

Washington Central Unified Union
—— SCHOOL DISTRICT ——

ANNUAL REPORT 2023

*An Update for the Communities of Berlin, Calais,
East Montpelier, Middlesex, and Worcester*

Throughout this year's budget planning process, the WCUUSD Board kept three major considerations in mind:

- 1 Our commitment to our three guiding pillars: **academic excellence, safe and healthy schools,** and **humanity and justice.**
- 2 Our commitment to **equity** – a term we hear more and more these days, especially in relation to schools and how to prepare all students for success after high school.
- 3 Our commitment to being **fiscally responsible** at a time when so many families are struggling financially following three years of a pandemic, inflation, and ever-increasing costs.

We invite you to read this report to learn more, and to participate at our upcoming informational meeting.

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A Message from the School Board

Another year has come and gone, and as I sit here gathering my thoughts, I am mindful both of the challenges we have faced – and overcome – by working with and respecting one another, and of the work that still lies ahead. Sometimes it is all a little overwhelming. But the truth is, when you have dedicated, thoughtful, and experienced people at your side, the load becomes a little lighter and the road a little easier to travel. I am grateful to serve on a board, and in a school district, with such people.

I would like to open this letter by expressing my deep gratitude to our new Superintendent, Meagan Roy. We have used the words “new superintendent” more than we’d like over the past few years, but I feel strongly that we have found the right person to lead us forward. Her experience; her knowledge and understanding of education and how to utilize all available resources; and her patient and collaborative approach to working with administrators, teachers, and community members has truly been a breath of fresh air. She listens; she processes; she invites feedback; and we are grateful that she chose to come work with us.

As we went into our budget planning meetings this year, we did so with three major considerations in mind.

- First, our commitment to our three guiding pillars: academic excellence, safe & healthy schools, and humanity and justice;
- Second, our commitment to equity – a term we hear more and more these days, especially in relation to schools and how to prepare all students for success after high school. Key to that commitment is working towards using an “equity lens” in every decision we make; and
- Third, our commitment to being fiscally responsible at a time when so many families are struggling financially following three years of a pandemic, inflation, and ever-increasing costs.

I’d like to take a brief moment here to talk about these three major considerations, and how each

impacts the education we hope to offer our students in a budget environment defined by declining enrollments and rising costs.

Our commitment to academic excellence, safe & healthy schools, and humanity and justice is paramount. Our students – your children – deserve an education that prepares them for entry into the college of their choice, success in their chosen career, or advancement towards whatever life-path they choose. And embedded in that goal is equipping students to be creative, compassionate, and thoughtful members of society.

To us, equity means that every one of our schools will endeavor to provide every student with access to high quality, culturally responsive curriculum and programs, including teachers, administrators, extra-curricular activities, and support services. Because “equity” and “equality” are two very different things, achieving equity may require unequal distribution of resources and services. It involves acknowledging and changing inequitable practices, acknowledging biases (often unintentional), and employing practices that reflect the reality that while all students may not be headed in the same direction post high school, all deserve a solid foundation for the lives they will eventually pursue.

As we look ahead, we know that enrollments will continue to decline and that expenses – for all stakeholders – will continue to rise. If we’re going to be sensitive to the financial burdens increasingly faced by taxpayers; and if our goal is to ensure that all students have the knowledge and resources they need to succeed in whatever life pathways they choose; then we must begin to look at the structures we have in place and determine whether they are not only sustainable, but also best suited to serving our students. These are discussions that should be of interest to all stakeholders in our district, and we will open those discussions to all community members. As a unified district, we are quickly reaching the point where budget planning, strategic planning, and community engagement will have to



go hand in hand – the goal being to make sense of the future together.

There is no question that this was a challenging budget year and that it will be this way for the foreseeable future. But we are committed to bringing fresh oxygen into the system and we are intentionally setting parameters that will allow our administrators to be creative, to dream, and to be instructional leaders.

I am proud of the work we are doing – and have accomplished – towards making sure our schools are places where everyone feels safe, heard, and welcome – students, teachers, parents, families, volunteers, and members of the community. One of the most important things we can offer to our

students and to one another is an environment that promotes the sharing of ideas, respect, and finding common ground. As we continue working together as a unified district – with tolerance, understanding, and open minds – we can not only overcome our differences, but in so doing set a wonderful example for our children.

Thank you for the opportunity and privilege to serve your children and this district. It is a trust that all of us take very seriously.

For the Board,

Flor Diaz-Smith

Chair, WCUUSD SCHOOL BOARD

From the Superintendent

Dear Washington Central Community,

It is my sincere privilege to be writing my first annual report letter as your Superintendent. It has been a pleasure getting to know many of you, and I look forward to meeting and working with more of you in the months and years ahead.

I would like to begin by saying, again, how proud I am to be a part of this great system. The Washington Central Unified Union School District is among the finest school districts in our state. Its reputation for educating its young people and preparing them for success in college, careers, the military, or whatever path they choose is well known. I can see why it is one of the reasons so many people choose to move or relocate here.

As I look ahead to the coming years, I see incredible potential and opportunity for us to

understand, address, and meet each child's unique needs, because we approach our work believing we need to "see" and "know" every child as the unique learner they are. We can help them design their own learning paths, taking into account their strengths, interests, and, as they develop, aspirations. And we can do all this because of the talented and caring people who work with us: our teachers, support staff, administrators, coaches, and so many more. There is a reason I applied to lead this district: I wanted to work among educators of this caliber, and in a district that so clearly cares about its children.

As I look ahead, though, I also see the realities facing our changing communities. Like most schools in Vermont, we serve fewer students than we did just five years ago, and we will continue to serve fewer



students over the next several years. We know that we have work to do to ensure that this wonderful education we provide for our students works for every child who comes through our doors; and that all of our diverse learners and their families feel both welcomed and engaged. And in order to address these realities, we know that we need to understand how our schools can be sustainable (and affordable) to everyone in our communities.

I believe we can embrace these realities, leaning on all of the things we value about our schools and communities as we plan for the future. We have an almost unprecedented opportunity to think deeply, together, about what we want for our children. Many districts call this work “strategic planning” – and yes, of course, that’s really what it is. But for me, it’s not so much the planning, but the process that is most important. Based on what I have learned about this system and what I believe it takes to fully understand what communities need (and want!), I am excited to begin a process that will deeply engage with the voices in our communities – including those we do not often hear from.

Why do I talk about strategic planning here? It is because both our short- and long-term realities make it impossible not to talk about future planning. As most of you know by now, this is the time when we engage in budget building for the coming school year. Budget building, by its nature, requires us to ask difficult questions: What do we feel we must have and what would merely be nice to have? What must remain the same, and what could possibly be restructured? And, finally, how can we do this in a manner that all of our communities can afford? These questions are difficult, if not impossible, to answer without being grounded in a shared understanding of what we want for our students. I think it’s important for me to be transparent with you about the challenges we have faced creating a budget for the short term, while also being realistic about those we will face in the longer-term.



As we met to prepare our budget for the coming year, we took all of these questions into account. We looked hard at the “must haves” and the “nice to haves” and tried to craft a budget that continues to “see” and “know” every child. We were guided by our three pillars of Academic Excellence, Safe & Healthy Schools, and Humanity and Justice, and we remained mindful – throughout the process – of the financial burdens facing our taxpayers. And while we may get through this budget season with a working budget, our work will continue. That’s the work I signed up to do; and that’s the work your administrators, teachers and support staff do every day.

I am excited about the years ahead, and grateful to have been chosen to lead this district forward. Thank you for your many kindnesses and offers of support over the past six months. WCUUSD is everything I had hoped for – and to your credit – expected.

Sincerely,

Meagan Roy

Superintendent of Schools

Berlin Elementary School

In my 5th year at Berlin Elementary School, I am continually proud of the hard work and dedication of our staff and students. We have faced many challenges these past few years and the residual effects of the pandemic have made the work challenging. But as a learning community, we are focused and strong in our efforts to support student progress and achievement. We are grateful for the support of our families and the entire Berlin community.

This year, we have new programs and opportunities for students. At the PreK-3 grade level, we have introduced a new phonics program called Foundations. This pairs well with the training Berlin teachers have done over the last few years with the Orton-Gillingham approach to literacy. Grades 4-6 have a new intervention tool that aligns with Foundations, called Just Words. With these new tools and approaches to learning, we hope to provide students with more tailored literacy instruction.

With the continued support of ESSER grant funds, we were able to sustain an additional school counselor. This position has allowed us to support students' social and emotional needs. We have seen over the last few years that more and more students need this level of support. Also, we are also happy to now have a consistent, licensed Health educator providing classes for students in grades K-6.

Overall, we have new approaches to student support this year. With the implementation of Act 173 statewide, we have begun to create a system that better monitors student progress and sets up support for them with interventions or additional classroom support. A team of teachers and staff

meet regularly to review student assessments and plan focused interventions. This has also strengthened our EST (Educational Support Team) process which documents students' support at a higher level.



New this year, we have formed a Berlin Elementary Equity Committee which focuses on staff and student education to better understand inclusion and acceptance for all people. Our efforts also aim to ensure we are addressing hazing, harassment, and bullying if and when it happens.

Overall, our curriculum programs align with Common Core standards, National Standards, and Next Generation Science standards. We use a whole child approach in supporting students' academic, physical, behavioral, social, and emotional needs. Staff are committed to communication, collaboration, role modeling and showing positive support, professional growth, commitment to success with high expectations, and accepting responsibility for all students!

Berlin not only focuses on academic outcomes for students, but on positive behavior and character development. We utilize the PBIS approach that recognizes students for good choices and meeting behavior expectations. We celebrate at monthly assemblies; we conduct fun school spirit events; and we recognize individual students for going above and beyond. On any given day you might see students celebrating their success with events like

crazy hair day, costume day, or pajama day! The Principal's Challenge is also earned and has included pie the principal, tape the principal to the wall, dance challenge, and egg smash challenge. At Berlin Elementary, we focus on trauma informed practices, working to understand the hardships and challenges students and families face and we work to provide a supportive environment to meet challenging needs. This often leads to non-traditional approaches to learning, discipline, and support.



At Berlin, we greatly appreciate the support of the community. We appreciate the care and respect we see exhibited every day with our families, students and the greater community. Together, we will prepare students to be kind and caring citizens that contribute to a prosperous society.

Respectfully,

Aaron D. Boynton

Berlin Elementary School Principal

Facts and Figures

STUDENT ENROLLMENT

2022-23 enrollment:	194
2021-22 enrollment:	209
2020-21 enrollment:	194
2019-20 enrollment:	207
2022-23 PreK enrollment:	26
2022-23 Act 166 enrollment:	12

FACULTY & STAFF NUMBERS

PreK-6 teachers:	10.84
Special educators:	3.8
Speech language pathologist:	1.5
Interventionists:	2.6
Math teacher:	1.0
Allied arts:	3.2
School counselor: (1.0 is ESSER)	2.0
School nurse:	1.0
Instructional coach	0.4
Number of support staff:	13.0

CLASSROOMS & ATTENDANCE

K-6 classrooms:	11
PreK classrooms:	1
Average daily attendance:	93%
Average class size:	16.6

OTHER

Use special education services:	24.7%
Qualify for free or reduced lunch:	36%

Calais Elementary School

Welcome to Calais Elementary School. Every year as I sit down to prepare my annual report letter about this amazing, exciting, happy, active, and student-centered school, I never know quite where to begin. Do I start with how privileged I am to have teachers, staff, volunteers, and community members who are so clearly committed to Calais Elementary?



Do I focus on how many of our alumni continue to return here each year to teach, volunteer, or lend their expertise? Maybe I should just jump into how we're recovering from Covid as we bring back drama and music and indoor sports. Suffice it to say, I am grateful to be your principal, and I am honored to serve your children.

This year, we brought back an old tradition - open house and our potluck BBQ. We had to cancel open house last year and the year before due to the Covid pandemic. But this year, as we invited our parents and community members back into our school, we decided to take a new approach. Rather than waiting until later in the fall when we would have to be indoors, we held our celebration - and what a celebration it was! - outside. Students led a discussion about their hopes and dreams for the coming year; alumni of all ages returned to enjoy a potluck bar-b-

que sponsored by The Friends of Calais; a few of our elderly residents, some with no grand-children at all, dropped by to enjoy the camaraderie; and neighbors, members of the select board, the town clerk, and a host of others all dropped in to wish us well in the new school year. It was truly a community celebration and it underscored the incredible support Calais Elementary enjoys. As your principal, and an alum, I was moved and touched by the show of support.

I am happy to report that Covid-19 is no longer a constant presence or interruption in our hallways, but we do have some work to do to make up for the losses we incurred while we were out of school and learning remotely. Some of that work involves helping students catch up to where they should be academically, and some of it involves helping them get to where they should be in terms of behavior. If the pandemic had a silver lining, it might be that students learned how to work well as individuals, but they lost some ground when it comes to working or playing or problem solving in groups or as a team. There are certain behavior markers that students normally hit as they grow older and advance through their elementary years. They learn respect for others' thoughts and ideas; they learn how to make compromises in order to attain a goal; and they learn what their role is as part of a larger group. Much of our work in the coming year will be focused on helping students recover and attain these skills utilizing PBIS (Positive Behavior Interventions and Supports), Restorative Practices, trauma informed approaches, and Responsive Classroom strategies and techniques. We have our work cut out for us, but our faculty and staff are up to the challenge.

On the academic side, especially in terms of literacy, students are also not quite where they should be. To that end, our teachers and support staff have embraced a teaching method called the Orton-Gillingham framework, which is a multi-sensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily. The approach is focused upon the learning needs of

the individual student, with lessons and materials designed to meet them “where they are” and guide them forward from there. It is not a “one size fits all” approach, but rather it is geared to each student’s individual strengths and weaknesses.

To augment our work in the academic and social-emotional areas, we are also happy to report a return to activities such as drama, music, and indoor winter sports. These extra-curricular offerings not only allow students to explore their artistic sides, but they also get to let off a little steam during the dark days of winter. We have a new community volunteer, also an alum, who will introduce students to indoor basketball this year, and we’ll be holding “open gym” times where students can come and play in a safe and supervised environment. We are also introducing an ECO (Educating children Outdoors) learning experience this year with the addition of our K-1 classroom teacher, Lauralea Curavoo. Lauralea holds certification and has experience in teaching ECO and is very excited about introducing students to the learning opportunities - science, literacy, math, and more - that exist in the outside world around us. Supported by volunteers, she will expand the program to grades k-2 this year, and hopes to add 3-6 next year.

I am already running out of my allotted space here, and normally I would feel okay about that. There. My report is done. But there is so much more to say. There is so much positivity here. So much happening. So many people willing to pitch in to make Calais Elementary a true community hub. Most of our wonderful teaching staff returned this year. We have some new support staff members - two alumni and one parent - and we have a new full time counselor, school nurse, and student support specialist. We have so much to be grateful for this year, and such an amazing team, full of energy, excitement, experience, and passion. So I ask you: Is that what makes Calais Elementary so special? Or is that because Calais Elementary is so special? The answer, my friends, is both.

Cat Fair
Calais Elementary School Principal

Facts & Figures

STUDENT ENROLLMENT

2022-23 enrollment:	97
2021-22 enrollment:	108
2020-21 enrollment:	112
2019-20 enrollment:	128
2022-23 PreK enrollment:	17
2022-23 Act 166 enrollment:	4

FACULTY & STAFF NUMBERS

PreK-6 teachers:	5.84
Special educators:	1.2
Speech language pathologist:	0.5
Interventionists:	2.0
(1.0 ESSER/.3 Title funds)	
Allied arts:	2.4
School counselor: (.6 is ESSER)	1.0
School nurse: (.4 is ESSER)	1.0
Instructional coach:	0.0
Number of support staff:	6.6

CLASSROOMS & ATTENDANCE

K-6 classrooms:	6
PreK classrooms:	1
Average daily attendance:	93%
Average class size:	15.3

OTHER

Use special education services:	13.9%
Qualify for free or reduced lunch:	18%



Doty Elementary School



When I got the notice that it was time to write my annual report letter for Doty, my inner 12-year-old decided to come up with a haiku and try submitting that. That didn't fly, but what I realized is that in an impulsive moment, I had managed to capture what is important to communicate about Doty. So, without further ado, Doty in a haiku.

Doty is wondrous.

Wonder and curiosity are central components of the learning experience here at Doty. We encourage students to explore and think about the world around them, whether that is the greater Worcester community or the wider world. We know that students retain their learning best when it is connected to something that interests them. Relevance and connection help students make meaning of what they are learning and give the skills purpose.

Being able to wonder also teaches the skills of inquiry. At Doty, students are encouraged to ask questions and explore possible explanations. Not all explanations or theories bear out, so students are encouraged to continue looking and exploring. Inquiry is often associated with science but it applies to all subject areas. In reading, you may have thought that the plot was going to work out a certain way but

it didn't. Our learners take in new information and adapt their thinking to that new information rather than staying stuck on that original idea.

In our math classes, instead of focusing on what the "right" answer is, students are encouraged to explain their strategies – how they got to that response. Now in math, there usually is a "right" answer but by digging into the thinking behind the answer, students are able to both deeply understand the underlying principle and practice the vital life skill of communicating their thinking clearly.

Mere words do not describe us.

Doty is a small school located in the heart of Worcester Village and is an integral part of the larger community. Every week, two of our fifth/sixth grade students help serve the community lunch. We are increasingly able to open our doors to the community and have volunteers from the community come in to share their knowledge and expertise with us.

Within the school we work to consciously create community across the grades. We have monthly celebration days where we come together as a whole school to celebrate that month's birthdays, to recognize and explore a special theme, and to intentionally connect with one another. It is a common sight

to see older students reading with younger students or to find a parade of PreK students out sharing their achievements with the other classes.

All this creates the sense of family, mutual care and respect that exists here. Students learn about the layers of family and community through their experiences here. We exist in our friend groups, in our class groups, in our family groups, and in our community. Our students learn how to navigate all those layers, collaborate on many levels and to interact with different perspectives. Learning how to be a caring, responsible citizen is just as important as the academic pieces. Being “top of the class” doesn’t mean anything if you can’t work with other people.

Come and feel the love.

At Doty we believe that there is a fourth R. In addition to reading, ’riting, and ’rithmetic, we build relationships. Research shows us that students learn best when they feel supported, seen, heard, and loved. We all do our best when we feel safe. Children are no different. We are asking them to do really hard things here. From the get-go, we are introducing students to the idea that these squiggles on the paper mean something, that they are somehow related to the words they hear around themselves. That’s a big, scary ask! In elementary school, everything is new.

If we want our students to do these big things, we need them to feel that safety. Getting to know our students, loving them unconditionally creates a safe place for them to make those big leaps and, more importantly, to be unsure. Being okay with making mistakes is much easier when you are surrounded by cheerleaders. Doty students are surrounded by a cheer squad that celebrates equally successes and mistakes. Honestly, sometimes we celebrate mistakes more because that is often where the best learning happens. So in summary:

*Doty is wondrous,
Mere words do not describe us.
Come and feel the love.*

All my best,

Gillian Fuqua
Doty Elementary School Principal

Facts & Figures

STUDENT ENROLLMENT

2022-23 enrollment:	75
2021-22 enrollment:	79
2020-21 enrollment:	71
2019-20 enrollment:	87
2022-23 PreK enrollment:	12
2022-23 Act 166 enrollment:	3

FACULTY & STAFF NUMBERS

PreK-6 teachers:	4.42
Special educators:	1.0
Speech language pathologist:	.20
Interventionists: (Title funds)	1.0
Math teacher:	1.0
Allied arts:	1.5
School counselor: (.2 is ESSER)	1.0
School nurse: (.5 is ESSER)	1.0
Instructional coach (Title funds)	0.5
Support staff: (.38 is ESSER)	3.62

CLASSROOMS & ATTENDANCE

K-6 classrooms:	5
PreK classrooms:	1
Average daily attendance:	92%
Average class size:	14.4

OTHER

Use special education services:	12.5%
Qualify for free or reduced lunch:	28%



East Montpelier Elementary School

Greetings! As I consider all that has happened over the past year, I find myself returning to a single word – a feeling really. And that word, that feeling, is “joy.” Yes, we’ve been through a lot over the past couple of years, and the challenges are by no means fully behind us. But I keep coming back to this place of joy, and I am grateful for the opportunity to share why that is so with you in this letter.

First and foremost, we were thrilled to welcome families and community members back into our school this past year. Every time we brought back an activity or event that had to be put on hold during the Covid pandemic, a feeling of joy just settled over the entire building.

Some all-time favorites we brought back included our all-school hike, our Monster Mash and Harvest Feast, and Gifts for Giving. In addition, we’ve had regular book clubs, concerts, and celebrations of learning. Students climbed mountains (Hunger and Mansfield to name two), explored trails and bike paths, decorated for Halloween, prepared a community meal, and showcased work to parents and guests from throughout the community. With each activity, we all felt a deep sense of appreciation, to not only be together again, but also for this amazing school tucked into our special corner of Vermont.

We continue our focus on PBIS (Positive Behavioral Interventions and Supports) this year, which has helped us reduce and, in many ways, avoid some of the behavioral issues so many school systems are experiencing as students re-learn how to work together as teams and partners. Our weekly cross-grades Wednesday afternoon meeting is a good example of this. Each week, students from K – 6 work with an adult who is not their teacher to focus on kindness, gratitude, equity and inclusion. These groups advance and grow together through the years, not unlike the TA system in place at the middle and high school. In time, our kindergartners grow into sixth graders, who then work with the next crop of younger students. It brings our school community together and allows the older students to model the kind of behavior we expect and promote.



Another recent focus that will be front and center in the coming year is our preparation for the implementation of Act 173. At its core, Act 173 relates to enhancing the effectiveness, availability and equity of services provided to students who require additional supports. Its implementation was postponed during Covid, but over the coming year, we will need to have systems in place to ensure that all students have the same level of support. The work we’ve done to date, including ongoing professional development, will help ensure the services and interventions we deliver are unified for everyone.

We learned a lot about our practices during the pandemic, and some of the lessons were quite eye opening. One example is our lunchtime practice. Because we couldn’t gather in the cafeteria for the traditional (often boisterous) lunch break, students were separated by classroom or ate outdoors when the weather allowed. What we learned was that some students were better prepared for the afternoon after having a quiet lunch. To that end, when we can’t eat outdoors, we now have two lunchtime options – the traditional one where students can talk and laugh and let off a little steam; and a quiet room where students can eat and listen to an adult read

from a book. In this one small way, we are leveling the field to provide students an environment that best suits their learning preferences. So is that what we mean by equity? Well, not entirely, but in a small way, yes. The students who like to let off a little steam and the ones who like to eat quietly are both better prepared for an afternoon of success.

In other exciting news, we introduced a new mascot to EMES since last writing to you. By now, many of you have met Scout, the Red Fox, who is an integral part of our school life. Scout shows up in classrooms, at events, and on tee-shirt Fridays. No one knows who Scout really is, and that makes its appearances even more fun.

Last spring, our staff revisited the purpose of our EMES data wall, and as a result, we made some significant improvements to it this year. We now have triangulated data in all areas of reading, writing, and math, and have added data specific to the unified arts, social emotional learning, and behavior. Using data-driven discussion protocols, we use this data to regularly inform our decisions about programming and supports for all students.

Our enrollment has remained steady. While much of Vermont is seeing declines in enrollment, we continue to hold steady at over 200 students. Like most schools, we continue to struggle with staffing, especially paraeducators and substitutes, but so many parents and community members have stepped up to fill the void that we really haven't missed a beat.

We're getting ready to upgrade both our playground and walking trail, making both more ADA accessible, and we hope to rebuild our beloved cabin in the woods that had to be dismantled this fall due to safety concerns. The students have shared their voice in the design and need for this beloved structure on our playground!

Let me say in closing that EMES is a happy and thriving learning community. And it is that way because of our caring faculty, staff, and families, and the students who make coming to work each day ... wait for it ... a joy.

Alicia Lyford
East Montpelier Elementary School Principal

Facts & Figures

STUDENT ENROLLMENT

2022-23 enrollment:	231
2021-22 enrollment:	239
2020-21 enrollment:	241
2019-20 enrollment:	227
2022-23 PreK enrollment:	21
2022-23 Act 166 enrollment:	18

FACULTY & STAFF NUMBERS

PreK-6 teachers:	12.8
Special educators:	3.0
Speech language pathologist:	1.2
Interventionists:	3.0
Math teacher:	0.0
Allied arts:	3.3
School counselor: (.4 is ESSER)	1.0
School nurse:	1.0
Instructional coach	0.0
Number of support staff:	10.87

CLASSROOMS & ATTENDANCE

K-6 classrooms:	12
PreK classrooms:	1
Average daily attendance:	94%
Average class size:	16.3

OTHER

Use special education services:	16.9%
Qualify for free or reduced lunch:	16%



Rumney Memorial School

I am pleased to be writing my second annual report to the Rumney Memorial School community. It has certainly been an interesting couple of years. There is much to report and celebrate this year.

We introduced a number of new programs designed to help prepare students for success in math and literacy. This will be helpful as students enter U-32 and join with other elementary students from throughout the district. The new programs we have introduced are described below.

Ready Math and iReady. The iReady diagnostic tool is an online assessment that provides students with instruction and supports that are responsive to their individual needs. Students engage 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 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 were excited that our district supported 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.

In other news, our cafeteria staff received a grant this year that will fund free fruit and vegetable snacks for our students – two healthy snack options – and this, combined with our free universal meal program, has been valuable to our families. It is a well known fact that a student who is sitting in class hungry is not going to receive the same level of learning as they would when they are not dealing with hunger.

Our ECO (outdoor learning) program continues to be very popular. While we are no longer required to spend significant periods of time outdoors to avoid getting sick, we do continue to take advantage of the learning opportunities our rural outdoor environment provides. Students are able to make connections between what they see in the outdoors with what they are learning in the classroom in the areas of science, math, and writing.

Our allied arts are still running strong. We continue working with Jen Campbell, who leads discussions on art history, as well as teaching students developmentally appropriate art techniques. It has



been enjoyable seeing student artwork displayed throughout the school. Sam Mishkin and Michael Close brought music concerts back for the first time in 3 years. Mike Sutherby formed a committee to ensure students were able to participate in winter wellness this year. He also advocates for movement and wellness throughout the year in his physical education classes. Aly Mahoney enriches students' lives through literature. She is consistently advocating for our updates to our school library system that will enhance access for all students. Jen Donovan leads the World Language Program which exposes students in kindergarten through sixth grade to the wonderful language of Spanish and the culture of Hispanic countries. Classes are focused on a method called Comprehensible Input. This technique creates a meaningful interaction and a more natural way to communicate in the target language. It's a way language gets into the students' heads, so they can acquire it and use it to communicate.

We are grateful to be fully staffed this year. Sometimes finding substitutes can be challenging, but our staff have stepped up in wonderful ways this year to cover classrooms when a teacher or staff member is out. This works well if it occurs sporadically, but when a teacher is out for consecutive days, the school feels the strain.

We welcomed some new staff members to our learning community this year, including Julie Gore and Kristi Brown who are serving as special education behavior interventionists; Veronica Eldred, our new kindergarten teacher; Maryellen Munday, a student support specialist; Michael Close, who is working with 5th and 6th grade music students; Dolly Utton, who joined our custodial staff; and Shannon Knowles, administrative assistant to the principal.

Our elementary school is a happy place, filled with light, activity, and learning. We are grateful for the tremendous support we receive from the entire community.

Thank you,

Karoline May
Rumney Memorial School Principal

Facts & Figures

STUDENT ENROLLMENT

2022-23 enrollment:	124
2021-22 enrollment:	142
2020-21 enrollment:	135
2019-20 enrollment:	170
2022-23 PreK enrollment:	16
2022-23 Act 166 enrollment:	4

FACULTY & STAFF NUMBERS

PreK-6 teachers:	7.84
Special educators:	2.0
Speech language pathologist:	1.0
Interventionists:	2.0
Math teacher:	0.0
Allied arts:	3.8
School counselor: (.2 is ESSER)	0.8
School nurse:	1.0
Instructional coach	0.0
Number of support staff:	4.3

CLASSROOMS & ATTENDANCE

K-6 classrooms:	8
PreK classrooms:	1
Average daily attendance:	95%
Average class size:	13.9

OTHER

Use special education services:	13.3%
Qualify for free or reduced lunch:	16%



U-32 Middle and High School



One of the things I look forward to every year is taking a few minutes to look back on how we're doing here at U-32. This year, I first had to put down my math book, set aside my mop, and put on my principal's jacket. And while that might imply – and rightly so – that things are “a little busy around here,” it also speaks to something of which I am immensely proud: the team approach that everyone in this building takes to educating your children, regardless of their actual role. We don't abide by strict lines of responsibility here. We see what needs doing and we get it done. Of course it also speaks to staffing challenges, which I'll touch on in just a bit.

We began this year with a specific goal in mind: building bonds of trust with and between

students. Giving students a real sense of belonging, achievement, and personal growth. A sense of what it means to be a student at U-32. We lost so much of our connectedness – our identity as a community of learners – during the Covid-19 interruptions that it actually began to impact students' learning. So before this year even began, we decided to build a culture that nurtures and inspires in all students the passion, creativity, and power to contribute to their local and global communities. I know. That sounds more like a mission statement than an academic goal. But there's a rationale behind it.

Our renewed focus this fall on Teacher Advisory gives students the opportunity to share who they are, what they're doing well and what they're struggling with. It is a simple fact that students are more likely to achieve academic success when they feel encouraged, supported, and part of something larger than themselves. And right from the start, we've been seeing some positive results. Our students are more engaged this year than in years past; there's been a resurgence of students wanting to take on leadership roles; we are seeing numerous acts of kindness and collaboration. And as our



students begin to feel more connected to and part of this amazing learning community, we are beginning to see things turn around academically as well.

Speaking to principals and peers across the state, I hear the same things over and over. Grades have slipped. Graduation rates have fallen. Test scores are not where they once were. The pandemic and



its related interruptions took a pretty big toll on school districts everywhere, and we are just now beginning to regain some of that ground. That said, I feel confident that at U-32, we are already well down that road. And for that, we have our dedicated and incredible faculty to thank. As I mentioned in my opening remarks, they literally do whatever is needed to make sure students are learning and advancing. Their day does not stop at their job description. And for that we are profoundly grateful.

While we feel good about our focus on student success and involvement and the corresponding uptick we're seeing in students becoming more engaged, we do still face a few challenges, mostly related to staffing. We have open positions in many areas – special education, math, and custodial to name a few – and there isn't a huge applicant pool here in Vermont to fill those slots. That means many

of us are doing double duty – stepping in to teach a class or run an after school club or coach a team. So far our staffing challenges have not resulted in a loss of programs, but again, we have our faculty and staff to thank for that. As life continues to return to normal – albeit slowly – it is our hope that our staffing levels will do the same.

In the meantime, we are enhancing our courses, adding dual enrollment opportunities, and partnering with businesses to provide flexible pathways to graduation for students who want to learn in settings outside of the traditional classroom. We have a strong relationship with the Central Vermont Career Center, and a number of students are pursuing coursework and careers in that direction.

All in all, I am happy with how things are going this year. With the pandemic largely in our rear view mirror, it is beginning to feel like the old days. Our students are happy and engaged; they are participating in clubs and extracurricular activities; they are re-learning how to work together as members of a team; we are building a culture of acceptance and inclusion that relates directly to academic success; and because of these efforts, we are avoiding many of the behavioral issues that are being reported at other schools across the country.

I'd like to close this letter with one final thought. A year ago I was named Vermont Principal of the Year, an honor that was truly humbling. But that recognition really struck me because in that moment, I knew it was a reflection not on me, but on this high school and this district. I am only as good or successful as the people I have leading me, working beside me, or who have my back. When I held that certificate up to the mirror, what I saw reflected back was all of you – parents, students, teachers, staff, board members, volunteers, and everyone connected with U-32. I am deeply grateful for the trust and support you have given me over the years, and it continues to be an honor to serve (and teach, and even clean up after) your children.

Steven Dellinger-Pate
U-32 Middle and High School Principal

U-32 Middle & High School (continued)



Facts & Figures

STUDENT ENROLLMENT

2022-23 enrollment:	730
2021-22 enrollment:	748
2020-21 enrollment:	762
2019-20 enrollment:	761

FACULTY & STAFF NUMBERS

Teachers (including interventionists):	68.6
Special educators:	9.0
Speech language pathologist:	1.0
Librarians:	2.0
School counselors (1.0 is ESSR):	6.0
School nurses:	2.0
Number of support staff:	13.0

OTHER

Use special education services:	16.9%
Qualify for free or reduced lunch:	20%

CLASSROOM CONFIGURATIONS

Grade 7 cores:	3
Grade 8 cores:	3
Grade 9 teams:	2
Grade 10 teams:	2

AVERAGE DAILY ATTENDANCE

High school:	93%
Middle school:	94%
Average class size:	15-26

GRADUATION INFORMATION

Class of 2022

Number of graduates:	119
Total attending college:	65.5%
Attending 2 year college:	5.0%
Attending 4 year college:	60.5%
Employed/military/gap year:	34.5%

TOWN MEETING & BUDGET INFORMATION 2023-2024

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 7, 2023, to vote by Australian ballot on Articles 1 through 8 as outlined below.

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

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

ARTICLE 3. To elect a Moderator for a term of one (1) year.

ARTICLE 4. To elect the following School Directors:

Berlin	One (1) School Director	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 5. To fix the annual compensation of the Union School District officers.

Clerk	\$500.00
Treasurer	\$6,600.00
Directors	\$1,100.00 each
Chair	\$2,200.00

ARTICLE 6. Shall the voters of the Washington Central Unified Union School District approve the school board to expend \$38,921,331 which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$23,022 per equalized pupil. This projected spending per equalized pupil is 12.86% higher than spending for the current year.

ARTICLE 7. 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, 2023 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 8. Shall the School District authorize the Board of School Directors to borrow money in anticipation of the receipt of revenues for the 2023-2024 school year?

Polling Places and Times:

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

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

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

Town Hall 5 Church St. in Middlesex 7:00 AM-7:00 PM

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

A public hearing will take place on Monday, March 6, 2023 at 5:30 PM to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 7, 2023. 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://winyurl.com/yckpbt48> Meeting Id: 852 5014 1942 Password: 675432 Phone: 1-929-205-6099

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

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

SCHOOL DIRECTORS



Flor Diaz-Smith, Chair (East Montpelier)



Kari Bradley, Vice-Chair (Calais)



Diane Nichols-Fleming (Berlin)

Vera Frazier (Berlin)



Jonathan Goddard (Berlin)



Margrette "Maggie" Weiss (Calais)



Daniel Keeney (Calais)



Malinda "Lindy" Johnson (East Montpelier)



Eric Andersen (East Montpelier)

Rosalie "Rosie" Laquerre, WCUUSD Clerk



Ursula Stanley (Middlesex)



Chris McVeigh (Middlesex)



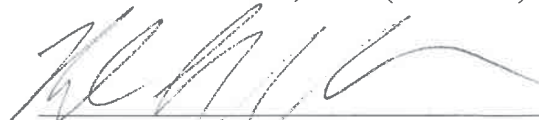
Joshua Sevits (Middlesex)



Mckalyn Garrity LeClerc (Worcester)



Jonas Eno-Van Fleet, Clerk (Worcester)



Natasha Eckart Banning (Worcester)

WCUUSD Comparative Summary: FY2022-23 vs. FY 2023-24 Budgets

	BUDGET 2022-23	\$ INCREASE (DECREASE)	BUDGET 2023-24	BUDGET % CHANGE
SALARIES AND BENEFITS				
Salaries		\$901,149		2.49%
Benefits		\$639,257		1.77%
TOTAL SALARY & BENEFITS	\$26,011,265	\$1,540,406	\$27,551,671	4.26%
NONSALARY ITEMS				
Direct Instruction		\$125,980		0.35%
Guidance Supplies		\$4,652		0.01%
Health Supplies		\$5,262		0.01%
Library Services		\$4,528		0.01%
Equity Scholar in Residence anticipated increase		\$2,663		0.01%
Technology: Prof Svcs, Copier Rental, Commun. & Software		\$149,075		0.41%
Board: Prof & Legal Svcs, Insurance, Postage, Books/Periodicals		\$40,637		0.11%
Superintendent Services		\$1,375		0.00%
Principal's Office: General Supplies		\$6,684		0.02%
Fiscal Svcs : Interest Expense		\$34,013		0.09%
Operation/Maint of Plant: Repair/Maint, gas, supplies, electr.		\$119,475		0.33%
Transportation		\$45,306		0.13%
Debt Service		\$(21,234)		-0.06%
Fund Transfer - Capital		\$21,234		0.06%
Fund Transfer - Food Service		\$(98,744)		-0.27%
Fund Transfer - Community Connections		\$10,000		0.03%
Special Education		\$760,752		2.10%
TOTAL NONSALARY ITEMS	\$10,158,002	\$1,211,658	\$11,369,660	3.35%
TOTAL EXPENSE INCREASES / (DECREASES)	\$36,169,267	\$2,752,064	\$38,921,331	7.61%
REVENUE CHANGES				
Tuition		\$30,187		0.08%
Investment Earnings Interest		\$(10,509)		-0.03%
Miscellaneous Income		\$1,836		0.01%
Misc. State Reimbursements		\$32,529		0.09%
Special Ed Revenues		\$147,267		0.41%
Fund Balance Transfer		\$(325,468)		-0.90%
TOTAL REVENUE INCREASES / (DECREASES)	\$7,348,250	\$(124,158)	\$7,224,092	-1.69%
LOCAL EDUCATION SPENDING INCREASE (DECREASE)	\$28,821,017	\$2,876,221	\$31,697,238	9.98%

WCUUSD Budget: FY2022-23 Budget vs. FY2023-24 Budget

DESCRIPTION	ACTUAL 2021	ACTUAL 2022	BUDGET 2023	BUDGET 2024	\$ Increase (Decrease)	% Increase (Decrease)
REVENUES						
TUITION-SCHOOL DISTRICTS & INDIVIDUALS	\$999,433	\$1,001,446	\$976,224	\$1,006,411	\$30,187	
INVESTMENT EARNINGS INTEREST	\$267,254	\$224,206	\$229,238	\$218,729	\$(10,509)	
MISCELLANEOUS INCOME-OTHER	\$382,134	\$366,371	\$263,440	\$265,276	\$1,836	
EDUC. SPENDING REVENUES	\$27,301,739	\$27,792,291	\$28,821,017	\$31,697,239	\$2,876,221	
MISC STATE REIMBURSEMENTS-INCL. CRF- COVID-19	\$3,783,769	\$777,748	\$843,273	\$875,802	\$32,529	
SPED EXPENDITURE REIMBURSEMENT	\$4,238,853	\$4,109,047	\$4,710,607	\$4,857,875	\$147,267	
SUBTOTAL REVENUES	\$36,973,182	\$34,271,109	\$35,843,799	\$38,921,331	\$3,077,532	
FUND BALANCE	\$-	\$-	\$325,468	\$-	\$(325,468)	
TOTAL REVENUES	\$36,973,182	\$34,271,109	\$36,169,267	\$38,921,331	\$2,752,064	7.61%
EXPENSES						
INSTRUCTIONAL SERVICES						
SALARIES	\$7,255,878	\$7,986,320	\$8,692,573	\$9,150,066	\$457,493	
MISCELLANEOUS BENEFITS	\$2,103,510	\$2,227,080	\$2,499,219	\$2,825,505	\$326,286	
TUITION REIMBURSEMENT	\$150,674	\$184,272	\$193,962	\$117,363	\$(76,599)	
PROFESSIONAL EDUCATION SVC	\$12,510	\$84,424	\$62,795	\$127,690	\$64,895	
TUITION TO OTHER SCHOOL DISTRICTS	\$498,773	\$490,159	\$544,410	\$639,173	\$94,763	
TRAVEL	\$744	\$5,345	\$14,100	\$14,100	\$-	
GENERAL SUPPLIES	\$214,030	\$227,276	\$240,913	\$249,134	\$8,221	
BOOKS AND PERIODICALS	\$41,930	\$42,637	\$64,484	\$64,484	\$-	
EQUIPMENT	\$15,229	\$9,885	\$41,901	\$-	\$(41,901)	
DUES AND FEES	\$1,308	\$567	\$1,200	\$1,200	\$-	
TOTAL INSTRUCTIONAL SERVICES	\$10,294,586	\$11,257,965	\$12,355,557	\$13,188,715	\$833,158	6.74%
PRESCHOOL PROGRAM						
SALARIES	\$359,699	\$373,865	\$380,825	\$383,291	\$2,466	
MISCELLANEOUS BENEFITS	\$123,720	\$137,477	\$158,142	\$178,869	\$20,727	
TUITION REIMBURSEMENT	\$630	\$785	\$-	\$15,215	\$15,215	
PROFESSIONAL EDUCATION SVC	\$46,885	\$11,710	\$13,000	\$13,000	\$-	
TUITION TO PRIVATE SCHOOLS	\$165,688	\$139,723	\$148,512	\$148,512	\$-	
GENERAL SUPPLIES	\$5,052	\$2,517	\$7,715	\$6,315	\$(1,400)	
BOOKS AND PERIODICALS	\$-	\$1,194	\$-	\$1,400	\$1,400	
TOTAL PRESCHOOL PROGRAM	\$701,674	\$667,271	\$708,194	\$746,602	\$38,408	5.42%
GUIDANCE SERVICES						
SALARIES	\$737,502	\$716,463	\$727,681	\$764,471	\$36,790	
MISCELLANEOUS BENEFITS	\$254,830	\$220,268	\$225,996	\$266,298	\$40,302	
TUITION REIMBURSEMENT	\$-	\$-	\$-	\$4,068	\$4,068	
PROFESSIONAL EDUCATION SVC	\$2,385	\$3,635	\$7,700	\$7,700	\$-	
TRAVEL	\$-	\$595	\$1,125	\$1,125	\$-	
GENERAL SUPPLIES	\$29,264	\$23,016	\$24,850	\$29,502	\$4,652	
BOOKS AND PERIODICALS	\$331	\$4,956	\$1,010	\$1,010	\$-	
TOTAL GUIDANCE SERVICES	\$1,024,312	\$968,933	\$988,362	\$1,074,174	\$85,812	8.68%
HEALTH SERVICES						
SALARIES	\$331,121	\$346,971	\$353,271	\$354,599	\$1,328	
MISCELLANEOUS BENEFITS	\$143,631	\$147,886	\$168,388	\$194,258	\$25,870	
TUITION REIMBURSEMENT	\$2,978	\$3,840	\$-	\$4,068	\$4,068	
TECHNICAL SERVICES	\$-	\$-	\$550	\$550	\$-	
GENERAL SUPPLIES	\$5,478	\$11,115	\$7,135	\$12,157	\$5,022	
BOOKS AND PERIODICALS	\$1,567	\$948	\$845	\$1,085	\$240	
TOTAL HEALTH SERVICES	\$484,775	\$510,760	\$530,189	\$566,717	\$36,528	6.89%

WCUUSD Budget: FY2022-23 Budget vs. FY2023-24 Budget

DESCRIPTION	ACTUAL 2021	ACTUAL 2022	BUDGET 2023	BUDGET 2024	\$ Increase (Decrease)	% Increase (Decrease)
LIBRARY SERVICES						
SALARIES	\$348,627	\$339,097	\$344,149	\$358,452	\$14,303	
MISCELLANEOUS BENEFITS	\$118,161	\$97,215	\$94,334	\$115,993	\$21,659	
TUITION REIMBURSEMENT	\$5,956	\$4,170	\$1,300	\$4,554	\$3,254	
GENERAL SUPPLIES	\$18,949	\$15,691	\$15,895	\$23,072	\$7,177	
BOOKS AND PERIODICALS	\$41,551	\$45,281	\$52,108	\$49,459	\$(2,649)	
TOTAL LIBRARY SERVICES	\$533,244	\$501,454	\$507,786	\$551,530	\$43,744	8.61%
CURRICULUM SERVICES						
SALARIES	\$222,831	\$187,726	\$307,991	\$283,374	\$(24,617)	
MISCELLANEOUS BENEFITS	\$19,314	\$34,669	\$47,291	\$46,032	\$(1,259)	
TUITION REIMBURSEMENT	\$7,137	\$815	\$13,000	\$4,882	\$(8,118)	
PURCHASED PROF & TECHNICAL SERVICES	\$38	\$150	\$88,750	\$-	\$(88,750)	
TRAVEL	\$379	\$355	\$2,000	\$2,000	\$-	
GENERAL SUPPLIES	\$10,863	\$46	\$5,000	\$5,000	\$-	
BOOKS AND PERIODICALS	\$1,018	\$788	\$1,200	\$1,200	\$-	
DUES AND FEES	\$168	\$1,247	\$1,000	\$1,000	\$-	
TOTAL CURRICULUM SERVICES	\$261,748	\$225,795	\$466,232	\$343,488	\$(122,744)	-26.33%
INSTRUCTIONAL STAFF TRAINING						
EMPLOYEE TRAINING/DEVELOPMENT	\$-	\$79,184	\$-	\$91,413	\$91,413	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$-	\$79,184	\$-	\$91,413	\$91,413	
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS						
SALARIES	\$445,098	\$528,850	\$547,476	\$575,446	\$27,970	
MISCELLANEOUS BENEFITS	\$79,565	\$97,491	\$101,096	\$99,059	\$(2,037)	
TUITION REIMBURSEMENT	\$-	\$1,044	\$12,000	\$20,221	\$8,221	
PROFESSIONAL SERVICES	\$95,058	\$186,421	\$10,000	\$76,000	\$66,000	
RENTALS AND LEASES-COPIER	\$17,599	\$50,619	\$68,524	\$65,184	\$(3,340)	
COMMUNICATIONS	\$128,768	\$92,543	\$131,500	\$140,570	\$9,070	
SUPPLIES-TECHN RELATED	\$23,200	\$20,847	\$10,000	\$23,345	\$13,345	
SUPPLIES-TECHN RELATED-SOFTWARE	\$104,975	\$411,515	\$400,000	\$454,000	\$54,000	
EQUIPMENT/FINANCIAL SOFTWARE	\$486,016	\$188,186	\$320,000	\$330,000	\$10,000	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$1,380,279	\$1,577,515	\$1,600,596	\$1,783,825	\$183,229	11.45%
BOARD OF EDUCATION SVCS.						
SALARIES	\$25,185	\$22,782	\$30,201	\$30,120	\$(81)	
MISCELLANEOUS BENEFITS	\$4,083	\$1,830	\$2,795	\$2,869	\$74	
PURCHASED PROF & TECHNICAL SERVICES	\$7,558	\$15,750	\$-	\$19,991	\$19,991	
LEGAL SERVICES	\$74,683	\$50,110	\$58,749	\$58,449	\$(300)	
INSURANCE	\$100,795	\$129,308	\$106,933	\$124,027	\$17,094	
POSTAGE	\$-	\$1,885	\$-	\$2,199	\$2,199	
ADVERTISING	\$10,550	\$2,710	\$7,500	\$7,500	\$-	
GENERAL SUPPLIES	\$18,956	\$17,578	\$19,000	\$19,000	\$-	
BOOKS AND PERIODICALS	\$-	\$-	\$-	\$1,654	\$1,654	
EQUIPMENT	\$-	\$5,700	\$-	\$-	\$-	
DUES AND FEES	\$10,452	\$7,858	\$11,000	\$11,000	\$-	
TOTAL BOARD OF EDUCATION SVCS.	\$252,262	\$255,511	\$236,178	\$276,809	\$40,630	17.20%
SUPERINTENDENT SERVICES						
SALARIES	\$286,918	\$468,545	\$344,281	\$362,335	\$18,054	
MISCELLANEOUS BENEFITS	\$111,952	\$140,119	\$128,169	\$140,103	\$11,934	
TUITION REIMBURSEMENT	\$34,100	\$8,745	\$11,000	\$7,322	\$(3,678)	
PURCHASED PROF & TECHNICAL SERVICES	\$55,719	\$11,790	\$21,200	\$21,200	\$-	
COMMUNICATIONS-POSTAGE	\$1,688	\$6,141	\$5,500	\$5,500	\$-	

WCUUSD Budget: FY2022-23 Budget vs. FY2023-24 Budget

DESCRIPTION	ACTUAL 2021	ACTUAL 2022	BUDGET 2023	BUDGET 2024	\$ Increase (Decrease)	% Increase (Decrease)
SUPERINTENDENT SERVICES (continued)						
PRINTING AND BINDING	\$189	\$-	\$1,500	\$1,500	\$-	
TRAVEL	\$4,415	\$868	\$7,000	\$7,000	\$-	
GENERAL SUPPLIES	\$10,937	\$16,894	\$15,000	\$15,000	\$-	
BOOKS AND PERIODICALS	\$468	\$400	\$750	\$750	\$-	
DUES AND FEES	\$7,680	\$7,180	\$7,000	\$8,375	\$1,375	
TOTAL SUPERINTENDENT SERVICES	\$514,066	\$660,683	\$541,400	\$569,085	\$27,685	5.11%
OFFICE OF THE PRINCIPAL						
SALARIES	\$1,384,657	\$1,475,504	\$1,502,528	\$1,595,520	\$92,992	
MISCELLANEOUS BENEFITS	\$502,793	\$502,551	\$549,379	\$522,144	\$(27,235)	
TUITION REIMBURSEMENT	\$7,417	\$14,669	\$22,000	\$42,714	\$20,714	
PURCHASED PROF & TECHNICAL SERVICES	\$6,592	\$12,267	\$11,800	\$11,800	\$-	
COMMUNICATIONS-POSTAGE	\$9,079	\$13,675	\$17,460	\$17,460	\$-	
TRAVEL	\$3,579	\$1,924	\$4,800	\$4,800	\$-	
GENERAL SUPPLIES	\$42,091	\$46,246	\$43,410	\$50,094	\$6,684	
DUES AND FEES	\$10,055	\$10,524	\$8,150	\$8,150	\$-	
TOTAL OFFICE OF THE PRINCIPAL	\$1,966,263	\$2,077,361	\$2,159,527	\$2,252,682	\$93,155	4.31%
FISCAL SERVICES						
SALARIES	\$354,107	\$407,683	\$375,495	\$362,853	\$(12,642)	
MISCELLANEOUS BENEFITS	\$133,826	\$127,025	\$150,193	\$139,341	\$(10,852)	
TUITION REIMBURSEMENT	\$375	\$5,011	\$12,000	\$15,255	\$3,255	
PURCHASED PROF & TECHNICAL SERVICES	\$83	\$(16,409)	\$11,500	\$11,500	\$-	
AUDITING SERVICES	\$39,685	\$30,406	\$42,102	\$42,102	\$0	
TRAVEL	\$1,753	\$1,535	\$2,500	\$2,500	\$-	
GENERAL SUPPLIES	\$1,546	\$3,561	\$3,000	\$3,000	\$-	
DUES AND FEES	\$458	\$1,012	\$500	\$500	\$-	
INTEREST ON SHORT-TERM DEBT	\$208,284	\$207,837	\$208,408	\$242,421	\$34,013	
TOTAL FISCAL SERVICES	\$740,117	\$767,661	\$805,698	\$819,472	\$13,774	1.71%
OPERATION AND MAINT.PLANT						
SALARIES	\$1,091,168	\$1,287,061	\$1,415,324	\$1,445,066	\$29,742	
MISCELLANEOUS BENEFITS	\$380,469	\$444,320	\$513,003	\$606,400	\$93,397	
UTILITY SERVICES	\$39,300	\$24,261	\$44,950	\$44,950	\$-	
CLEANING SERVICES	\$52,225	\$73,677	\$77,580	\$77,580	\$-	
REPAIR AND MAINTENANCE SERVICES & PROP	\$241,320	\$348,413	\$289,005	\$321,852	\$32,847	
TRAVEL/GAS & BOTTLED GAS	\$5,922	\$8,733	\$8,804	\$10,924	\$2,120	
GENERAL SUPPLIES	\$142,717	\$157,373	\$145,794	\$152,547	\$6,753	
ELECTRICITY	\$343,500	\$355,203	\$292,200	\$300,653	\$8,453	
OIL	\$85,962	\$148,038	\$125,440	\$157,376	\$31,936	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$102,147	\$85,496	\$110,129	\$147,496	\$37,367	
EQUIPMENT	\$8,830	\$24,558	\$117,600	\$117,600	\$-	
TOTAL OPER. AND MAINT.PLANT	\$2,493,560	\$2,957,133	\$3,139,829	\$3,382,442	\$242,613	7.73%
STUDENT TRANSPORTATION SV						
STUDENT TRANSPORTATION SV	\$1,476,321	\$1,645,202	\$1,572,025	\$1,617,331	\$45,306	
TOTAL STUDENT TRANSPORTATION SV	\$1,476,321	\$1,645,202	\$1,572,025	\$1,617,331	\$45,306	2.88%
STUDENT TRANS-OTHER						
STUDENT TRANS-FIELD TRIPS	\$7,321	\$20,210	\$45,105	\$45,105	\$-	
TOTAL STUDENT TRANS-OTHER	\$7,321	\$20,210	\$45,105	\$45,105	\$-	0.00%
DEBT SERVICE						
REDEMPTION OF PRINCIPAL	\$926,910	\$927,136	\$772,369	\$772,608	\$239	
INTEREST LONG TERM DEBT	\$306,516	\$292,705	\$270,063	\$248,590	\$(21,473)	
TOTAL DEBT SERVICE	\$1,233,426	\$1,219,841	\$1,042,432	\$1,021,198	\$(21,234)	-2.04%

WCUUSD Budget: FY2022-23 Budget vs. FY2023-24 Budget

DESCRIPTION	ACTUAL 2021	ACTUAL 2022	BUDGET 2023	BUDGET 2024	\$ Increase (Decrease)	% Increase (Decrease)
REFUND PRIOR YEAR						
REFUND PRIOR YEAR TUITION	\$-	\$45,538	\$-	\$-	\$-	
TOTAL REFUND PRIOR YEAR	\$-	\$45,538	\$-	\$-	\$-	
FUND TRANSFER OUT						
FUND TRANSFER-CAPITAL	\$3,206,522	\$2,225,000	\$880,000	\$901,234	\$21,234	
FUND TRANSFER-FOOD SERVICE	\$-	\$149,115	\$149,115	\$50,371	\$(98,744)	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$40,000	\$40,000	\$40,000	\$50,000	\$10,000	
TOTAL TRANSFER TO OTHER FUNDS	\$3,246,522	\$2,414,115	\$1,069,115	\$1,001,605	\$(67,510)	-6.31%
SUPPORT PROGRAMS-SPECIAL EDUCATION						
SALARIES	\$1,042,264	\$1,174,993	\$1,344,622	\$1,540,403	\$195,781	
MISCELLANEOUS BENEFITS	\$517,901	\$540,105	\$759,107	\$919,363	\$160,256	
STATE PLACED STUDENT COSTS	\$221,360	\$96,205	\$167,940	\$154,316	\$(13,624)	
STATE PLACED STUDENT COSTS 504	\$-	\$-	\$-	\$-	\$-	
SPECIAL EDUCATION PROGRAMS	\$2,117,889	\$2,029,147	\$2,349,429	\$2,683,841	\$334,412	
EXTRAORDINARY PROGRAM	\$1,316,830	\$1,429,944	\$1,555,152	\$1,878,113	\$322,961	
SUMMER PROGRAM	\$43,435	\$108,055	\$106,605	\$93,663	\$(12,942)	
ZENITH(WITHOUT CLASSROOM TEACHERS)	\$151,977	\$159,523	\$176,510	\$183,418	\$6,908	
PSYCHOLOGICAL SERVICES(INCL SUMMER PROG)	\$164,863	\$116,396	\$64,915	\$148,163	\$83,248	
SLP SERVICES	\$532,012	\$516,042	\$540,718	\$552,454	\$11,736	
OT SERVICES	\$22,945	\$28,764	\$30,032	\$32,603	\$2,571	
PT SERVICES	\$-	\$-	\$-	\$-	\$-	
TRANSPORTATION(NOT SUMMER)	\$81,700	\$99,885	\$54,296	\$69,179	\$14,883	
EEE	\$-	\$8,919	\$-	\$10,403	\$10,403	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	\$6,213,176	\$6,307,980	\$7,149,326	\$8,265,919	\$1,116,593	15.62%
SPED ADMINISTRATION						
SALARIES	\$296,732	\$-	\$307,735	\$323,321	\$15,586	
MISCELLANEOUS BENEFITS	\$68,225	\$300,650	\$86,924	\$94,535	\$7,611	
TUITION REIMBURSEMENT	\$1,555	\$81,617	\$7,000	\$7,729	\$729	
INSURANCE	\$3,500	\$5,870	\$3,700	\$3,500	\$(200)	
COMMUNICATIONS	\$4,775	\$3,500	\$4,775	\$4,775	\$-	
ADVERTISING	\$889	\$-	\$500	\$500	\$-	
TRAVEL	\$18	\$398	\$2,000	\$2,450	\$450	
SUPPLIES	\$4,855	\$958	\$4,500	\$4,446	\$(54)	
SUPPLIES-SOFTWARE	\$5,940	\$134	\$6,000	\$6,000	\$-	
DUES AND FEES	\$1,575	\$5,390	\$645	\$645	\$-	
TOTAL SPED ADMINISTRATION	\$388,064	\$398,516	\$423,779	\$447,901	\$24,122	5.69%
ENGLISH LANGUAGE LEARNER						
SALARIES	\$57,550	\$58,672	\$60,726	\$63,174	\$2,448	
MISCELLANEOUS BENEFITS	\$19,985	\$17,368	\$18,904	\$19,672	\$768	
TUITION REIMBURSEMENT	\$53	\$165	\$1,000	\$1,627	\$627	
TRAVEL	\$85	\$-	\$1,000	\$1,000	\$-	
TOTAL ENGLISH LANGUAGE LEARNER	\$77,673	\$76,205	\$81,630	\$85,473	\$3,843	4.71%
CO-CURRICULAR ACTIVITIES						
MISCELLANEOUS EXPENSES	\$564,609	\$710,971	\$746,309	\$789,845	\$43,536	
TOTAL CO-CURRICULAR ACTIVITIES	\$564,609	\$710,971	\$746,309	\$789,845	\$43,536	5.83%
COVID-19 EXPENSES-REIMBURSED BY CRF FUNDS						
MISCELLANEOUS EXPENSES	\$2,963,051	\$-	\$-	\$-	\$-	
TOTAL COVID-19 EXPENSES	\$2,963,051	\$-	\$-	\$-	\$-	0.00%
TOTAL EXPENSES	\$36,817,049	\$35,345,803	\$36,169,269	\$38,921,331	\$2,752,062	7.61%

ADDITIONAL INFORMATION

- WCUUSD audit reports can be found on the website: <https://www.wcsu32.org/Page/588>
- WCUUSD Faculty and Staff salaries can be found on the Human Resources section of the website: <https://www.wcsu32.org/Page/1331>

Three Prior Years Comparisons — Format as Provided by AOE

District: Washington Central UUSD SU: Washington Central		U092 Washington County		Property dollar equivalent yield 15,479	<--See bottom note	Homestead tax rate per \$15,479 of spending per equalized pupil 1.00
				17,600		Income dollar equivalent yield per 2.0% of household income
Expenditures		FY2021	FY2022	FY2023	FY2024	
Adopted or warned union district budget (including special programs and full technical center expenditures)		\$35,430,502	\$34,984,949	\$36,169,267	\$38,921,331	
plus	Sum of separately warned articles passed at union district meeting	-	-	-		
Adopted or warned union district budget plus articles		\$35,430,502	\$34,984,949	\$36,169,267	\$38,921,331	
plus	Obligation to a Regional Technical Center School District if any	-	-	-		
plus	Prior year deficit repayment of deficit	-	-	-		
Total Union Expenditures		\$35,430,502	\$34,984,949	\$36,169,267	\$38,921,331	
S.U. assessment (included in union budget) - informational data						
Prior year deficit reduction (if included in union expenditure budget) - informational data		-	-	-		
Revenues						
Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)		\$7,292,612	\$7,192,658	\$7,348,250	\$7,224,092	
Total offsetting union revenues		\$7,292,612	\$7,192,658	\$7,348,250	\$7,224,092	
Education Spending		\$28,137,890	\$27,792,291	\$28,821,017	\$31,697,239	
Washington Central UUSD equalized pupils		1,440.65	1,431.50	1,412.82	1,376.82	
Education Spending per Equalized Pupil		\$19,531.39	\$19,414.80	\$20,399.64	\$23,022.06	
minus	Less net eligible construction costs (or P&I) per equalized pupil	\$784.02	\$780.30	\$662.17	\$679.48	
minus	Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$43.12	\$15.20	\$15.32	\$15.72	
minus	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 eqpup)	-	-	-		
minus	Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-		
minus	Estimated costs of new students after census period (per eqpup)	-	-	-		
minus	Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-		
minus	Less planning costs for merger of small schools (per eqpup)	-	-	-		
minus	Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	\$50.24	\$90.74	\$76.21	\$78.20	
minus	Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-		
Excess spending threshold		\$18,756.00	\$18,789.00	\$19,997.00	\$22,204.00	
plus	Excess Spending per Equalized Pupil over threshold (if any)	-	2 year suspension	2 year suspension	suspended thru FY29	
Per pupil figure used for calculating District Equalized Tax Rate		\$19,531	\$19,415	\$20,400	\$23,022.06	
Union spending adjustment (minimum of 100%)		177.590%	171.554%	153.219%	148.731%	
		based on yield \$10,998	based on yield \$11,317	based on \$13,314	based on \$15,479	
Anticipated equalized union homestead tax rate to be prorated [\$23,022.06 ÷ (\$15,479 / \$1.00)]		\$1.7759	\$1.7155	\$1.5322	\$1.4873	
		based on \$1.00	based on \$1.00	based on \$1.00	based on \$1.00	
Prorated homestead union tax rates for members of Washington Central UUSD		FY2021	FY2022	FY2023	FY2024	
T019	Berlin	1.7227	1.5772	1.6144	1.7302	
T039	Calais	1.8574	1.8264	1.7479	1.8594	
T065	East Montpelier	1.8929	1.8215	1.7030	1.7926	
T124	Middlesex	1.7951	1.7890	1.7045	1.8187	
T254	Worcester	1.7697	1.7233	1.6902	1.7403	
Anticipated income cap percent to be prorated from Washington Central UUSD [((\$23,022.06 ÷ \$17,600) × 2.00%)]		2.89%	2.82%	2.56%	2.62%	
		based on 2.00%	based on 2.00%	based on 2.00%	based on 2.00%	
Prorated union income cap percentage for members of Washington Central UUSD		FY2021	FY2022	FY2023	FY2024	
T019	Berlin	2.89%	2.82%	2.56%	2.62%	
T039	Calais	2.89%	2.82%	2.56%	2.62%	
T065	East Montpelier	2.89%	2.82%	2.56%	2.62%	
T124	Middlesex	2.89%	2.82%	2.56%	2.62%	
T254	Worcester	2.89%	2.82%	2.56%	2.62%	

- Following current statute, the Tax Commissioner recommended a property yield of \$15,479 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$17,600 for a base income percent of 2.0%, and a non-residential tax rate of \$1.386. These figures use the estimated \$64,000,000 surplus from the Education Fund. **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 cap is 2.0%.

WCUUSD General Fund Budget: FY2022-23

The amount the district plans to spend.

Expenditures

FY 2023	=	\$36,169,267
FY 2024	=	<u>\$38,921,331</u>
\$ Increase	=	\$2,752,064
% Difference	=	7.61%

The money the district anticipates receiving to offset expenditures.

Revenues

FY 2023	=	\$7,348,250
FY 2024	=	<u>\$7,224,092</u>
\$ Decrease	=	-\$124,158
% Difference	=	-1.69%

The amount that needs to be raised by property taxes.

Local Education Spending

FY 2023	=	\$28,821,017
FY 2024	=	\$31,697,238
\$ Increase	=	+\$2,876,221
% Difference	=	+9.98%

Equalized pupils is a two-year weighted average of the district's ADM.

Equalized Pupils

FY 2023	=	1,412.82
FY 2024	=	1,376.82
Decrease	=	-36.00
% Decrease	=	-2.55%

Education spending per equalized pupil determines the equalized tax rate.

Local Spending / Equalized Pupil

FY 2023	=	\$20,400
FY 2024	=	\$23,022
\$ Increase	=	+\$2,622
% Increase	=	+12.86%

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 2023-2024

Common Level of Appraisal: Change from FY 2022-2023 to FY 2023-2024

TOWNS	CLA 22-23	CLA 23-24	CLA REDUCTION
Berlin	94.91%	85.96%	-8.95%
Calais	87.66%	79.99%	-7.67%
East Montpelier	89.97%	82.97%	-7.00%
Middlesex	89.89%	81.78%	-8.11%
Worcester	90.65%	85.46%	-5.19%

- 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 FY2022-2023 to FY2023-2024

TOWNS	COMMON LEVEL OF APPRAISAL	POST LEGISLATIVE SESSION TAX RATES FY 22-23	ESTIMATED TAX RATES FY 23-24	INCREASE (DECREASE)
Berlin	85.96%	\$1.614	\$1.730	\$0.116
Calais	79.99%	\$1.748	\$1.859	\$0.111
East Montpelier	82.97%	\$1.703	\$1.793	\$0.090
Middlesex	81.78%	\$1.705	\$1.819	\$0.114
Worcester	85.46%	\$1.690	\$1.740	\$0.050

FACTORS USED:

Equalized Pupils = 1,376.82

Property Yield = \$15,479 (based on Dec. 1 Tax Letter)

Local Spending/Equalized Pupil = \$23,022

Equalized Tax Rate = \$1.4873

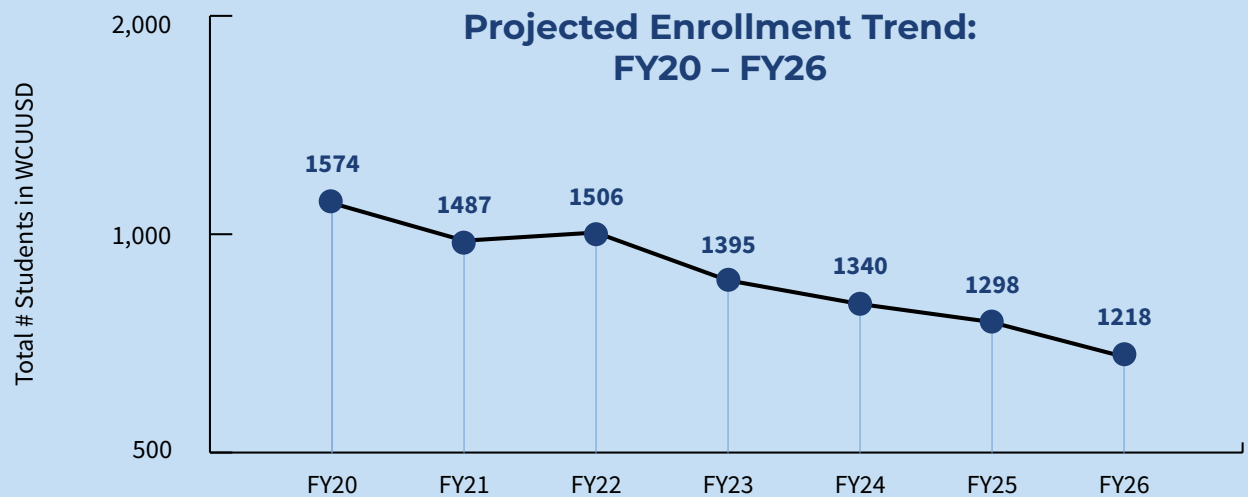
Tax Rate Change Impact on Tax Bills

TOWNS	PROJECTED TAX RATES FY 23-24	\$100,000 HOUSE VALUE	\$200,000 HOUSE VALUE	\$300,000 HOUSE VALUE
Berlin	\$1.730	+\$115.83	+\$231.67	+\$347.50
Calais	\$1.859	+\$111.47	+\$222.94	+\$334.41
East Montpelier	\$1.793	+\$ 89.59	+\$179.17	+\$268.76
Middlesex	\$1.819	+\$114.17	+\$228.34	+\$342.51
Worcester	\$1.740	+\$ 50.16	+\$100.32	+\$150.47

NOTE: Each Town starts with an equalized tax rate of \$1.4873 and an equalized tax rate decrease of \$.0449. The local Common Level of Appraisal affects the actual tax rate, which is why the amounts differ by Town.

WCUUSD ENROLLMENT FIGURES

	BERLIN	CALAIS	DOTY	EMES	RUMNEY	U-32	WCUUSD
FY20	207	128	87	241	170	741	1574
FY21	194	112	71	228	135	747	1487
FY22	209	108	79	239	142	729	1506
FY23	182	93	72	213	120	715	1395
FY24 PROJECTED	163	80	71	186	108	732	1340
FY25 PROJECTED	159	79	74	178	100	708	1298
FY26 PROJECTED	155	77	66	153	90	677	1218



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)
- Kari Bradley, Vice Chair (Calais)
- Jonas Eno-Van Fleet, Clerk (Worcester)
- Diane Nichols-Fleming, Board Member (Berlin)
- Vera Frazier, Board Member (Berlin)
- Jonathan Goddard, Board Member (Berlin)
- Maggie Weiss, Board Member (Calais)
- Daniel Keeney, Board Member (Calais)
- Ursula Stanley, Board Member (Middlesex)
- Chris McVeigh, Board Member (Middlesex)
- Joshua Sevits, Board Member (Middlesex)
- Lindy Johnson, Board Member (East Montpelier)
- Eric Andersen, Board Member (East Montpelier)
- Natasha Eckart Baning, Board Member (Worcester)
- Mckalyn Garrity Leclerc, Board Member (Worcester)

CENTRAL OFFICE

- Meagan Roy Ed.D., Superintendent
- Penny Andrews, Financial Accountant
- Renee Bates, Administrative Assistant Special Services/ Early Education
- Rebecca Bicknell, Medicaid Clerk
- Susanne Gann, Business Administrator
- Thomas Hamlin, Accounts Payable Accountant
- Kerra Holden, Director of Special Services
- Michelle Ksepka, District Operations Manager
- Carla Messier, Human Resources Coordinator
- Jennifer Miller-Arsenault Director of Curriculum, Instruction, and Assessment
- Melissa Tuller, Administrative Assistant to the Superintendent

POLLING PLACES AND TIMES

TOWN MEETING DAY: TUESDAY, MARCH 7, 2023

- Berlin Municipal Office, Berlin: 10:00 AM – 7:00 PM
- Calais Elementary School, Calais: 7:00 AM – 7:00 PM
- East Montpelier Elementary School, East Montpelier: 7:00 AM – 7:00 PM
- Town Hall, Middlesex: 7:00 AM – 7:00 PM
- Doty Elementary School, Worcester: 10:00 AM – 7:00 PM

PUBLIC HEARING

A public hearing will take place on Monday, March 6, 2023 at 5:30 PM to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 7, 2023. The public hearing will be at U-32 Middle & High School 930 Gallison Hill Rd., Montpelier, VT 05602 in Room 128/131.

VIRTUAL OPTION

Those who would prefer to join the public hearing virtually may log in using the information below.

- <https://tinyurl.com/yckpbt48>
- Meeting Id: 852 5014 1942
- Password: 675432
- Phone: 1-929-205- 6099

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

wcsu32.org | 802-229-0553