committee determines that there is only one strong candidate, then that is their discretion.
Discussion ensued, resulting in a preference for at least two candidates and leaving out the second clause of "unless…."
Chris McVeigh moved to approve the charge as amended. Seconded by Michelle Ksepka, this motion carried unanimously.

Daniel Keeney moved to authorize the chair to hire a superintendent search consultant in consultation with Heidi Dimick. Seconded by Zach Sullivan, this motion carried unanimously.

Chris McVeigh moved to reactivate the pre-existing search committee. Seconded by Patrick Whelley.
Discussion: Ursula Stanley inquired whether the members of the original committee had been contacted regarding their availability. She suggested outreach be conducted to community, staff, and students to see if they are available. Daniel Keeney agreed, proposing a re-invitation to the same committee members first before seeking new members.
Elizabeth Brown recalled that several previous committee members had expressed interest in continuing to serve, though she wasn't sure of the exact details. Diane Nichols-Fleming clarified that she couldn't confirm anyone's availability at the time because the details weren't settled yet.
Flor Diaz Smith recommended reopening the application process to the public in the interest of transparency, noting that this is a different charge focused on a two-year contract with a superintendent.
A roll call vote was taken:

- Ayes (6): E, J, M, D, C, P
- Nays (7): M, K, J, U, Z, A, F

The motion did not carry.

The board agreed to establish a screening committee. Diane Nichols-Fleming will contact members of the previous committee to invite them to reapply, if interested. Chris McVeigh recommended holding off on appointing board members to the committee until the next meeting to ensure proper notice and to include the action item on the agenda.

7.4. Board Work Plan

Diane Nichols-Fleming shared the document with the Board, inviting member input. She suggested that the Steering Committee bring forward a draft for board consideration.

8. **Personnel**
   - 8.1. **Vacancy Updates**
   - 8.2. **Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE (none)**

9. **Consent Agenda**
   - 9.1. **Approve Minutes of 9.16.26 and 10.7.26**

     Ursula Stanley moved to approve the minutes of September 16, 2026, and October 7, 2026. Seconded by Patrick Whelley.

     Discussion: Diane Nichols-Fleming noted an edit to the October 7th minutes. Natasha Eckart did not abstain from the vote after Executive Session to ratify the CBA; she voted in favor. **This motion carried with the noted edit.**

   - 9.2. **Board Orders**

     Patrick Whelley moved to approve the board orders in the total amount of $1,442,661,85. Seconded by Chris McVeigh, the motion carried unanimously.

10. **Future Agenda Items**

    Discussion followed on a draft policy regarding the Relocation of Students proposed by Chris McVeigh; Diane Nichols-Fleming suggested referring it to the Steering Committee. Due to the late hour, discussion on Technology and Student Achievement was postponed to a future meeting.

11. **Board & Leadership Reflections**

    Michelle Ksepka stated that the packet is not in order tonight and it was difficult to follow along. Diane Nichols-Fleming will pass that along.

12. **Public Comments:** Time limit strictly enforced, see note (no public comment)

13. **Adjourn: Zach Sullivan moved to adjourn at 9:54 p.m. Seconded by Ursula Stanley, the motion carried unanimously.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary

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
11.4.26
6:15-9:15 PM
(In-Person & Virtual)
Doty Elementary School
24 Calais Rd.
Worcester, VT

Present: Flor Diaz Smith, Patrick Whelley, Ursula Stanley, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Andrew Boye, Daniel Keeney, Michelle Ksepka, Judy Buchanan, Chris McVeigh, Kalita Lindig, Kathryn Stauffer, Rainier Dryfoos, Elise O'Brien, Julia Hewitt, Natasha Eckart

Superintendent JoAn Canning, Alicia Lyford, Karoline May, Jen Miller-Arsenault, Cecelia Guggemos, Julia Pritchard

ORCA, Linda Gray, Allison Byrnes, Bob, Noah Weinstein,Debbie Singer, VSBA
(others were present who did not sign in)

1. **Call to Order:** Diane Nichols-Fleming called the meeting to order at 6:34 p.m.
She noted that two WCUUSD educators were honored today:
Jillian Zielinga and Sean McIntire
She acknowledged that a legal complaint has been received about the August 11th vote; she stated that we are pursuing legal counsel but she wanted to acknowledge in the spirit of transparency.

2. **Welcome and Invitation for Community Engagement**
Collaborative Conversation:
Superintendent JoAn Canning reviewed the agenda for the evening. The topic: Measuring Student Success
Debrief after the collaborative conversation activity:
Possible opportunities/ implications from the discussion:

Elizabeth Brown: Her group had students included and she feels that is valuable. Would be good to have students in each group, and more variation across groups. She would also like to have nametags.
Chris McVeigh: Remarkable consistency across the groups which shows good coordination; this was good to hear.
Natasha Eckart: There is such limited time; she would like to add time for questions and comments and less time for presentation in the small groups.
Daniel Keaney: Listening to community members' questions and responses, he heard a theme around the measurability of goals and understanding our limited ability to absorb and talk about in public settings outcomes of individual students (e.g. attendance data), due to confidentiality.
Ursula Stanley: An implication was the push and pull with the budget and what we can offer students; where to focus resources.
Diane Nichols-Fleming: The key for the board is to not "drop the ball" to follow up after the information that is shared, and the need for continued learning.
Diane Nichols-Fleming thanked Jen and Alicia for their planning for this evening; she thanked Superintendent Canning for her role, and Karoline May for hosting tonight's event (also the food was delicious!)

3. Board Learning

3.1 School Board Roles/Responsibilities, VSBA

Debbie Singer provided training: *WCUUSD "Bite Sized" Learning Session, November 4, 2026.*
She stated that she will be joining the board on the first meetings of the month, for at least a few months. She invited board members to let her or let the Steering Committee know if they have areas or questions to address during these "bite sized (hour long)" learning sessions.
She stated that school boards when they operate effectively can make a difference in affecting student achievement. She shared the 8 characteristics of effective school boards.
Discussion followed about:

- The board's perspective
- Governance (steering) versus management (hands)
- Why or what issue? Or how issue? (boards focus on the "why" or "what")
- What is oversight?

Debbie Singer invited board members to reach out if they had any follow up questions about tonight's topics. She asked board members to read the document that had been shared (*8 characteristics of effective boards)* in preparation for the next board learning session in December.

4. Adjourn: Elizabeth Brown moved to adjourn at 9:13 p.m. Seconded by Patrick Whelley, this motion carried unanimously.

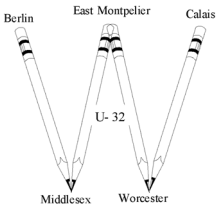
Respectfully submitted,
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John Alberghini
JoAn Canning
Interim Co-Superintendents



TO: Board of Directors
FROM: Diane Nichols-Fleming, Chair
DATE: November 13, 2026
RE: Future Agenda Items

This section of the agenda is focused on ideas that members of the board suggest. We typically have had an opportunity at a board retreat to review suggested agenda items. This review includes discussions about prioritizing the work plan and the work that is possible to be done. There are the occasional topics that are needed to be considered throughout the year but we usually have a solid work plan that helps us to plan our time efficiently.

The Steering Committee is reviewing how these decisions may be made this year since we did not have the retreat. This may look like check ins with the board about the level of priority that the board would assess to a suggested agenda item. A proposed work plan will be shared in either December or January. The discussion and review of the work plan will also provide opportunity for identifying the space and practice around future agenda items.