

Washington Central Unified Union SCHOOL DISTRICT

ANNUAL REPORT

2025
—
2026



WCUUSD CORE BELIEFS

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

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

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MESSAGE FROM THE SCHOOL BOARD

We are living in a time of real uncertainty for public education in Vermont. With the passage of Act 73, the state's sweeping education reform law, significant changes lie ahead—changes that will affect how our schools are funded and how they may ultimately be governed. While much remains unknown about how districts will be structured in the future—and it may be a year or more before that picture becomes clear—what is certain is that this moment matters deeply for our students, our communities, and the values we hold.

At the same time, it is important to be clear about why we are doing this work. The budget before you is not a reaction to Act 73. It is the result of years of intentional effort to operationalize our Strategic Plan and to live up to our core beliefs. Long before this legislation, we committed ourselves to equity, well-being, excellence in learning, and transparent leadership. That commitment has guided every conversation, every difficult decision, and every choice reflected in this budget. Even in

uncertain times, we cannot stand still. We must continue to be thoughtful stewards of public resources while staying focused on what matters most: creating safe, welcoming learning environments and meaningful experiences that prepare all students for their futures.

As part of this work, we have also remained deeply mindful of the financial strain many taxpayers are experiencing. Balancing equity, sustainability, and fiscal responsibility has required difficult and thoughtful choices. In that spirit, we have worked diligently to build a model that reflects what all students deserve, regardless of which town they live in: reasonable class sizes, reliable transportation, access to counseling, nursing, and support services, strong arts, equitable access to programs, stronger and more collaborative teaching teams, and meaningful opportunities to learn and grow.

Reconfiguring from five elementary schools to three multi-town schools allows us to better align our resources with

our values, strengthening what we can offer every student while helping to ensure the long-term viability of our district as we navigate an uncertain future.

When we look ahead, we do not see only change, we see possibility. We see our communities coming together in recognition of how interconnected we truly are. We recognize the discomfort and sense of loss that change can bring, and we honor those feelings. At the same time, we hold hope: hope grounded in care for our students and staff, belief in our communities, and a shared commitment to building a strong, equitable, and sustainable future. Our students will meet new friends, explore new ideas, create new learning environments, and have greater access to learning opportunities.

On a personal note, I want to express my deep gratitude to our communities, administrators, families, and most importantly our students. I have had the honor of serving on behalf of this district for sixteen years, including five years as Board Chair, and it has truly been a privilege. While I will continue to serve on the board, I will not be continuing in the role of chair. I am profoundly grateful to every board member I have served alongside. Leadership requires humility and courage, especially the courage to follow one's heart and intuition and my service and leadership has been guided by the commitment to all our students and to the communities we serve.



I also want to encourage others to consider serving on the school board. I became a citizen so that I could serve, because I believe deeply that public education is the foundation of our democracy. This work is not always easy, particularly in uncertain times, but I have come to deeply respect the dedication of those who step forward in service of our children. I am grateful for the remarkable leaders in our district and across our state who have mentored, challenged, and supported me, and who continue to bring care and perspective to this work.

The future of education in Vermont may be uncertain, but the purpose behind this budget is not. It is grounded in our core values, our shared beliefs, and our unwavering commitment to doing what is best for students. With humility and hope, we offer this budget as a reflection of who we are, what we believe, and the future we are working to build together.

With gratitude and respect,

Flor Diaz Smith

Chair of Board





FROM THE SUPERINTENDENT

Dear Communities of Berlin, Calais, East Montpelier, Middlesex, and Worcester

As I look back over the school year, I would like to take a moment to reflect on the work our administrators, faculty and staff have accomplished together; and to thank our students, families, and community partners for their continued commitment to our schools. Guided by our Strategic Plan, this year's efforts have focused on student well-being, meaningful learning, and responsible leadership, with equity and inclusion at the center of our work.

Supporting student well-being and fostering inclusive learning environments remain foundational priorities for our district. This year, we implemented a social-emotional learning (SEL) screening assessment that not only helps identify areas of need, but also provides educators with resources to support students effectively. In addition, each school has embedded professional learning into the school day, supplementing in-service days and weekly meetings. Through this coordinated approach, teachers across the district engaged in aligned training in Universal Design for Learning and high-quality reading and writing instruction. With the support of the Curriculum Council, our Leadership Team is now focused on ensuring this learning is translated into classroom practice and will use this information to guide future professional learning.

We also continue to strengthen our connection with the broader community through our Community Schools initiative. Through the leadership of our Community School Coordinator, the district offered third-space programming that brought together students, families, and community members in multi-age, intergenerational settings. At the same time, we have been building systems that position our schools as hubs for community wellness, while also addressing challenges such as chronic absenteeism.

Improving student learning and engagement has been another key focus. At U-32, department facilitators and administrators have begun a thoughtful review of our proficiency-based system to clarify priorities and strengthen consistency while maintaining high expectations. This work includes an iterative process of faculty input and departmental feedback and will result in refinements to the U-32 Portrait of a Graduate. In partnership with the Equity Team, families, students, and community members will be engaged in this important work. Additionally, professional development continued in Universal Design for Learning, equity, and transferable skills. The Humanity and Justice Committee led training on the new Education Quality Standards, supported by our Humanity and Justice Scholar and Board member Natasha Eckart.

The third component of our Strategic Plan —Responsible Leadership and Transparency— has guided all of my work throughout this past year and as many of you know, a significant portion of that work has been dedicated to collaborating with the Configuration Committee to design a sustainable structure and governance model for our schools. This work, which began prior to my tenure, has now gone through multiple committee iterations and remains publicly available on our district website. I am also proud of the progress we have made toward developing a more sustainable budget. Our Leadership Team implemented a funding process directly tied to student needs, providing schools with flexibility while ensuring resources are aligned with district goals. This approach allows us to assess whether our investments are resulting in improved student outcomes.

Finally, we have worked to establish clearer structures and accountability systems to support the implementation of our Strategic Plan by aligning budgets, Continuous Improvement Plans, Professional Learning Plans, and assessments. Strengthening communication has also been a priority. I continue to hold regular community meetings for parents, caregivers, and community members to ask questions, share feedback, and stay informed. We are also improving our website and social media presence to better highlight our work and keep our community connected.

In last year's letter to the community, I focused on how our vision, guided by our core beliefs and strategic plan, should drive our programming. And, as I have stressed many times, I am a firm believer that it is our programming —if we really want to do what's best for our students both academically and socially— that should drive our structure. I am hopeful that that message has resonated throughout the district, and equally hopeful it will be reflected in the vote to reconfigure our schools.

Thank you for your continued trust, engagement, and partnership. Together, we are building a sustainable school system that supports the whole child, values equity, and prepares every student for success.

With appreciation,

STEVEN DELLINGER-PATE
Superintendent



BERLIN ELEMENTARY SCHOOL

WELCOME TO BERLIN ELEMENTARY SCHOOL

It's been a busy year here at Berlin Elementary, and we're excited to share all the ways we've been working to strengthen our connections with students and families, both in Berlin and across the district. This fall, we enjoyed an all-elementary school Fall Jamboree, bringing together all five of our elementary schools for a beautiful day of community and celebration. We've also deepened our work with our Community Schools. Our in-house school teams have been working with our District Community Schools Coordinator on a deep level to examine our practices. This partnership, which involves UVM, and local community organizations, has been a game-changer. It has allowed us to reflect deeply on the events we offer, examine who attends (and who doesn't), and explore how we can increase access for all our families. It's been an incredibly impactful collaboration.

We kicked off the school year with a watermelon social and an all elementary fall festival. Our library has been hosting monthly community library nights, and it's been heartwarming to see families come together and engage with each other. We also launched a six-week after-school program for grades K-6, the first of its kind in five years. With help from our newly hired Site Coordinator, Kevin Marlier, we'll be able to continue to offer a variety of clubs and activities after school. It's truly exciting to see our building come alive with these events after school. We're looking to continue to expand our offerings and provide learning extensions for students. Building a future of expansive extended programming is something that is profoundly exciting to this community.

We also recently finished installing our brand-new (and long overdue!) playground, which everyone has been enjoying. The Berlin Recreations Department has been fantastic in supporting our sports programming, guiding us through a great spring softball season and a fall soccer season. They'll also be assisting with a basketball program this winter. So, we're keeping our students active and engaged in a variety of ways.

In terms of literacy and academics, our teachers are coming together weekly for professional development and discussions to align our practices across both our school

and the district. To that end, we are doing PD with our sister schools, diving into a range of topics, including the "Science of Writing" and Universal Design for Learning (UDL). UDL is an educational framework that helps us design flexible learning environments that can accommodate individual learning differences. We're also working on creating and defining our "Portrait of a Graduate"—what we believe our sixth graders should know and be able to do by the time they leave us. This is a multi-year goal that will help increase alignment and create meaningful clarity for our staff and community.

Our focus on UDL is closely tied to our goal of setting clear, actionable processes to meet students where they are. At the beginning of the year, we asked our staff to write "Why I Am Here" statements, and the top response was the desire to foster a sense of belonging and connection among students. Our goal is to ensure that students see themselves reflected in the curriculum, allowing them to build stronger connections to their learning.

I'm also incredibly proud of our work within the Community School's Framework around chronic absenteeism. Together, we're exploring new strategies for engaging students and families. Rather than focusing on compliance ("you have to be here"), we want to send a message that we miss our students when they're absent. We want every student to feel that they're a valued part of our community, and we're working to create an environment where every student feels wanted and heard. Some of the absenteeism is lingering from the Covid years, but much of it stems from disconnection; curricularly or personally. We're not looking for truancy officers—we're looking for community members





at bus stops to say hi. We want to understand the barriers to missing school and help reduce them for families. The goal is deep engagement, not enforcement.

We also have multi-grade “Den Groups” that meet once a month, driving our equity, humanity, and justice efforts. Each month, we come together as a whole school, with each class presenting on themes like community, gratitude, connection, mindfulness, and reflection. At the end of the month, we meet in our Den Groups to reflect on the themes together.

As we look ahead to the remainder of the year, I’m filled with excitement for the opportunities to continue building these connections and strengthening our sense of community. It truly takes a village to create an environment where our students can thrive, and I’m incredibly grateful for the dedication of our staff, the support of our families, and the involvement of everyone who makes Berlin Elementary such a special place. Together, we’re making a difference, one day, one moment at a time.

Thank you for all you do—we couldn’t do it without you. Here’s to another great year of growth, learning, and connection!

Be Well,

CELIA GUGGEMOS
Principal

Facts and Figures

STUDENT ENROLLMENT

2025-2026 enrollment:	190
2024-2025 enrollment:	185
2023-2024 enrollment:	187
2022-2023 enrollment:	194
2025-2026 PreK enrollment:	13/13
2025-2026 Act 166 enrollment:	13

FACULTY & STAFF NUMBERS

PreK-6 teachers:	11
Special educators:	4
Speech language pathologist:	1.0
Interventionists:	3.0
Math teacher:	1.0
Allied arts:	2.4
School counselor:	1.0
School nurse:	1.0
Number of support staff:	11

CLASSROOMS & ATTENDANCE

K-6 classrooms:	10
PreK classrooms:	2
Average daily attendance:	94%
Average class size:	15.86

OTHER

Use special education services:	14.9%
Qualify for free or reduced lunch:	40.0%

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Our goal is simple: to ensure every student feels wanted, heard, and deeply connected to our school community.



CALAIS

ELEMENTARY SCHOOL

A YEAR OF SYSTEM BUILDING AND COMMUNITY KINDNESS

As we reflect on the 2025-2026 academic year, it stands out as a time of both progress and mindful navigation at Calais Elementary School. This year we officially serve 100 students and this modest growth is a testament to the vibrant appeal of our community and the belief families have in our school's mission.

With such positive change, it is essential to solidify the foundations that support every child's success. This year, we prioritized improving our systems as an educational institution, focusing intently on two core areas: systemic fidelity and student-centered development.

Our most visible initiative this year was the launch of the Kindness Campaign. At Calais, we are not just educating students; we are intentionally building kind little humans. This focus on character and empathy has permeated our classrooms and hallways.

A critical component of this effort has been our dedicated focus on our Positive Behavioral Interventions and Supports (PBIS) system. We recognize that a strong, consistently managed PBIS framework is the backbone of a positive school culture. To ensure its success, we have partnered with Vermont PBIS to strengthen our system and manage it with fidelity. Our educators have engaged in thoughtful and purposeful professional development to better support the social-emotional needs of our students. This commitment to a nurturing environment is crucial for every student's ability to thrive academically and socially.



Our academic philosophy continues to rely on high-quality, personalized instruction. We remain committed to ensuring that every student receives an education tailored to their individual needs, utilizing the Foundations program for reading and iReady Math for all grades. Our Multi-Layered Systems of Support (MLSS) framework continues to be refined to provide targeted assistance to all students.

This year, we also created new opportunities to strengthen the bonds within our student body by intentionally bringing together our youngest and oldest students in more ways than in the past. This cross-grade mentoring helps build a more unified "one Calais" community and allows older students to model the very kindness and leadership we are striving to instill.

Experiential learning also remains at the core of our approach. We continued to utilize the North Branch Nature Center for our ECO program and a highlight of the winter season will once again be taking our students cross-country skiing at Craftsbury Outdoor Center. Additionally, our commitment to physical education showed in the tremendous participation rates in athletics, with our students enjoying awesome soccer seasons and a basketball season where more than 50% of our students participated.

The support of the Calais community continues to be the bedrock of our school. Our Parent Advisory Team has become extremely active, and we love having our parents involved in planning enriching events for our students and the wider community.

The Welcome Back BBQ (thank you Friends of Calais), the Halloween Trunk or Treat / Spooky House (thank you Friends of Calais), the annual Pre-Gobble Get-Together potluck, and the Gifts for Giving program were alive and well this school year and are a highlight of the year. Beyond celebrations, the community stepped up with crucial family support through a Winter Gear/Food/Gift drive, ensuring that the spirit of kindness extends beyond the classroom walls.



We also acknowledge that this has been a year filled with anxiety about the future for our school and community. During times of uncertainty, our commitment to excellence and high aims becomes even more essential. I want to assure our families that this school remains a place of stability, dedication, and unwavering commitment to your children. Regardless of what the future holds, we will continue to champion our school's mission and strive every day to ensure that we are supporting each student's unique academic, social, and behavioral development.

We are honored to serve your students and our community, and look forward to continuing the work of making Calais Elementary the greatest school it can be, together.

JARROD WEISS

Principal

Facts and Figures

STUDENT ENROLLMENT

2025-2026 enrollment:	105
2024-2025 enrollment:	93
2023-2024 enrollment:	93
2022-2023 enrollment:	97
2025-2026 PreK enrollment:	11
2025-2026 Act 166 enrollment:	6

FACULTY & STAFF NUMBERS

PreK-6 teachers:	5.4
Special educators:	1.0
Speech language pathologist:	0.8
Interventionists:	1.0
Math teacher:	0.0
Allied arts:	1.4
School counselor:	1.0
School nurse:	1.0
Number of support staff:	5.4

CLASSROOMS & ATTENDANCE

K-6 classrooms:	5
PreK classrooms:	1
Average daily attendance:	97%
Average class size:	16.5

OTHER

Use special education services:	10.6%
Qualify for free or reduced lunch:	26.0%



At Calais, we are not just educating students—we are intentionally building kind little humans.



DOTY

MEMORIAL SCHOOL

A DAY IN THE LIFE AT DOTY

Wake up sleepyhead, it's time to go to school!

After passing through the greeter gauntlet, the day at Doty starts with free breakfast for all students who want it. Many students will take a breakfast, eat very little of it, and save the rest for snack. All students also have the option of signing up for free lunch. We accommodate all sorts of dietary needs and have multiple fruit and vegetable choices with each meal. We always have plenty to choose from and encourage students to try new things. Providing meals is an important component of the day here, students' bodies need to be filled and enriched just as much as their brains do.

Every day starts off with a morning meeting. Both greeting students at the door and morning meeting are cornerstones of the community here at Doty. They are opportunities for adults to connect with students and see who might need a little "extra" on any given day. They are also an opportunity for students to connect with each other and give each other that "extra" as well. At Doty we believe that learning starts with a sense of belonging and care. In order to take risks and grow, we need to know that we are cared for and supported. At Doty we cultivate that by starting each day with a warm welcome for every student.



Once you are settled in, it's time to start on academics. Every class's schedule is different, we want to be able to get as much support into academic areas as we can. This scheduling allows us to have supports available within the class time so that we can be flexible and nimble in the delivery of our intervention services. Teams meet every other week and discuss all students, who might need a little extra help, who might need a little extra challenge.

We are in our seventh year of using the Ready Classroom math curriculum. While we recognize that no single curriculum is perfect, this consistency is important. The fact that we have used the same tools to measure progress over a long period of time allows us to look at data longitudinally and assess gaps in instruction on a macro level. We can make tweaks and adjustments along the way and get accurate information about the relative effectiveness of those changes. At Doty, student data is not looked at as a way of assessing students but as a way of assessing whether we are meeting student needs.

Mid-morning all students are given a movement break, or "little recess". Young bodies need to move and play. We have paid attention to the research that tells how gross motor activity helps brain development and learning consolidation. Little recess also allows time for students to work social emotional skills, like sharing, negotiation, compromise, emotional regulation, empathy, etc. When students learn these skills through play, they naturally begin to apply them to their academic work as well.

While math instruction happens in a solid block of time, literacy instruction is divided up across the day. Students spend time doing word study, learning how letters make sounds and words, how words work, how to use and spell words. There is time for writing instruction too. We weave social studies concepts into our literacy instruction too. Students read and explore ideas about the world around them and then express their understanding through writing.

In the youngest grades, students are learning how to form letters and how to make the connection between this symbol they see on a page, the sound they hear, and the

language they use. We are into our third year of using the Foundations early literacy program and are already understanding our students as readers far better. We have been able to catch and provide intervention services for learning struggles early, reducing learner frustration.

Mid-day you will have lunch and “big recess”. Like breakfast, lunch is free for all students who want it. Hungry students are not learning students and we have lots left to do in our day at Doty.

We do our science learning in bigger time chunks; instead of having a short science class every day, we have longer blocks during the week. Scientific concepts can be difficult to learn in the abstract but when we combine them with hands-on activities, our students are able to see those concepts in action. Science lessons are designed to encourage students to create and test their own hypotheses.

Phew, it’s been a busy day here at Doty but hopefully you aren’t too tired for your allied arts classes. Art, library, music, and PE classes all help students find the rest of their strengths and talents as well as exercising all the parts of their brains. Through these classes, students learn how to express thoughts and ideas creatively, work their bodies in new ways, and how to chase down ideas and interests.

Before you know it, your day at Doty is drawing to a close. It has been a busy one and you are walking out with a brain full of all sorts of new learning. It’s a lot to keep track of, especially when you are also busy growing bigger every day. Don’t worry if you’ve forgotten some of it when you come back tomorrow. Here at Doty we know that the work of being a growing human is very hard. We know that you are coming in every day, giving the best that you have that day. We know that your best looks different every day. We know that you deserve to be wrapped in love and care every day as you figure this whole life and learning thing out.

So, have a good sleep. We can’t wait to see you again tomorrow!

As always, it is my very greatest honor to serve the entire Doty community.

GILLIAN FUQUA

Principal

Facts and Figures

STUDENT ENROLLMENT

2025-2026 enrollment:	61
2024-2025 enrollment:	72
2023-2024 enrollment:	73
2022-2023 enrollment:	75
2025-2026 PreK enrollment:	0
2025-2026 Act 166 enrollment:	5

FACULTY & STAFF NUMBERS

PreK-6 teachers:	4.0
Special educators:	1.0
Speech language pathologist:	1.0
Interventionists:	1.0
Math teacher:	1.0
Allied arts:	0.9
School counselor:	1.0
School nurse:	0.6
Number of support staff:	2.0

CLASSROOMS & ATTENDANCE

K-6 classrooms:	4
PreK classrooms:	0
Average daily attendance:	96%
Average class size:	14.25

OTHER

Use special education services:	9.8%
Qualify for free or reduced lunch:	44.3%

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At Doty, we believe learning starts with a sense of belonging, care, and a warm welcome every single day.”



EAST MONTPELIER ELEMENTARY SCHOOL

GREETINGS TO THE STUDENTS AND FAMILIES OF EMES,

It is hard to believe that I am half-way through my sixteenth year as a school leader at East Montpelier Elementary School. As I reflect on this milestone, I am filled with gratitude for the care, trust, and support I have received — and continue to receive — from all of you. EMES is a special place, and it is my privilege to offer you a glimpse of what we have been up to over the past year.

What stands out most when I look back, not only on this year but on my years at EMES as a whole, are our traditions. They shape us, steady us, and remind us who we are as a community. Two traditions that feel especially meaningful this time of year are those that we work closely with the East Montpelier Fire Department on: the Thanksgiving meals that go to East Montpelier families, and the winter gear, toys, boots, and clothing we provide to families. Both of these long-standing traditions are supported through our EMES Cares fund, which is generously sustained by donations from our staff, families,

and community members. Each year we anonymously post the needs of local families on our staff bulletin board, and every year our community steps forward. I am deeply proud to work among such caring, generous people.

In late November, we hosted our second Soup for the Soul dinner, and well over 100 people joined us for an evening of food, warmth, and connection. The cafeteria was filled with classical music, the “fireplace” glowed on the big screen, and people lingered to talk, laugh, and truly get to know one another. Like our other traditions, this event was supported by the Cares fund, and it reinforced something we already know: EMES is not just a school, it is a community.

Another highlight from this fall was our first all-elementary gathering — a Fall Festival that brought together all five elementary schools across the district. Six hundred students and a hundred and fifty staff members joined at EMES for a day of play, celebration, and connection. Students were grouped by grade level, giving them the chance to meet peers from other schools, and we capped the day with a barbecue. As conversations about potential school reconfiguration continue, gatherings like this are essential. They reinforce the message we want our students to feel: “You’re not you, and we’re not us — we’re all of us.” Bringing children together helps build relationships, ease anxieties, and remind everyone that we are one community preparing to come together at U-32.

We also experienced an unexpected but welcome shift this year: a steady enrollment. Last year’s projections suggested a significant decline, but this spring brought an influx of new students, keeping us steady at around 200 learners. A few of our classrooms are even bursting at the seams — something we are celebrating, because it brings a renewed sense of energy and enthusiasm into the building. The school feels full, vibrant, and alive in a way we feared we might lose this year.

On the curriculum front, we continue to strengthen our professional development systems. This year, all five elementary schools adopted the embedded PD model that EMES has used successfully for many years. Our principals





now collaborate on shared trainings and district-wide goals, with particular emphasis on the Science of Writing and Universal Design for Learning. In mid-December, educators from across the district came together to reflect on the work, share student writing, and celebrate progress — not as five separate schools, but as one unified district committed to supporting every student.

We also experienced transitions this year, saying goodbye to several long-standing staff members and welcoming new faces, especially in the arts. And we enjoyed a new community tradition as well, partnering with Peck Farm to host our Halloween event, complete with lawn games, trunk-or-treating, music, food, and fireworks. Hundreds of people attended, and the evening was truly magical. We hope this partnership grows into a beloved annual tradition.

Most recently, our winter clothing drive brought in an extraordinary amount of support. Over the course of a week, community members donated so much gear that we were able to fill thirteen large bags of goods to share with other schools in the district. Once again, our community showed who we are: people who show up for one another.

It continues to be my great joy to drive up Vincent Flats each morning to this place so many of us call home. EMES is welcoming, warm, and deeply connected — a place where everyone belongs. Our traditions remind us of that, and our actions prove it. I am grateful every day to be part of this community and to serve the children and families of East Montpelier.

With appreciation,

ALICIA LYFORD

Principal

Facts and Figures

STUDENT ENROLLMENT

2025-2026 enrollment:	204
2024-2025 enrollment:	206
2023-2024 enrollment:	216
2022-2023 enrollment:	231
2025-2026 PreK enrollment:	8/8
2025-2026 Act 166 enrollment:	15

FACULTY & STAFF NUMBERS

PreK-6 teachers:	10
Special educators:	4.0
Speech language pathologist:	1.5
Interventionists:	3.0
Math teacher:	0.0
Allied arts:	2.6
School counselor:	1.0
School nurse:	1.0
Number of support staff:	11

CLASSROOMS & ATTENDANCE

K-6 classrooms:	9
PreK classrooms:	2
Average daily attendance:	97%
Average class size:	18.9

OTHER

Use special education services:	8.8%
Qualify for free or reduced lunch:	28.8%

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Our traditions shape us,
steady us, and remind
us who we are as a
community.



RUMNEY MEMORIAL SCHOOL

WELCOME TO RUMNEY MEMORIAL ELEMENTARY SCHOOL

I am honored to introduce myself as the school leader of Rumney Memorial School. I hope you find this information to be both helpful and informative. I aim to give you a bit of a window into the experiences of our students, especially in what has been a remarkable school year. This 2025-2026 school year kicked off with a sense of calm anticipation that carried through the rest of the year. We experienced a refreshingly smooth transition into our routines, allowing our students and staff to focus deeply on learning and community building.

A major factor in the positive learning atmosphere has been the consistent and effective implementation of our evidence-based programs in both math and literacy. These programs are designed to teach students skills in a sequence that is most beneficial to long-term knowledge. Our continuous goal is to prepare students to enter U-32 and join with other elementary students from throughout the district. We have seen our iReady and Foundations programs continue to prepare students for success throughout their elementary experience as well as their journey to U-32.



The programs we currently utilize are:

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



We are thankful that the free universal meal program, which provides free lunches for all students, has been extended for another year. Our cafeteria provides free fruit and vegetable snacks for our students. Both of these programs have been incredibly valuable to our families, ensuring students are well-nourished and ready to learn, which contributes significantly to a successful learning environment.

Our allied arts are deeply valued by our entire school community. They provide a vital balance to the week and support student well-being. This year, Jen Campbell (art teacher), was able to secure an art grant to fund a week-long Artist in Residency for Taiko Drumming. Students learned the skills and art involved in the practice, and the week ended with a performance for our school community.

Thank you for all of your continued support of this amazing school.

Sincerely,

KAROLINE MAY

Principal



Facts and Figures

STUDENT ENROLLMENT

2025-2026 enrollment:	122
2024-2025 enrollment:	120
2023-2024 enrollment:	123
2022-2023 enrollment:	124
2025-2026 PreK enrollment:	0
2025-2026 Act 166 enrollment:	18

FACULTY & STAFF NUMBERS

PreK-6 teachers:	6
Special educators:	2.0
Speech language pathologist:	1.0
Interventionists:	1.0
Math teacher:	0.0
Allied arts:	1.5
School counselor:	0.8
School nurse:	0.6
Number of support staff:	2.5

CLASSROOMS & ATTENDANCE

K-6 classrooms:	6
PreK classrooms:	0
Average daily attendance:	95%
Average class size:	17.17

OTHER

Use special education services:	10.3%
Qualify for free or reduced lunch:	28.4%

“

Students are engaged with meaningful challenges that meet them where they are and guide them toward deeper understanding.



U-32

MIDDLE AND HIGH SCHOOL

It has been a busy and productive year here at U-32 Middle and High School, and I am grateful to be able to share progress on several important fronts—the most significant of which is our work around Student Voice.

Centering Student Voice

Over the past year, we have placed a strong focus on listening deeply to our students. Their perspectives have helped us better understand their experiences here at U-32—our strengths, our areas for growth, and where they most hope to see change. Through this work, four themes emerged that we are calling our Design Principles:

- Relevance
- Equity and Belonging
- Community and Connections
- Student Voice and Ownership

These principles reflect the priorities of our young people and are quickly becoming foundational in how we shape our school community.



Teachers have been working in teams to define and apply these principles in meaningful ways. One example is our monthly Community Meetings, held for each grade level and facilitated by our Dean of Students, Tony Snow. These large-group gatherings in the auditorium build on our advisory structure and offer a space for shout-outs, celebrations, and student-led communication. Students are making announcements, addressing concerns, and taking ownership of these meetings. Their engagement is encouraging because it means they are using the space as it was intended—by and for them.

Our Student Council has also taken on significant initiatives this year. One major effort is their work around the new cell phone expectations. With a statewide “bell-to-bell” ban taking effect next year, we have begun to implement our own policy—no phones in classrooms for grades 9–12, and no phones at all for grades 7–8. Student Council has been gathering student input and working directly with adults to determine how this policy will be implemented at U-32. Our commitment remains that no procedure will be put in place without giving students a seat at the table.

Student Council is also collaborating with staff to plan a spring career fair and to explore improvements to how we begin each school day. Students and adults are working together, as partners, to shape these experiences and we are seeing the results: students increasingly feel heard. They are taking initiative, experiencing success, and recognizing that their voices matter—and that we are listening.

Building a School That Feels Like Theirs

Another part of strengthening student ownership involves rethinking our physical environment. We are working to ensure that our school building and environment reflects our students—literally. By displaying student art and student work throughout the school, we are helping them feel that this is truly their second home. Alongside this, we spent time in September engaging in community-building work, including evenings where families from across our district joined us for intergenerational learning events, culminating in a shared community meal. We hope to continue this momentum as we grow into the vision of U-32 as a true community hub.



Looking Ahead: Relevance and Curriculum

As we plan forward, we are thinking deeply about how to make school feel more relevant to students through both curriculum and experiences. Relevance matters. Young people thrive when they feel connected to what they are learning—they are more confident, more expressive, and more themselves when their learning feels meaningful. Our goal is to help every student show up fully as who they are, supported by acceptance and opportunities to grow.

Middle School Questions and Future Planning

We are aware that many in our community are wondering about the possibility of sixth graders joining U-32 in the future. Having taught and been a principal in grades 6–12, I have seen firsthand the tremendous opportunities that exist in this kind of environment. If this change comes to pass, teachers, staff, and students will do the work necessary to ensure a smooth, seamless transition. Our charge will remain what it is for our incoming seventh graders: to meet each student where they are and guide them into this community with care.



Facts and Figures

STUDENT ENROLLMENT

2025-2026 enrollment:	678
2024-2025 enrollment:	694
2023-2024 enrollment:	722
2022-2023 enrollment:	730

FACULTY & STAFF NUMBERS

Teachers (including interventionists):	60.4
Special educators:	12.4
Speech language pathologist:	1.0
Librarians:	2.0
School counselors: (0.7 is grant-funded)	5.7
School nurses:	1.4
Instructional coach:	1.0
Number of support staff:	11.2

OTHER

Use special education services:	21%
Qualify for free or reduced lunch:	31%

CLASSROOMS CONFIGURATIONS

Grade 7/8 Cores:	3
Grade 9/10 Teams:	3

AVG. DAILY ATTENDANCE

High school:	96.18%
Average class size:	14-24

GRADUATION INFORMATION CLASS OF 2025

Number of graduates:	107
Total attending college:	59%
Attending 2 year college:	2%
Attending 4 year college:	57%
Taking Gap Year:	12%
Apprentice Programs:	13%

“

Relevance, equity and belonging, community and connections, and student voice are becoming foundational to how we shape U-32.

U-32 MIDDLE AND HIGH SCHOOL (CONT.)



Clarifying Graduation Requirements

Finally, we continue to refine how we communicate our graduation requirements so that they are understandable and meaningful to students and families. Our proficiency-based system is grounded in clear assessment—helping students demonstrate both understanding and skills. While proficiency-based learning offers a more accurate picture of what a student truly knows than a traditional letter grade, we recognize that we are not communicating our graduation requirement as clearly as we would like to. We are committed to making it easier for families and students to understand how assessments lead toward graduation.

Our Strengths Moving Forward

Despite the challenges and transitions of the past several years, U-32 continues to be defined by its strengths: dedicated educators, thoughtful and engaged students, and a community that cares deeply about young people. The progress we are making stems from these strengths and from our shared commitment to building a school in which every student feels known, heard, valued, and empowered.

Thank you for your continued support of our students and our school.

REBECCA TATISTCHEFF

Principal



TOWN MEETING & BUDGET INFORMATION 2026-2027



WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT WARNING

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

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

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

ARTICLE 3. To elect the following School Directors:

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

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

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

ARTICLE 5. Shall the voters of the Washington Central Unified Union School District approve the school board to expend \$43,271,845, which is the amount the school board has determined to be necessary for the ensuing fiscal year? The Washington Central Unified Union School District estimates that this proposed budget, if approved, will result in per pupil education spending of \$16,372.81, which is 7.21 % higher than per pupil education spending for the current year.

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

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

SCHOOL DIRECTORS

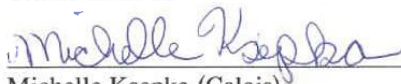

Flor Diaz-Smith, Chair (East Montpelier)

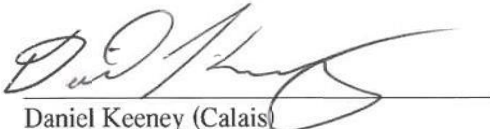

Ursula Stanley, Vice-Chair (Middlesex)


Diane Nichols-Fleming (Berlin)

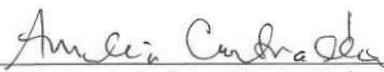
Kealy Sloan (Berlin)

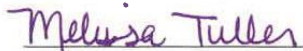
Vacant (Berlin)


Michelle Ksepka (Calais)

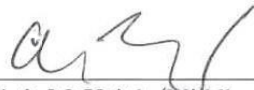

Daniel Keeney (Calais)

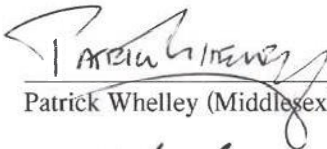
Elizabeth Brown (Calais)


Amelia Contrada (East Montpelier)


Melissa Tuller, WCUUSD Clerk

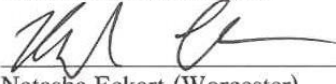

Zach Sullivan (East Montpelier)


Chris McVeigh (Middlesex)


Patrick Whelley (Middlesex)


Mckalyn Leclerc (Worcester)

Julia Hewitt (Worcester)


Natasha Eckart (Worcester)

POLLING PLACES AND TIMES

Berlin Municipal Office

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

Calais Elementary School

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

East Montpelier Elementary School

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

Rumney Memorial School

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

Doty Memorial School

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

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

Meeting Id: 850 5401 6486 **Password:** 380648 **Phone:** 1-929-205-6099

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

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

WCUUSD COMPARATIVE SUMMARY: FY 2025-26 VS. FY 2026-27 BUDGET

	2025-26 Budget	\$ Increase (Decrease)	2026-27 Budget	Budget % Change
SALARIES & BENEFITS				
SALARIES		\$ (215,787)		-0.50%
BENEFITS		\$ 240,937		0.56%
TOTAL SALARY & BENEFITS	\$ 30,236,126	\$ 25,150	\$ 30,261,276	0.06%
NONSALARY ITEMS				
ESTIMATED INFLATIONARY COSTS		\$ (244,631)		-0.57%
TUITION TO OTHER SCHOOL DISTRICTS (TECH CENTERS)		\$ 184,526		0.43%
INTEREST ON SHORT-TERM DEBT		\$ (514)		0.00%
TRANSPORTATION		\$ (215,977)		-0.50%
DEBT SERVICE		\$ (20,632)		-0.05%
FUND TRANSFER - CAPITAL		\$ 150,000		0.35%
FUND TRANSFER - FOOD SERVICE		\$ 166,539		0.39%
SPECIAL EDUCATION		\$ 2,382		0.01%
TOTAL NONSALARY ITEMS	\$ 12,988,877	\$ 21,693	\$ 13,010,569	0.05%
TOTAL EXPENSE INCREASES / (DECREASES)	\$ 43,225,002	\$ 46,843	\$ 43,271,845	0.11%
REVENUE CHANGES				
TUITION		\$ (123,554)		-0.29%
INVESTMENT EARNINGS		\$ (54,332)		-0.13%
MISCELLANEOUS REVENUES		\$ 49,009		0.11%
MISCELLANEOUS STATE REIMBURSEMENTS		\$ (56,987)		-0.13%
SPECIAL ED REVENUES		\$ 98,745		0.23%
FUND BALANCE		\$ -		0.00%
TOTAL REVENUE INCREASES / (DECREASES)	\$ 7,021,150	\$ (87,118)	\$ 6,934,032	-1.24%
LOCAL EDU. SPENDING INCREASE (DECREASE)	\$ 36,203,852	\$ 133,961	\$ 36,337,813	0.37%

Draft #1 Budget Comparison

- Local Education Spending for FY 27 was estimated at \$39,186,222 in Draft #1.
- The budget was reduced by \$2,848,409 from Draft #1.

Percentages for consideration

- Every 1% increase in the budget = \$362,039
- A 5% increase in per pupil spending= \$35,590,298.
- Would need to cut \$747,515 to hit this parameter.

Excess Spending Threshold

- The excess spending threshold = \$16,470 per LTW ADM.
- The estimated LTW ADM for the FY 27 budget is 2,219.40 (151.28 decrease from 2,370.68 in FY 26).
- The estimated per pupil spending = \$16,372.81.
- The estimated excess spending threshold is \$36,553,518.
- This budget is below the estimated excess spending threshold by \$215,705.

Impact of Five Elementary Schools vs. Three Elementary Schools

This budget provides the proposed expenditures if the District operates three elementary schools instead of five elementary schools in FY 27. If the District will operate five elementary schools, the same expenditures authorized by the voters will be re-allocated among the five elementary schools.

WCUUSD BUDGET: FY 2025-26 VS. FY 2026-27 BUDGET

	Budget 2025	Actual 2025	Budget 2026	Proposed 2027	\$ Increase (Decrease)	% Increase (Decrease)
REVENUES						
TUITION REVENUES	\$ 920,759	\$ 855,588	\$ 730,680	\$ 607,126	\$ (123,554)	
INVESTMENT EARNINGS INTEREST	\$ 218,729	\$ 360,636	\$ 251,626	\$ 197,294	\$ (54,332)	
MISC. INCOME-OTHER / FUND TRANSFERS	\$ 179,476	\$ 272,148	\$ 164,851	\$ 213,860	\$ 49,009	
EDUC. SPENDING REVENUES	\$ 34,180,342	\$ 34,180,343	\$ 36,203,852	\$ 36,337,813	\$ 133,961	
MISC STATE REIMBURSEMENTS	\$ 704,500	\$ 819,996	\$ 805,300	\$ 748,314	\$ (56,987)	
SPED EXPENDITURE REIMBURSEMENT	\$ 4,973,266	\$ 4,785,837	\$ 5,068,693	\$ 5,167,438	\$ 98,745	
SUBTOTAL REVENUES	\$ 41,177,073	\$ 41,274,548	\$ 43,225,002	\$ 43,271,845	\$ 46,843	
FUND BALANCE	\$ 485,291	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUES	\$ 41,662,364	\$ 41,274,548	\$ 43,225,002	\$ 43,271,845	\$ 46,843	0.11%
EXPENSES						
INSTRUCTIONAL SERVICES						
SALARIES	\$ 8,922,263	\$ 9,028,383	\$ 9,418,854	\$ 8,970,114	\$ (448,740)	
MISCELLANEOUS BENEFITS	\$ 3,042,540	\$ 3,048,692	\$ 3,508,672	\$ 3,422,336	\$ (86,336)	
PROFESSIONAL EDUCATION SVC	\$ 114,200	\$ 209,983	\$ 217,450	\$ 180,600	\$ (36,850)	
REPAIRS AND MAINT SVCS	\$ 7,300	\$ 4,778	\$ 900	\$ 450	\$ (450)	
TUITION TO OTHER SCHOOL DISTRICTS	\$ 829,605	\$ 754,405	\$ 899,272	\$ 1,083,798	\$ 184,526	
TRAVEL	\$ 16,550	\$ 11,908	\$ 18,500	\$ 14,326	\$ (4,174)	
GENERAL SUPPLIES	\$ 278,750	\$ 271,008	\$ 226,700	\$ 134,145	\$ (92,555)	
BOOKS AND PERIODICALS	\$ 66,650	\$ 39,081	\$ 59,700	\$ 39,350	\$ (20,350)	
EQUIPMENT	\$ 35,800	\$ -	\$ 7,200	\$ 40,000	\$ 32,800	
DUES AND FEES	\$ 11,300	\$ 7,294	\$ 24,050	\$ 15,900	\$ (8,150)	
TOTAL INSTRUCTIONAL SERVICES	\$ 13,324,958	\$ 13,375,531	\$ 14,381,298	\$ 13,901,019	\$ (480,279)	-3.34%
PRESCHOOL PROGRAM						
SALARIES	\$ 365,398	\$ 334,998	\$ 344,003	\$ 353,830	\$ 9,827	
MISCELLANEOUS BENEFITS	\$ 155,403	\$ 126,261	\$ 181,914	\$ 173,025	\$ (8,889)	
PROFESSIONAL EDUCATION SVC	\$ 13,150	\$ 12,730	\$ 14,000	\$ 14,700	\$ 700	
TUITION TO PRIVATE SCHOOLS	\$ 170,896	\$ 154,361	\$ 127,700	\$ 96,166	\$ (31,534)	
GENERAL SUPPLIES	\$ 11,350	\$ 3,506	\$ 2,400	\$ 5,500	\$ 3,100	
BOOKS AND PERIODICALS	\$ 100	\$ -	\$ 500	\$ -	\$ (500)	
DUES AND FEES	\$ 200	\$ -	\$ 200	\$ -	\$ (200)	
TOTAL PRESCHOOL PROGRAM	\$ 716,497	\$ 631,857	\$ 670,717	\$ 643,221	\$ (27,496)	-4.10%
GUIDANCE SERVICES						
SALARIES	\$ 1,033,720	\$ 1,038,946	\$ 1,051,484	\$ 1,138,773	\$ 87,289	
MISCELLANEOUS BENEFITS	\$ 446,995	\$ 364,180	\$ 396,744	\$ 501,093	\$ 104,349	
PROFESSIONAL EDUCATION SVC	\$ 12,650	\$ 9,607	\$ 3,800	\$ 7,750	\$ 3,950	
TRAVEL	\$ 1,150	\$ 342	\$ 5,000	\$ 2,250	\$ (2,750)	
GENERAL SUPPLIES	\$ 30,050	\$ 29,934	\$ 29,500	\$ 14,100	\$ (15,400)	
BOOKS AND PERIODICALS	\$ 1,300	\$ 2,589	\$ 1,700	\$ 1,900	\$ 200	
DUES AND FEES	\$ -	\$ 279	\$ 700	\$ 750	\$ 50	
TOTAL GUIDANCE SERVICES	\$ 1,525,865	\$ 1,445,877	\$ 1,488,928	\$ 1,666,616	\$ 177,688	11.93%

WCUUSD BUDGET: FY 2025-26 VS. FY 2026-27 BUDGET

	Budget 2025	Actual 2025	Budget 2026	Proposed 2027	\$ Increase (Decrease)	% Increase (Decrease)
HEALTH SERVICES						
SALARIES	\$ 509,932	\$ 444,911	\$ 381,822	\$ 389,447	\$ 7,625	
MISCELLANEOUS BENEFITS	\$ 238,704	\$ 170,668	\$ 175,170	\$ 175,370	\$ 200	
PROFESSIONAL SERVICES	\$ 1,600	\$ 30,832	\$ 1,300	\$ 1,350	\$ 50	
GENERAL SUPPLIES	\$ 16,850	\$ 5,562	\$ 5,700	\$ 4,750	\$ (950)	
BOOKS AND PERIODICALS	\$ 150	\$ -	\$ 900	\$ 1,200	\$ 300	
TOTAL HEALTH SERVICES	\$ 767,236	\$ 651,973	\$ 564,892	\$ 572,117	\$ 7,225	1.28%
CURRICULUM SERVICES						
SALARIES	\$ 227,717	\$ 226,814	\$ 223,316	\$ 224,452	\$ 1,136	
MISCELLANEOUS BENEFITS	\$ 23,212	\$ 24,621	\$ 22,314	\$ 22,758	\$ 444	
PURCHASED PROF & TECHNICAL SERVICES	\$ 2,000	\$ 3,690	\$ 2,200	\$ 4,000	\$ 1,800	
TRAVEL	\$ 2,000	\$ 4,753	\$ 1,300	\$ 5,150	\$ 3,850	
GENERAL SUPPLIES	\$ 5,000	\$ 265	\$ 200	\$ 300	\$ 100	
BOOKS AND PERIODICALS	\$ 3,300	\$ 5,575	\$ 1,200	\$ 6,050	\$ 4,850	
DUES AND FEES	\$ 1,450	\$ 1,682	\$ 1,000	\$ 1,850	\$ 850	
TOTAL CURRICULUM SERVICES	\$ 264,679	\$ 267,401	\$ 251,530	\$ 264,560	\$ 13,030	5.18%
INSTRUCTIONAL STAFF TRAINING						
SALARIES	\$ -	\$ 10,749	\$ 44,683	\$ 92,940	\$ 48,257	
MISCELLANEOUS BENEFITS	\$ -	\$ 4,670	\$ 23,611	\$ 50,365	\$ 26,754	
EMPLOYEE TRAINING/DEVELOPMENT	\$ 92,350	\$ 98,224	\$ 114,200	\$ 9,230	\$ (104,970)	
TRAVEL	\$ 50	\$ 206	\$ 2,900	\$ 250	\$ (2,650)	
BOOKS AND PERIODICALS	\$ -	\$ 1,540	\$ -	\$ 1,700	\$ 1,700	
TOTAL INSTRUCTIONAL STAFF TRAINING	\$ 92,400	\$ 115,389	\$ 185,394	\$ 154,485	\$ (30,909)	-16.67%
OTHER SUPPORT SERVICES						
SALARIES	\$ -	\$ 58	\$ -	\$ 8,796	\$ 8,796	
MISCELLANEOUS BENEFITS	\$ -	\$ 1,472	\$ -	\$ 1,681	\$ 1,681	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	
TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL OTHER SUPPORT SERVICES	\$ -	\$ 1,530	\$ -	\$ 10,477	\$ 10,477	0%
LIBRARY SERVICES						
SALARIES	\$ 377,954	\$ 335,568	\$ 320,813	\$ 410,405	\$ 89,592	
MISCELLANEOUS BENEFITS	\$ 132,480	\$ 54,602	\$ 97,225	\$ 119,511	\$ 22,286	
PROFESSIONAL ED SERVICES	\$ 1,450	\$ 5,683	\$ 2,900	\$ 4,100	\$ 1,200	
TRAVEL	\$ 350	\$ -	\$ 300	\$ 150		
GENERAL SUPPLIES	\$ 13,250	\$ 14,882	\$ 21,600	\$ 14,500	\$ (7,100)	
BOOKS AND PERIODICALS	\$ 53,100	\$ 47,361	\$ 47,300	\$ 27,100	\$ (20,200)	
EQUIPMENT	\$ 6,000	\$ -	\$ 6,100	\$ 100	\$ (6,000)	
TOTAL LIBRARY SERVICES	\$ 584,584	\$ 458,097	\$ 496,238	\$ 575,866	\$ 79,778	16.08%
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS						
SALARIES	\$ 472,360	\$ 466,449	\$ 517,058	\$ 454,251	\$ (62,807)	
MISCELLANEOUS BENEFITS	\$ 85,914	\$ 88,601	\$ 157,631	\$ 158,415	\$ 784	
PROFESSIONAL SERVICES	\$ 226,486	\$ 44,576	\$ 170,600	\$ 34,300	\$ (136,300)	
RENTALS AND LEASES-COPIER	\$ 65,184	\$ 65,367	\$ 84,600	\$ 87,138	\$ 2,538	
COMMUNICATIONS	\$ 133,300	\$ 104,582	\$ 128,300	\$ 135,500	\$ 7,200	
TRAVEL	\$ 7,000	\$ -	\$ 3,500	\$ 3,500	\$ -	

WCUUSD BUDGET: FY 2025-26 VS. FY 2026-27 BUDGET

	Budget 2025	Actual 2025	Budget 2026	Proposed 2027	\$ Increase (Decrease)	% Increase (Decrease)
INSTRUCTIONAL-RELATED TECHNOLOGY SVCS CONT.'						
SUPPLIES-TECH RELATED	\$ 45,600	\$ 54,928	\$ 34,200	\$ 29,950	\$ (4,250)	
SOFTWARE	\$ 400,000	\$ 428,625	\$ 336,800	\$ 436,750	\$ 99,950	
EQUIPMENT	\$ 330,000	\$ 397,067	\$ 330,000	\$ 285,600	\$ (44,400)	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$ 1,765,844	\$ 1,650,195	\$ 1,762,689	\$ 1,625,404	\$ (137,285)	-7.79%
BOARD OF EDUCATION SVCS.						
SALARIES	\$ 32,180	\$ 30,566	\$ 31,515	\$ 33,180	\$ 1,665	
MISCELLANEOUS BENEFITS	\$ 3,048	\$ 2,558	\$ 2,729	\$ 2,990	\$ 261	
PURCHASED PROF & TECHNICAL SERVICES	\$ 10,000	\$ 26,147	\$ 86,900	\$ 28,350	\$ (58,550)	
LEGAL SERVICES	\$ 58,450	\$ 33,271	\$ 58,450	\$ 58,450	\$ -	
INSURANCE	\$ 124,050	\$ 153,182	\$ 124,050	\$ 165,700	\$ 41,650	
POSTAGE	\$ 2,750	\$ 1,547	\$ 3,400	\$ 1,700	\$ (1,700)	
ADVERTISING	\$ 7,500	\$ 345	\$ 5,600	\$ 800	\$ (4,800)	
GENERAL SUPPLIES	\$ 19,000	\$ 10,637	\$ 10,500	\$ 11,550	\$ 1,050	
BOOKS AND PERIODICALS	\$ 2,250	\$ 982	\$ 1,600	\$ 1,100	\$ (500)	
DUES AND FEES	\$ 11,000	\$ 10,147	\$ 9,100	\$ 11,000	\$ 1,900	
TOTAL BOARD OF EDUCATION SVCS.	\$ 270,228	\$ 269,382	\$ 333,844	\$ 314,820	\$ (19,024)	-5.70%
SUPERINTENDENT SERVICES						
SALARIES	\$ 520,035	\$ 498,192	\$ 525,380	\$ 508,397	\$ (16,983)	
MISCELLANEOUS BENEFITS	\$ 225,033	\$ 222,097	\$ 220,148	\$ 226,151	\$ 6,003	
PURCHASED PROF & TECHNICAL SERVICES	\$ 14,400	\$ 27,948	\$ 27,200	\$ 30,250	\$ 3,050	
COMMUNICATIONS-POSTAGE	\$ 19,400	\$ 7,066	\$ 31,100	\$ 19,400	\$ (11,700)	
PRINTING AND BINDING	\$ 1,500	\$ -	\$ 750	\$ 750	\$ -	
TRAVEL	\$ 7,000	\$ 155	\$ 3,800	\$ 200	\$ (3,600)	
GENERAL SUPPLIES	\$ 26,350	\$ 14,965	\$ 13,400	\$ 16,200	\$ 2,800	
BOOKS AND PERIODICALS	\$ 750	\$ 408	\$ 900	\$ 450	\$ (450)	
DUES AND FEES	\$ 8,400	\$ 10,684	\$ 12,700	\$ 11,600	\$ (1,100)	
TOTAL SUPERINTENDENT SERVICES	\$ 822,868	\$ 781,515	\$ 835,378	\$ 813,398	\$ (21,980)	-2.63%
OFFICE OF THE PRINCIPAL						
SALARIES	\$ 1,670,066	\$ 1,657,519	\$ 1,585,801	\$ 1,599,573	\$ 13,772	
MISCELLANEOUS BENEFITS	\$ 587,592	\$ 562,393	\$ 682,340	\$ 643,943	\$ (38,397)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 14,000	\$ 30,358	\$ 26,400	\$ 31,050	\$ 4,650	
COMMUNICATIONS-POSTAGE, PRINTING & BINDING	\$ 20,650	\$ 11,280	\$ 9,900	\$ 11,100	\$ 1,200	
TRAVEL	\$ 6,700	\$ 1,435	\$ 5,700	\$ 4,050	\$ (1,650)	
GENERAL SUPPLIES	\$ 51,500	\$ 46,116	\$ 51,400	\$ 45,350	\$ (6,050)	
DUES AND FEES	\$ 12,700	\$ 9,119	\$ 15,150	\$ 10,400	\$ (4,750)	
TOTAL OFFICE OF THE PRINCIPAL	\$ 2,363,208	\$ 2,318,221	\$ 2,376,691	\$ 2,345,466	\$ (31,225)	-1.31%
FISCAL SERVICES						
SALARIES	\$ 370,408	\$ 367,511	\$ 383,565	\$ 438,331	\$ 54,766	
MISCELLANEOUS BENEFITS	\$ 140,463	\$ 149,257	\$ 155,635	\$ 232,965	\$ 77,330	
PURCHASED PROF & TECHNICAL SERVICES	\$ 42,150	\$ 11,612	\$ 22,100	\$ 19,750	\$ (2,350)	
AUDITING SERVICES	\$ 42,150	\$ 34,025	\$ 42,150	\$ 51,600	\$ 9,450	
TRAVEL	\$ 2,600	\$ 2,083	\$ 2,600	\$ 2,300	\$ (300)	
GENERAL SUPPLIES	\$ 3,000	\$ 1,706	\$ 1,100	\$ 1,850	\$ 750	
DUES AND FEES	\$ 1,300	\$ 360	\$ 700	\$ 400	\$ (300)	
INTEREST ON SHORT-TERM DEBT	\$ 130,006	\$ 138,138	\$ 124,838	\$ 124,324	\$ (514)	
TOTAL FISCAL SERVICES	\$ 732,077	\$ 704,692	\$ 732,688	\$ 871,520	\$ 138,832	18.95%

WCUUSD BUDGET: FY 2025-26 VS. FY 2026-27 BUDGET

	Budget 2025	Actual 2025	Budget 2026	Proposed 2027	\$ Increase (Decrease)	% Increase (Decrease)
OPERATION AND MAINT. PLANT						
SALARIES	\$ 1,645,080	\$ 1,729,379	\$ 1,804,610	\$ 1,675,807	\$ (128,803)	
MISCELLANEOUS BENEFITS	\$ 599,705	\$ 600,708	\$ 698,173	\$ 763,768	\$ 65,595	
UTILITY SERVICES	\$ 44,450	\$ 29,782	\$ 45,750	\$ 37,650	\$ (8,100)	
CLEANING SERVICES	\$ 104,650	\$ 117,787	\$ 107,650	\$ 130,300	\$ 22,650	
REPAIR AND MAINTENANCE & RENTALS	\$ 381,050	\$ 499,826	\$ 434,300	\$ 522,900	\$ 88,600	
COMMUNICATIONS	\$ 2,850	\$ 492	\$ 3,200	\$ 550	\$ (2,650)	
TRAVEL/GAS & BOTTLED GAS	\$ 13,400	\$ 9,678	\$ 16,100	\$ 12,100	\$ (4,000)	
GENERAL SUPPLIES	\$ 207,900	\$ 220,509	\$ 232,650	\$ 215,218	\$ (17,432)	
ELECTRICITY	\$ 365,300	\$ 415,898	\$ 411,750	\$ 452,150	\$ 40,400	
OIL	\$ 189,900	\$ 139,885	\$ 189,900	\$ 181,000	\$ (8,900)	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$ 147,550	\$ 84,805	\$ 154,600	\$ 99,800	\$ (54,800)	
SOFTWARE	\$ -	\$ -	\$ 24,000	\$ 24,000	\$ -	
EQUIPMENT	\$ 147,250	\$ 105,385	\$ 101,500	\$ 172,700	\$ 71,200	
DUES AND FEES	\$ 100	\$ 2,025	\$ 1,800	\$ 2,350	\$ 550	
TOTAL OPER. AND MAINT.PLANT	\$ 3,849,185	\$ 3,956,159	\$ 4,225,983	\$ 4,290,293	\$ 64,310	1.52%
STUDENT TRANSPORTATION SV						
SALARIES	\$ 6,681	\$ 6,682	\$ 6,909	\$ 7,185	\$ 276	
BENEFITS	\$ 2,780	\$ 2,216	\$ 2,605	\$ 5,946	\$ 3,341	
STUDENT TRANSPORTATION SV	\$ 1,616,045	\$ 1,533,367	\$ 1,876,754	\$ 1,646,827	\$ (229,927)	
TOTAL STUDENT TRANSPORTATION SV	\$ 1,625,506	\$ 1,542,265	\$ 1,886,268	\$ 1,659,958	\$ (229,927)	-12.19%
STUDENT TRANS-OTHER						
STUDENT TRANS-FIELD TRIPS	\$ 61,500	\$ 89,501	\$ 79,300	\$ 93,250	\$ 13,950	
TOTAL STUDENT TRANS-OTHER	\$ 61,500	\$ 89,501	\$ 79,300	\$ 93,250	\$ 13,950	17.59%
DEBT SERVICE						
REDEMPTION OF PRINCIPAL	\$ 772,855	\$ 772,695	\$ 773,111	\$ 773,373	\$ 262	
INTEREST LONG TERM DEBT	\$ 226,325	\$ 225,945	\$ 203,106	\$ 182,212	\$ (20,894)	
TOTAL DEBT SERVICE	\$ 999,180	\$ 998,640	\$ 976,217	\$ 955,585	\$ (20,632)	-2.11%
REFUND PRIOR YEAR						
REFUND PRIOR YEAR TUITION	\$ -	\$ (26,207)	\$ -	\$ -	\$ -	
TOTAL REFUND PRIOR YEAR	\$ -	\$ (26,207)	\$ -	\$ -	\$ -	0.00%
FUND TRANSFER OUT						
FUND TRANSFER-CAPITAL	\$ 923,252	\$ 923,252	\$ 500,000	\$ 650,000	\$ 150,000	
FUND TRANSFER-FOOD SERVICE	\$ 147,405	\$ 147,405	\$ 160,400	\$ 326,939	\$ 166,539	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$ 50,000	\$ 50,000	\$ 55,000	\$ -	\$ (55,000)	
TOTAL TRANSFER TO OTHER FUNDS	\$ 1,120,657	\$ 1,120,657	\$ 715,400	\$ 976,939	\$ 261,539	36.56%
SUPPORT PROGRAMS-SPECIAL EDUCATION						
SALARIES - SUPPORT	\$ 1,678,094	\$ 1,647,878	\$ 1,667,861	\$ 1,833,676	\$ 165,815	
MISCELLANEOUS BENEFITS - SUPPORT	\$ 1,177,966	\$ 867,058	\$ 1,144,503	\$ 1,232,209	\$ 87,706	
SPECIAL EDUCATION SHARED SERVICES	\$ 4,886,634	\$ 4,503,034	\$ 4,972,727	\$ 5,003,123	\$ 30,396	
ZENITH PROGRAM	\$ 165,326	\$ 143,409	\$ 170,187	\$ 235,911	\$ 65,724	
STATE PLACED STUDENT COSTS	\$ 154,350	\$ 30,208	\$ 196,650	\$ 172,000	\$ (24,650)	
SUMMER PROGRAM	\$ 109,813	\$ 130,122	\$ 108,248	\$ 139,639	\$ 31,391	
PSYCHOLOGICAL SERVICES	\$ 177,547	\$ 223,039	\$ 184,386	\$ 196,652	\$ 12,266	
SLP SERVICES	\$ 753,978	\$ 613,526	\$ 800,616	\$ 633,178	\$ (167,438)	

WCUUSD BUDGET: FY 2025-26 VS. FY 2026-27 BUDGET

	Budget 2025	Actual 2025	Budget 2026	Proposed 2027	\$ Increase (Decrease)	% Increase (Decrease)
SUPPORT PROGRAMS-SPECIAL EDUCATION CONT.'						
OT SERVICES	\$ 32,712	\$ 138,196	\$ 37,533	\$ 102,286	\$ 64,753	
PT SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	
TRANSPORTATION (NOT SUMMER)	\$ 117,300	\$ 195,401	\$ 224,189	\$ 209,500	\$ (14,689)	
EEE PROGRAM	\$ 31,750	\$ 23,163	\$ 89,036	\$ 104,765	\$ 15,729	
STATE PLACED 504 STUDENTS	\$ 33,800	\$ -	\$ 33,800	\$ 16,900	\$ (16,900)	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	\$ 9,319,270	\$ 8,515,035	\$ 9,629,736	\$ 9,879,839	\$ 250,103	2.60%
SPED ADMINISTRATION						
SALARIES	\$ 318,897	\$ 325,948	\$ 356,069	\$ 371,094	\$ 15,025	
MISCELLANEOUS BENEFITS	\$ 107,212	\$ 82,688	\$ 140,865	\$ 99,843	\$ (41,022)	
EMP TRAINING/DEVELOPMENT	\$ 1,150	\$ 11,331	\$ 1,000	\$ 10,600	\$ 9,600	
INSURANCE	\$ 3,500	\$ -	\$ -	\$ -	\$ -	
COMMUNICATIONS	\$ 4,800	\$ -	\$ -	\$ -	\$ -	
ADVERTISING	\$ 750	\$ 451	\$ 700	\$ 500	\$ (200)	
TRAVEL	\$ 2,450	\$ 782	\$ 1,300	\$ 850	\$ (450)	
SUPPLIES	\$ 4,450	\$ 1,154	\$ 2,700	\$ 2,300	\$ (400)	
SUPPLIES-SOFTWARE	\$ 6,000	\$ 6,318	\$ 10,800	\$ 6,850	\$ (3,950)	
DUES AND FEES	\$ 3,550	\$ 2,836	\$ 1,900	\$ 3,100	\$ 1,200	
TOTAL SPED ADMINISTRATION	\$ 452,759	\$ 431,509	\$ 515,334	\$ 495,137	\$ (20,197)	-3.92%
ENGLISH LANGUAGE LEARNER						
SALARIES	\$ 68,795	\$ 68,795	\$ 71,492	\$ 74,352	\$ 2,860	
MISCELLANEOUS BENEFITS	\$ 23,624	\$ 21,299	\$ 24,302	\$ 28,508	\$ 4,206	
PURCHASED PROF & TECHNICAL SERVICES	\$ -	\$ -	\$ 2,800	\$ 1,400	\$ (1,400)	
TRAVEL	\$ 1,250	\$ 1,012	\$ 1,200	\$ 1,100	\$ (100)	
TOTAL ENGLISH LANGUAGE LEARNER	\$ 93,669	\$ 91,106	\$ 101,503	\$ 105,360	\$ 5,566	5.48%
FOOD SERVICE - SCHOOLWIDE						
SALARIES				\$ 94,302	\$ 94,302	
MISCELLANEOUS BENEFITS				\$ 46,417	\$ 46,417	
PURCHASED PROF & TECHNICAL SERVICES				\$ 1,950	\$ 1,950	
TRAVEL				\$ 1,000	\$ 1,000	
GENERAL SUPPLIES				\$ -	\$ -	
TOTAL FOOD SERVICE - SCHOOLWIDE				\$ 143,669	\$ 143,669	0%
CO-CURRICULAR ACTIVITIES						
MISCELLANEOUS EXPENSES	\$ 910,194	\$ 882,292	\$ 1,014,974	\$ 912,846	\$ (102,128)	
TOTAL COCURRICULAR ACTIVITIES	\$ 910,194	\$ 882,292	\$ 1,014,974	\$ 912,846	\$ (102,128)	-10.06%
TOTAL EXPENSES	\$ 41,662,364	\$ 40,272,614	\$ 43,225,002	\$ 43,271,845	\$ 46,844	0.11%

THREE PRIOR YEARS COMPARISONS

PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES
ONLY

District: Washington Central UUSD		U092		Property dollar equivalent yield	Homestead tax rate per \$9,212 of spending per pupil
SU: Washington Central		Washington County	9,212	<--See bottom note	1.00
			12,711		Income dollar equivalent yield per 2.0% of household income
Expenditures		FY2024	FY2025	FY2026	FY2027
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	\$38,921,331	\$41,662,364	\$43,225,002	\$43,271,845
2.	<i>plus</i> Sum of separately warned articles passed at union district meeting	-	-	-	-
3.	Adopted or warned union district budget plus articles	\$38,921,331	\$41,662,364	\$43,225,002	\$43,271,845
4.	<i>plus</i> Obligation to a Regional Technical Center School District if any	-	-	-	-
5.	<i>plus</i> Prior year deficit repayment of deficit	-	-	-	-
6.	Total Union Expenditures	\$38,921,331	\$41,662,364	\$43,225,002	\$43,271,845
7.	S.U. assessment (included in union budget) - informational data	-	-	-	-
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-
Revenues					
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$7,224,093	\$7,482,021	\$7,021,150	\$6,934,032
10.	Total offsetting union revenues	\$7,224,093	\$7,482,021	\$7,021,150	\$6,934,032
11.	Education Spending	\$31,697,238	\$34,180,343	\$36,203,852	\$36,337,813
12.	Washington Central UUSD pupils	1,376.82	2,376.88	2,370.68	2,219.40
Education Spending per Pupil		\$23,022.06	\$14,380.34	\$15,271.51	\$16,372.81
13.	<i>minus</i> Less net eligible construction costs (or P&I) per pupil	na	na	-	-
14.	<i>minus</i> Less share of SpEd costs in excess of \$66,446 for an individual (per pupil)	-	-	na	na
15.		Excess spending penalty suspended for FY24 & FY25 - Sec. 8 of Act 127, 2022.		na	na
16.	<i>minus</i> Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per pupil)	-	-	na	na
17.	<i>minus</i> Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per pupil)	-	-	na	na
18.	<i>minus</i> Estimated costs of new students after census period (per pupil)	-	-	na	na
19.	<i>minus</i> Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil)	-	-	na	na
20.	<i>minus</i> Less planning costs for merger of small schools (per pupil)	-	-	na	na
21.	<i>minus</i> Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)	-	-	na	na
22.	<i>minus</i> Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	na	na
23.	<i>plus</i> Excess spending threshold	na	na	\$15,926.00	\$16,470.00
24.	Excess Spending per Pupil over threshold (if any)	+ suspended thru FY29	suspended thru FY29	-	-
25.	Per pupil figure used for calculating District Equalized Tax Rate	\$23,022	\$14,380	\$15,272	\$16,372.81
26.	Union spending adjustment (minimum of 100%)	149.078% based on yield \$15,443	145.359% based on yield \$9,785	177.658% based on \$8,596	177.733% based on \$8,649
27.	Anticipated equalized union homestead tax rate to be prorated [\$16,372.81 ÷ (\$9,212 ÷ \$1.00)]	\$1.4908 based on \$1.00	\$1.4536 based on \$1.00	\$1.7766 based on \$1.00	\$1.7773 based on \$1.00
28.	Tax rate "cent discount" (FY25-FY29) adjusted by statewide adjuster of 70.33%	-	-	-	-
29.	Cent discount adjusted anticipated district equalized homestead tax rate	-	-	-	\$1.7773
Prorated homestead union tax rates for members of Washington Central UUSD		FY2024	FY2025	FY2026	FY2027
T019	Berlin	1.7343	2.0108	1.9079	1.9437
T039	Calais	1.8637	2.0094	2.0510	2.3100
T065	East Montpelier	1.7968	2.0668	2.0872	2.3016
T124	Middlesex	1.8229	2.0268	1.9679	2.2136
T254	Worcester	1.7444	1.8379	1.2483	1.2084
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
30.	Anticipated income cap percent to be prorated from Washington Central UUSD [(\$16,372.81 ÷ \$12,711) x 2.00%]	2.63% based on 2.00%	2.84% based on 2.00%	2.51% based on 2.00%	2.58% based on 2.00%
Prorated union income cap percentage for members of Washington Central UUSD		FY2024	FY2025	FY2026	FY2027
T019	Berlin	2.63%	2.84%	2.51%	2.58%
T039	Calais	2.63%	2.84%	2.51%	2.58%
T065	East Montpelier	2.63%	2.84%	2.51%	2.58%
T124	Middlesex	2.63%	2.84%	2.51%	2.58%
T254	Worcester	2.63%	2.84%	2.51%	2.58%
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-

- Using the revised January 21, 2026 Education Fund Outlook FY27 forecast, the FY27 education fund need results in a property yield of \$9,212 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$12,711 for a base income percent of 2.0%, and a non-residential tax rate of \$1.785. **New and updated data will likely change the proposed property and income yields and perhaps the non-residential rate.**

- Final figures will be set by the Legislature during the legislative session and approved by the Governor.
The base income percentage can be 2.00%.

WCUUSD GENERAL FUND BUDGET: FY 2026-27

The amount the district plans to spend:

Expenditures

FY 2026 = \$43,225,002
 FY 2027 = \$43,271,845
 \$ Increase = +\$46,843
 % Difference = +0.11%

The money the district anticipates receiving to offset expenditures.

Revenue

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

The amount that needs to be raised by property taxes.

Net Education Spending

FY 2026 = \$36,203,852
 FY 2027 = \$36,337,813
 \$ Increase = +\$133,961
 % Difference = +0.37%

Long Term Weighted Average Daily Membership (LTW ADM);

FY 2026 = 2,370.68
 FY 2027 = 2,219.40 (certified)
 Decrease = -151.28 (\$2,491,582 allocation reduction)
 % Decrease = -6.38%

Projected Tax Increase per \$100,000 home*

Berlin =	\$35.80	+1.88%
Calais =	\$259.00	+12.63%
E Montpelier =	\$214.40	+10.27%
Middlesex =	\$245.70	+12.49%
Worcester =	(\$39.90)	-3.20%

Local Spending / LTW ADM

FY 2026 = \$15,272
 FY 2027 = \$16,373
 \$ Increase = +\$1,101
 % Increase = +7.21%

*Factors used:

LTW ADM = 2,219.40
 CLA - Statewide Adj by Town
 Property Yield = \$9,212 (after statewide adjustment)
 Spending Per LTW ADM = \$16,372.81
 Equalized Homestead Tax Rate = \$1.7773

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

WCUUSD TAX RATE PROJECTIONS: FY 2026-27

Common Level of Appraisal: Change from FY 2025-2026 to FY 2026-2027			
TOWNS	Statewide Adjusted CLA FY 25-26	Statewide Adjusted CLA FY 26-27	CLA Change
Berlin	93.12%	91.44%	-1.68%
Calais	86.62%	76.94%	-9.68%
East Montpelier	85.12%	77.22%	-7.90%
Middlesex	90.28%	80.29%	-9.99%
Worcester	80.97%	147.08%*	+66.11%

*Worcester reappraisal adjusted home values and raised the CLA

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

Tax Rate Change from FY 2025-2026 to FY 2026-2027					
TOWNS	COMMON LEVEL OF APPRAISAL (Current Year)	POST LEGISLATIVE SESSION TAX RATES FY 25-26	ESTIMATED TAX RATES FY 26-27	\$ INCREASE (DECREASE)	& INCREASE (DECREASE)
Berlin	91.44%	\$1.9437	\$1.9079	+\$0.0358	+\$35.80
Calais	76.94%	\$2.3100	\$2.0510	+\$0.2590	+\$259.00
E Montpelier	77.22%	\$2.3016	\$2.0872	+\$0.2144	+\$214.40
Middlesex	80.29%	\$2.2136	\$1.9679	+\$0.2457	+\$245.70
Worcester	147.08%*	\$1.2084	\$1.2483	-\$0.0399	-\$39.90

FACTORS USED:

LTW ADM = 2,219.40 (current estimate)

Property Yield = \$9,212 (after statewide adjustment)

Equalized Homestead Tax Rate = \$1.7773

CLA - Statewide Adj by Town

Spending/LTW ADM = \$16,372.81

Tax Rate Change Impact on Tax Bills from FY 2025-2026 to FY 2026-2027			
TOWNS	\$100,000 House	\$200,000 House	\$300,000 House
Berlin	\$35.80	\$71.60	\$107.40
Calais	\$259.00	\$518.00	\$777.00
E Montpelier	\$214.40	\$428.80	\$643.20
Middlesex	\$245.70	\$491.40	\$737.10
Worcester	-\$39.90	-\$79.80	-\$119.70

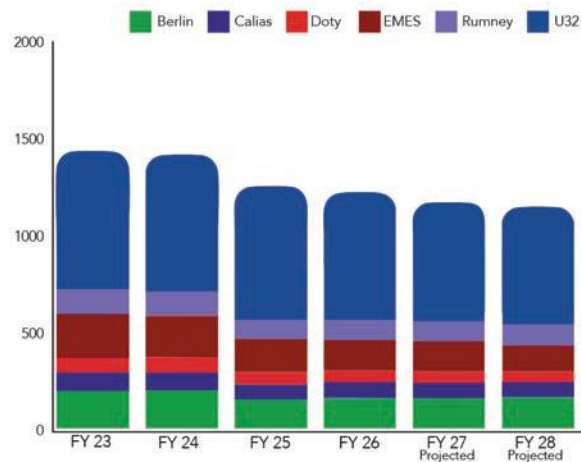
NOTE: Each Town starts with an equalized tax rate of \$1.7773. The local Common Level of Appraisal affects the actual tax rate, which is why the amounts differ by Town.

WCUUSD ENROLLMENT FIGURES

(Elementary Enrollment numbers reflect students in PreK through Grade 6)

FY	Berlin (BES)	Calais (CES)	Middlesex (RMS)	E. Montpelier (EMES)	Worcester (Doty)	U-32 (Grades 7-12)	Total
FY21 (20-21)	194	112	135	228	71	729	1,341
FY22 (21-22)	200	103	136	225	74	723	1,366
FY23 (22-23)	182	93	120	213	72	715	1,304
FY24 (23-24)	180	90	113	200	68	715	1,291
FY25 (24-25)	182	93	119	205	73	693	1,255
FY26 (Proj)	184	105	120	204	61	671	1,253
FY27 (Proj)	193	101	114	207	59	626	1,204

PROJECTED ENROLLMENT TREND: FY23 – FY29



SERVICES FOR CHILDREN WITH DISABILITIES

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

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

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

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

OUR SCHOOLS

Berlin Elementary School

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

Doty Memorial School

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

Rumney Memorial School

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

Calais Elementary School

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

East Montpelier Elementary

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

U-32 Middle & High School

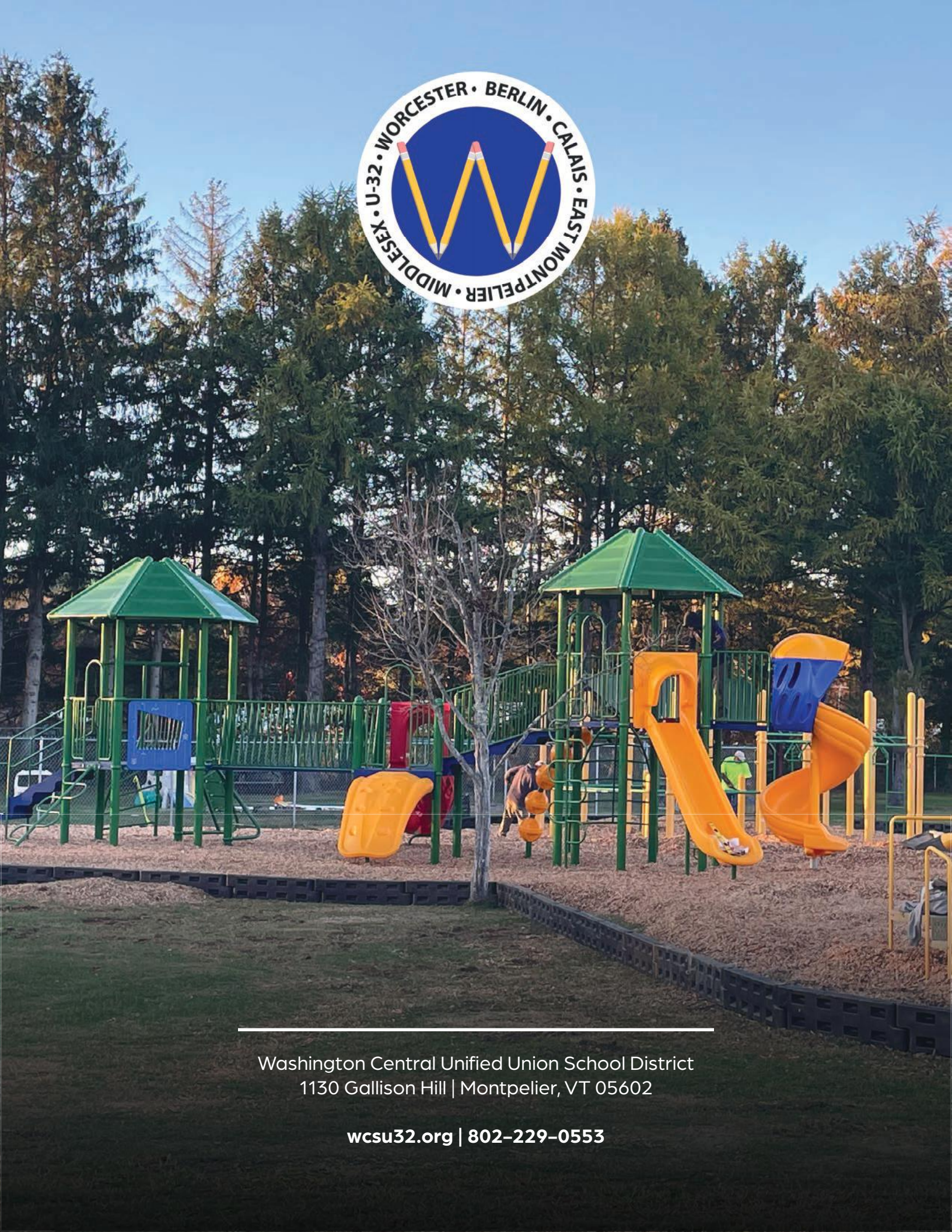
930 Gallison Hill Road
Montpelier, VT 05602
Ph: 802-229-0321
Fax: 802-223-7411

SCHOOL BOARD

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

CENTRAL OFFICE

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



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

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