

2020



# Washington Central Unified Union School District



**ANNUAL REPORT  
TO THE COMMUNITY**







## Dear Neighbors,

**I T IS OUR PRIVILEGE** to present our school district's first wholly merged budget for the 2020-21 school year. In its first year of operation, your board has made great strides toward building a workable system for governing, and funding, our six schools and central administrative apparatus.

Contrary to the expectations of some, our appetite for dealing with tough problems and sharp public debate has actually strengthened our ability and resolve to function effectively. Over the coming year, we intend to develop these strengths further as we grapple with one of the biggest challenges that fell to us in the merger process.

But first to the good news: our students, your children, are thriving, growing, and advancing in six unique learning communities overseen by a caring, dedicated, and outstanding group of educators. Our schools are lively, exciting places of exploration, discovery, and growth, and the unfolding of our students' inner beauty and talents as they pursue their interests and achieve their potential is gratifying to watch.

You have only to read our school newsletters, attend an event, volunteer, or listen to sideline chatter at a sporting event to understand exactly what we're talking about; and you'll surely feel a deep sense of pride in, and gratitude for, the work that generations of dedicated community members have put into our schools. But as we indicated above, we are not without our challenges. The budget we present here *assumes* an equitable distribution of costs and benefits throughout the district (there is no other lawful way to do a budget); but in reality, our costs and benefits – at least in this first year – cannot be distributed equitably. Through no one's fault, simply “by operation of law,” significant costs have been transferred to some of our towns without any corresponding benefit (e.g. elementary school bonds that were voted through before the merger). This inequity helps to explain the wide variations you are seeing in some of our town tax rates compared with pre-merger levels.

We are also facing – as is most of the country – a number of social challenges. Our students come to us every morning from a wide range of social, emotional, and socio-economic backgrounds. Despite a declining unemployment rate, a growing number of families in our district struggle with unlivable pay, inadequate or no benefits, and little or no access to health care and other basic needs. Too many of our hard-working families struggle daily to find financial stability. And despite the longest economic expansion in post world war history, we continue to see a steady increase in the number of students and families living on the edge of poverty.

As the demographics throughout Vermont and our district continue to change, student needs are becoming

increasingly more complex. Fortunately, our administration, faculty and staff remain dedicated to ensuring a comprehensive education and a healthy, nurturing learning environment for every student. Today's teachers take on so much more than the traditional definition of just core academic curriculum; they are also tasked with creating a healthy, safe and supportive learning and home-like environment to assure that even the most basic needs of all students are met. Your continued investment in and support for our PK-12 programs will not only provide our students with the tools they'll need to achieve college and career success, but it will also provide them with healthy meals, positive and meaningful relationships, exercise and extracurricular activities in an outdoor setting, support in pursuing their hobbies and interests, and encouragement to follow the path that best reflects their strengths, interests, and aptitudes.

We are serious about equity in all of its aspects and across all realms of our work, including fair treatment of the people who contribute so generously to giving our children the best educational experience we can afford. We look forward to your holding us to a high standard in this regard, as in everything we do.

The WCUUSD School Board built the 2020-2021 School Budget in collaboration with the Superintendent, Business Administrator and Washington Central Leadership Team, and with input from staff. This budget reflects our commitment to the best outcomes for all of our students. The Board recommends a budget of \$35,430,502. This represents a 4.65% expense increase over the previous year, and this budget has a net impact of 3.09%.

At the time of printing, the tax information we have received from the Agency of Education results in an equalized tax rate of \$1.7934. The current year is \$1.752 for an increase of \$.041 or \$41 per \$100k residential property. While this tax rate is the same for each town, the Common Level of Appraisal is different, which results in the variation in tax bills. If the Common Level of Appraisal is greater than 100%, the tax rate is reduced. If the Common Level of Appraisal is less than 100%, the tax rate is higher.

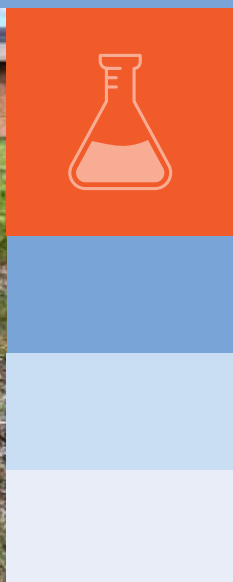
It is a privilege to serve the children, families, and taxpayers of the Washington Central Unified Union School District, and one that none of us takes for granted.

SINCERELY,

*The WCUUSD School Board*

SCOTT THOMPSON, CHAIR • FLOR DIAZ SMITH, VICE-CHAIR  
JONAS ENO-VAN FLEET, CLERK • VERA FRAZIER • GEORGE GROSS  
MALINDA (LINDY) JOHNSON • CHRISTOPHER MCVEIGH  
DOROTHY NAYLOR • JAIEL PULSKAMP • MARYLYNNE STRACHAN

# A Message from the Superintendent



**I** **T IS BOTH MY PRIVILEGE AND PLEASURE** to present this Annual Report to the communities of Berlin, Calais, Worcester, East Montpelier, and Middlesex. As your interim superintendent, I am especially proud of the progress we have made during this first year as a unified district. I invite you to look through the pages of this year's report and see for yourself all that is going on in our schools as we pursue our mission to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

Our boards have worked tirelessly over the past year to unite the district in order to provide a smooth and seamless transition (to a unified district) for the nearly 1,600 students we serve, and I am happy to report their efforts were successful. We now operate as six unique learning communities united together under a single district. Our goal is to build a culture in which all stakeholders contribute individually and collectively to accomplish the district objectives of increasing student achievement by way of a systemic process grounded in collaboration.

We have developed and implemented a proficiency-based learning and assessment model, again in response to state mandated Act 77. Under Vermont's current Education Quality Standards (enacted in 2014), all students in Vermont must graduate under a proficiency-based model beginning with this year's graduating class. Fortunately, WCUUSD is well ahead of the curve.







Under the leadership and guidance of our Curriculum Director, Jennifer Miller-Arsenault; and through the tireless work of our faculty and staff who continue to play a vital role in articulating our expectations for students, we have been able to meet not only the letter of the law, but its spirit as well. Our board-adopted Student Learning Outcomes, articulated across content areas and grade levels, provide coherence to our instruction, as do our analysis of assessment data and our



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focus on effective practices on the teaching of literacy and mathematics. We continue to focus on our reporting practices and our communication in an effort to ensure that both students and families are clear about our

expectations (i.e. how do we know when a student is proficient?). A number of booklets, checklists, and brochures have been created to help families understand this new system, and the feedback we've received has been very positive. Given the significance of this change in the state we continue to refine our practices in order to best serve our students.

I am also pleased to report on the progress of our Early Education programs. Helping our youngest learners to be ready for kindergarten is an essential step in ensuring school success, and each of our five elementary schools now has a pre-kindergarten program that serves three- and four-year-olds from their towns for 10 hours per week. Additionally, we are fully implementing Act 166, Vermont's universal pre-kindergarten law designed to provide access to high-quality pre-kindergarten for all students. We also partner with organizations that support children from birth to three years who have disabilities in order to ensure a smooth transition to our school system. Like most school systems across Vermont, we continue to experience a significant increase in the number of PreK students who are eligible for services. WCUUSD currently serves 109 students in our pre-kindergarten programs.

Our Director of Special Services, Kelly Bushey, continues to oversee the implementation of services and supports for approximately 260 students with disabilities from ages 3 to 22, assuring compliance with state and federal laws. Ms. Bushey also leads the district in work related to Trauma Informed Practices, from securing grant funding, leading professional de-

velopment opportunities, and coordinating with outside agency partners to support teams of professionals around specific students. Our Zenith Program at U-32 is in its second year of operation serving students ranging from grades 6-12, and we are discussing the possibility of developing a similar program at the elementary level in the near future. The growing need for social and emotional support of our students has led to a number of external contracts with our agency partners. We are working towards creating programs to minimize the need for contracted services. This work includes managing contracted services and oversight of state placed students, as well as out of district placements.

Despite these many achievements, we are not without our challenges at WCUUSD, but I can truly say that they pale when compared with our progress and accomplishments. Our schools are thriving and collaborating to prepare students for success – and equity – when they reach U-32 middle and high school. Our high school students are engaged with our communities on so many levels – from service learning projects to internships. Our graduates are gaining admission to some of the finest colleges and universities in the country or, through our work-based learning initiatives, stepping into career-track jobs that interest and excite them. And through professional development and collaboration, our teachers continue to enhance their ability to provide a safe, supportive, and academically rigorous environment in which students can succeed.

I would like to express my deep gratitude to the many parents, volunteers, board members, business owners, and community members who have donated their time and expertise on behalf of our students and schools this past year.

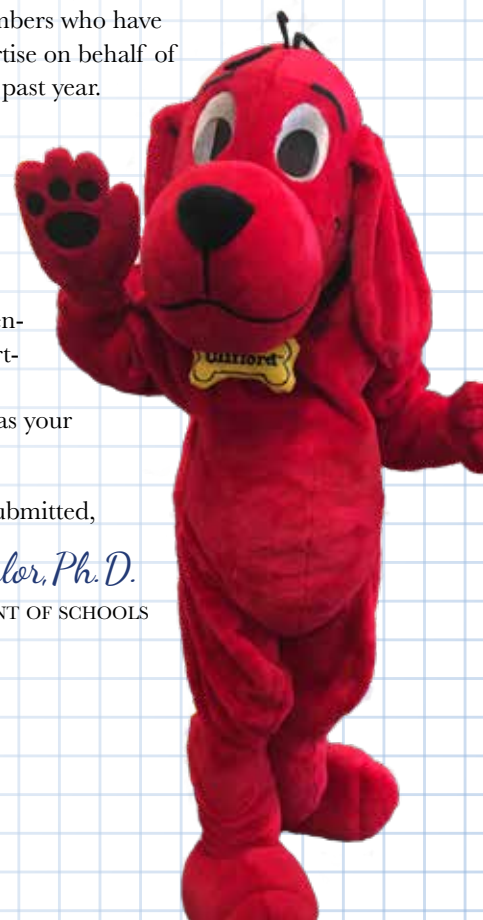
Parent and community involvement is vital to quality schools and school improvement, and to that end, I know the WCUUSD schools are on the right path. We truly are a community-centered and community-supported school district, and it is a privilege and honor to serve as your superintendent.



Respectfully submitted,

*Debra Taylor, Ph.D.*

SUPERINTENDENT OF SCHOOLS





# Berlin Elementary School

**W**ELCOME TO BERLIN ELEMENTARY. As I enter my second year as principal, I am pleased to report on the activities and events that have taken place over the past year, and I am excited about all there is to come in the years ahead. As most of you know, we serve approximately 200 children in grades PreK-6. Our school was built in 1969 and we are considered the community hub of Berlin. Recent renovations have modernized the look of our school, increased security, and provided rich learning spaces for our kids. We aim to keep a clean and safe environment and stewardship of a modern building.

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, and our staff is committed to communication, collaboration, role modeling and showing positive support. We are also committed to professional growth, to success with high expectations, and to accepting responsibility for all students!

This year we are focusing on improving student outcomes in math. We are implementing a new math program that aligns our instruction in grades K-6. We have worked to align our science instruction with inquiry based and hands-on experiences for students, some of which is done through our very popular Maker Space. Teachers balance the use of technology integration into learning. We have 1:1 laptop Chromebooks

that students use for researching, writing and typing, and assessments. Students learn 21st century technology skills along with transferable skills. We have a robust Wi-Fi infrastructure and Smartboards in every classroom.

Over the past year, we have also made improvements in our systems of supports for students. Our Educational Support Team wraps supports around all students who need it through access to reading and math intervention, guidance support, behavior support, and more. Teachers review student data and use this to plan in-class intervention and instructional adjustments. Teachers utilize weekly team time to set goals, plan, and collaborate on curriculum.

In addition to our focus on academic outcomes for students, we also encourage positive behavior and character development. We utilize the PBIS approach, which recognizes students for good choices and meeting behavior expectations. We celebrate at monthly assemblies, conduct fun school spirit events, and recognize individual students for going above and beyond. On any given day you may see students celebrating their success with events like crazy hair day, costume day, or mustache day! The Principal's Challenge is also earned and has included "pie the principal" and/or "tape the principal to the wall" (always a favorite!), magic tricks, and the ice bucket challenge. Each class runs a monthly whole school meeting where we celebrate learning and recognize achievement. We focus on trauma informed practices, working to understand the hardships and challenges students and families face and work to provide a supportive environment to help meet

those challenges. This often leads to non-traditional approaches to learning, discipline, and support.

All of us at Berlin are greatly appreciative of the support of the community. We have an active parent group (PTNA) and many community members who dedicate their time and resources to support all children that attend Berlin. We are considered the hub of Berlin and the school is available and used often for community events. We appreciate the care and respect we see every day with our families, students, and the greater community.

Together, we are preparing students for a successful future.



*Aaron Boynton*  
PRINCIPAL







**"Our Educational Support Team wraps supports around all students who need it through access to reading and math intervention, guidance and behavior supports, and more."**



**200**  
students  
in PreK-6



**1:1**  
laptops  
for students



**PTNA**  
is active and  
supportive







# Calais Elementary School

**GREETINGS FROM CALAIS.** I'm feeling so fortunate to be able to report out as principal of Calais Elementary School for the fifth year! This is actually my 13th year serving the students of Calais, and having been a student myself at Calais many moons ago, I think I have a pretty unique perspective on just how incredibly special our school community is! Thank you for all the support we receive from our staff, students, families, and community members. You are what makes me feel lucky to work here every day.

Our three strategic objectives: Clear Learning Targets, a Comprehensive and Balanced Assessment System, and High Quality Instruction and Interventions, continue to be at the forefront of our work, both here at Calais and throughout the Washington Central Unified Union School District. Teacher Professional Development time has focused on going deeper into the work of the Implementation Plan and continued work on trauma-informed approaches. Teachers have had a number of opportunities to participate in district-wide work on social emotional learning as well as our new math program, Ready Math. Here at Calais, we have focused on updating our approach to MTSS (multi-tiered systems of support) by improving our use of data to identify students who need additional supports and to inform future instruction.

Several staff members will continue to work with Dave Melnick, LICSW, in transforming our system to be trauma-informed. This work will build on itself each year that we add new staff and faculty to participate in the learning. We have added a few leadership teams this year, with a group of 6th graders participating in training around Restorative Practices, which they then bring back to support students at the elementary level. We also have a large group of 5th and 6th graders participating in the Calais Cougar Leadership Team who are collaborating to help students positively develop leadership and advocacy skills in a safe and supported way. Additionally, this initiative is giving students the chance to transform their school community into the kind of place they want it to be!

Our drama and sports programs continue to be strong since we took on oversight a few years ago, and they are growing even stronger with the

structure and leadership that comes from our new WCUUSD elementary athletic/activities director, Chris Cadorette. We have finished our fall soccer season, and we're in the midst of basketball season and exploring options for our spring musical.

In December we worked with artist in residence, Brent McCoy from Yes! Theater Co. with a weeklong residency in circus and comedy. The focus on this program was to give students learning opportunities outside of their normal comfort zone in a way that is safe, experiential, and so much fun.



We have a number of incredible traditions at CES, including our all-school hike in the fall; WC-UUSD Music Day; Gifts for Giving in December; Winter Wellness coming in March, Field Day, and PTNO sponsored events like the Spaghetti Dinner, Bingo, and a personal favorite, the artist in residence.

On every level it is a pleasure and privilege to serve the students, families, and greater Calais community here at Calais Elementary. In contrast to the declining enrollments occurring at so many elementary schools throughout Vermont, our numbers continue to grow and I take that as a sign we're doing something right! I am grateful for your support and encouragement, and look forward to many more exciting things to come.



*Cat Fair*  
PRINCIPAL



Student enrollment continues to grow.







“Here at Calais, we have focused on updating our approach to multi-tiered systems of support by improving our use of data to identify students who need additional supports and to inform future instruction.”



Some 6th graders are learning restorative practices.



We’re working to become more trauma informed.





## WHEN LEARNING HELPS THE COMMUNITY

Doty's fifth and sixth grade students and their teacher, Lisa Hanna, have been working this year with both the Tarrant Institute and the Institute for Sustainable Communities. Lisa and her class are engaging in project based learning that is benefiting in the community of Worcester. As part of their learning, they are revamping the Worcester town website, writing proposals for community based programming, and learning critical thinking, communication, research, and writing skills along the way. Students will share their projects an upcoming conference this spring.

**H**ERE AT DOTY MEMORIAL SCHOOL, we are committed to educating the whole child. We believe that our responsibility to our students goes beyond teaching the core academic subjects and includes teaching students how to navigate their social worlds, develop skills of self regulation, and be members of a kind, supportive community. We hold our students to high expectations and we provide them with the supports they need to reach those standards. We celebrate mistakes and missteps as essential steps on the pathway to mastery and focus on our students' growth in all areas. We encourage our students to explore, evaluate, and continue exploring in all their learning.

During this school year, Doty, along with the rest of the district, has implemented a new math curriculum, Ready

Math. As students work their way through their lessons, they have to explain their thinking and explore alternative strategies. Rather than just learning how to "do math," students are learning how numbers work and are developing a solid base

**"We celebrate mistakes and missteps as essential steps on the pathway to mastery and focus on our students' growth in all areas."**

understanding. Ready Math has a companion online program which provides students with additional practice of skills with just the right level of challenge for their abilities.

Reading instruction methods have been receiving a lot of media attention lately. Here at Doty, we believe in a blended approach to reading instruction that addresses the needs of individual learners. All students benefit from all literacy teaching methods. At Doty, we recognize that some students benefit from additional instruction and we strive to provide that in a flexible, individualized manner.

The idea of flexible, individualized learning opportunities extends to our science and social studies work as well. Students are encouraged to pursue their interests as they develop their skills as scientists and historians. Learning is done on an inquiry model where students create questions and then explore ways of finding the answers to their questions. It's hands on, collaborative learning where students think and question in order to come to understanding.

In addition to these traditional academic subjects, students are given opportunities to explore their other strengths and talents through our allied arts programs. Arts education is an integral part of the Doty experience, teaching students that there are multiple ways to express thoughts and ideas. We have an active and engaging guidance program that encourages students to think beyond their own life experiences and







provides our students with support when times are hard.

The Doty building itself is also having some exciting times! In order to ensure the safety of our students, we have received a Department of Public Safety grant so that we may upgrade our classroom locks and install a PA system. We have upgraded the fire doors in the boiler room, and we are working toward getting new windows and siding to increase our energy efficiency. We have also started the fundraising process for a new playground to serve both our students and the community.

In closing, we here at Doty recognize that we couldn't do the good work that we do without the support of our community. We look forward to continuing to work with everyone so that Doty continues to grow as a place to learn, grow, and come together. We'd like to take this opportunity to thank everyone. It is our privilege to serve the Worcester community by helping to raise and educate the next generation. Thank you for everything you share with us, most especially, thank you for sharing your students with us!



*Gillian Fuqua*  
PRINCIPAL





# East Montpelier Elementary School

**A** **S I CLOSE IN ON A DECADE OF SERVICE** to the EMES community, I am grateful to be part of a system where education is highly valued by all stakeholders, and family and community involvement is strong. EMES truly is an incredible place to spend each day learning and growing. In addition to the learning that happens inside the classroom each day, we also have numerous opportunities for students to participate in learning outside the classroom.

## Educating Children Outdoors



For the past eight years, students in our primary grades have been fortunate to take their learning beyond the four walls of their classroom and expand it to the constantly changing forests, wetlands, streams and fields of East Montpelier through our Educating Children Outdoors (ECO) program. In collaboration with North Branch

Nature Center, teachers work collaboratively to provide a standards-based nature immersion program. Learning outdoors gives our students opportunities that support their social and emotional learning and integrate curriculum across all disciplines through guided discovery and inquiry. Most importantly, we are fostering a lasting relationship with the natural world and our future stewards of the earth.

## Makerspace

Our Makerspace provides time and resources for students to work together to design and build projects, test their ideas, and refine their thinking. The projects students work on are driven by their own interests and not towards specific instructional

content. In addition to classroom teachers using the Maker-space with their students, the Unified Arts teachers are hosting makerspace sessions during lunch and recess on Wednesdays for students in grades 2-4 this year. A session runs for 5 weeks and the multi-meeting structure encourages students to plan and problem solve work over a longer term. Sessions this year focus on cardboard construction, woodworking & print making, 3D design, 2D design, needle felting, and sewing.

## Tech Club

Tech Club is a time for interested 5th & 6th grade students to explore technology uses and learn additional tech skills. This group meets once a week during the lunch/recess block and gives students an opportunity to try coding applications, explore 3D printing, create movies, try new technologies that become available to us, and pursue their own interests. In addition to learning to use various apps and tools, students in Tech Club also develop technology trouble-shooting skills and share this expertise in the classroom. Tech Club students plan and run our annual Tech Night event in June.

## Book Club

EMES hosts a book club for 4th-6th graders after school that is run by three EMES teachers. In order to attend book club, students must have read the selected VT Dorothy Canfield Fisher Middle Grade book. Students discuss the book, do activities connected to it, and share a special snack. Several authors have attended our book clubs, and our numbers have grown from about eight students a few years ago to 40 this year.

## Student Leadership Team

Twenty-two EMES sixth-graders participate on our SLT this year. They meet before school one day a week with our three SLT teachers, and are involved in many tasks to help keep EMES a great place to work and learn. In addition to helping classroom teachers with various tasks throughout the year, they do the heavy lifting for our school-wide recycling, provide daily announcements for our school community, and run the EMES School Store. They are also our leaders around demonstrating safe, respectful, and responsible behaviors for our younger students, and help out at all of our special events.

Many exciting things are happening at EMES, and we look forward to many more in the coming year.



*Alicia Lyford*  
PRINCIPAL





### TEACHER RECEIVES LIFE CHANGER AWARD

Jillian Zeilenga was honored this year with National Life's Life Changer Award. She was nominated by one of her student's parent, Darryl Garland, who opened his nomination with the following example: "Our bleary-eyed five-year-old peeked her head out of her bedroom door. 'I have a barred owl problem,' she informed us" said Garland. "Our first thought was, 'Oh, just go back to bed.' But it was quickly followed by, 'What Kindergartener can specify the call of one owl species over another?' Only one of Jillian Zeilenga's kindergarteners."

Mrs. Zeilenga, known by her students as "Mrs. Z," combines her love of learning with the visceral experience children can only experience outdoors. She created the E.C.O. (Educating Children Outdoors) program at East Montpelier Elementary School, which takes kids out of the four-walled classroom into the woods for half the day, even in Vermont winters. The lessons become as much a part of the students as the memories they acquire making fire roasted apples with Mrs. Z.

In addition to being a memorable teacher, Jillian is a great neighbor, volunteering with spirit at seemingly all after-school functions. She coaches Girls On The Run and girls' basketball, showing dozens of girls their own power, and she has helped organize the East Montpelier Harvest Festival, bringing the entire community to the school.

"The final straw that convinced me to nominate Jillian is the support and friendship she showed when she organized a meal train for one of her fellow teachers who had to have surgery after an accident," said Garland. "The ability to name owl calls or shoot a basketball may not show up on a former student's SATs, but the love and joy in learning they felt from Mrs. Z will echo through them and their community their whole lives."

### STUDENTS AREN'T THE ONLY LEARNERS AT EMES

EMES teachers also have the opportunity to learn together for three hours each week during professional development. All EMES staff are engaged in unpacking our new math curriculum and creating tailored math menus for students, with support from our WCUUSD math coach. Our PD teams are looking closely at student assessments and triangulating data amid powerful conversations to best meet the needs of all our students. They regularly review and analyze student data through our Kid Talk and data wall discussions, and set



goals for our students based on that data. All EMES teachers have learned and calibrated the new BAS 3rd edition reading assessment, as well as our ongoing writing assessments.

Our K-2 Team is participating in a group book study, *The Curious Classroom* by Harvey "Smokey" Daniels, which focuses on teaching students through their own inquiry and curiosity. They are also integrating our Reading, Writing, and Phonics units of study into



classroom workshops. These units bring joy and excitement as well as

comprehensive literacy skills to all our students.

Our 3-4 Team has focused on learning more about the newest edition of the Fountas and Pinnell Literacy Continuum, which includes work within all facets of literacy instruction: reading, writing, speaking, listening, and word work.

Our 5-6 Team has created a unique team concept this year to meet the needs of all our students. Students are grouped by multi-grade 5/6 for literacy instruction, and then grade specific for math, science, and global citizenship. This team is also working on data analysis, transferable skills, and implementing our new math program.

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**"Learning outdoors gives our students opportunities that support their social and emotional learning and integrate curriculum across all disciplines through guided discovery and inquiry."**







# Rumney Memorial School



Rumney students get outdoors with winter wellness activities.



Budding musicians have opportunities with beginner band, 5/6 chorus, and 5/6 band.

**I**T HAS BEEN A GREAT PLEASURE to join the learning communities of Rumney Memorial School and Washington Central Unified Union School District this year. The Rumney community has been welcoming, kind, and open, and the students especially have exhibited some outstanding citizenship in living Rumney's "Big Four." As a school, we strive each day to: make safe choices, respect ourselves and others, work hard, and help each other.

Before becoming principal of Rumney, I was fortunate to work as an administrator and school

counselor in other Northern Vermont schools. I am always fascinated by how the climate of each and every school is unique, and in my interactions with Rumney students, families, staff, and faculty, I have learned that we greatly value the community that has

been built. Caring communities do not often occur by coincidence, but require intentional focus on understanding ourselves and how our choices and actions impact others in classrooms, at recess and in the cafeteria, in homes, and in communities at large. Rumney is fortunate to be surrounded and supported by families and community members who are rooted in doing what is best for children and working together toward intended outcomes academically, socially, and emotionally for all learners.

While my first-hand experience with the Rumney and WCUUSD communities only

began this past July, I feel fortunate to have had the opportunity to pick up where many great initiatives were already in motion. At the end of last year, Rumney students performed in the All-School Concert, showcasing K-6 learning from general music classes, chorus and band performances, and school-wide singing of Vermont State Song "These Green Mountains," as well as an outstanding art show, featuring art that was created over the course of the 2018/2019 school year across mediums including but not limited to drawing, painting, and clay. Students in grades 3-6 completed the Smarter Balanced Assessment Consortium (SBAC) assessments, and to close out the year, students enjoyed an all-school trip to Wrightsville Beach for a day of swimming, hiking, field games, and a picnic lunch.

This year, students and staff have been busy implementing a math curriculum: Ready Classroom in grades K-5 and Ready Math in grade 6. So far the entire process has been very positive, and we're looking forward to seeing the impact of common curricular resources across the district and how it impacts student achievement on spring assessments. That said, we are mindful that change takes time and it may be a little while before we fully understand the impact.

We are continuing our tradition of holding an all-school meeting each month where we come together as a school community. Morning Meeting (as it is called) is a component of Responsive Classroom and is intended to provide a positive welcome to school for students each day, setting expectations for the day. Each classroom has opportunities to facilitate the meeting and share about learning and activities that happen in their classroom. We have also continued our tradition of beginning the year with an all-school





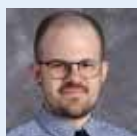
“I am always fascinated by how the climate of each and every school is unique, and in my interactions with Rumney students, families, staff, and faculty, I have learned that we greatly value the community that has been built.”

adventure (this year to Hubbard Park) for a day of activities and community building.

There are so many other community-wide and community-building activities that go on here at Rumney that it would be nearly impossible to name them all, but a few notable ones include our welcome back ice cream social, with ice cream donated by Ben and Jerry's; third and fourth grade history field trips to the Middlesex Town Clerk's office and cemetery; our school-wide food drive for the Middlesex food shelf; and our Artist Residency this year featuring Rumney and U-32 alumnus Ethan Fiedler, who did a two week ceramics residency this past December. There is always something going on in these halls, and we are grateful to our faculty, staff, and families, who donate so much of their time to make it all come together.

And speaking of “these halls,” over the summer, a team met to look at improvements for the preschool playground. New equipment, including the installation of a structure with a slide and balancing bars was purchased; the path to the playground was re-surfaced with crushed stone and a tractor purchased to maintain access to it; and five of our building entrances were updated to allow for handicapped access. We also installed a new boiler, which will help keep everyone comfortable over the long winter.

In closing, I'd like to express my deep thanks and gratitude to everyone for the warm welcome I've received. It is a privilege and a pleasure to serve as your principal, and I look forward to all the exciting times, and learning, to come.



*Casey Provost*  
PRINCIPAL



## WELCOMING AND CELEBRATING RUMNEY STAFF MEMBERS

Rumney is fortunate to welcome new faculty and staff to the school this year.

**Casey Provost** took over the reigns as principal this past summer. He comes to us from Milton Elementary School, where he served as pre-K through grade 2 principal.

We bade farewell to School Nurse **Martha Israel**, who retired after more than 20 years of faithful and outstanding service to students, and we welcomed new School Nurse **Bonne Dunham**.

We welcomed new Phys Ed teacher **Michael Sutherby**, who replaced

**Lauren Caswell** following her transfer to U-32.

And we celebrated Grades 1-2 teacher **Ben Weiss**, who was honored as WCUUSD Outstanding Teacher of the Year at UVM. Each year, the University of Vermont Education and Social Services Department welcomes and honors outstanding teachers from across the state. Each participating district recognizes one elementary educator and one secondary educator as outstanding teachers annually. This year we were fortunate to celebrate Rumney's own Ben Weiss.

Teacher Ben Weiss received the Outstanding Teacher recognition from the UVM College of Education and Social Services. Pictured, from left: UVM Dean Scott Thomas, Vermont Agency of Education Secretary Daniel French, Ben Weiss, WCUUSD Superintendent Debra Taylor, Rumney Principal Casey Provost, and WCUUSD Board Member Flor Diaz-Smith.







# U-32 Middle & High School

**A** **WE COME TO THE MIDDLE** of the 2019-20 school year, I am pleased to report that it's been another wonderful one here at U-32. I want to start by saying "thank you," not only to our students, faculty, and staff, but also the parents, families, volunteers, board members, and others throughout our five towns who make up this unique community.

Thank you for your support, through budgets, mentoring, work-based learning opportunities, and attendance at our school events. Thank you for raising



passionate, creative, and empowered learners who contribute to their local and global community. And thank you for all of the unknown,

unsung, and unbelievable things you do, every day, to help us achieve our goal of preparing students for life after high school. Though we all arrive here from different backgrounds and see the world through different lenses, we all bring something of value to the table, and it's in our "shared diversity" (if you will), that we come together with a single commitment to education.

Education has certainly dominated a large part of the news these days, and we hear the debates about consolidation, spending, enrollment, and what kids need to know. Our vision, "to cultivate," keeps us focused as a school community on what we know to be important.



All our students are the responsibility of the entire community, and the long-term economic health of central Vermont depends a great deal on the students who graduate from U-32. We work

to develop a growth mindset, which means we are open to change while at the same time valuing the things that have helped us become who and what we are today. Your support of the budget and programs at U-32 ensures that every student can fulfill our collective vision.

During the past year, U-32 staff continued their work to implement a proficiency-based learning, assessment, and graduation system by focusing on three objectives: developing clear learning targets, providing high quality instruction and interventions, and measuring student progress with a comprehensive and balanced assessment system. Proficiency-based learning requires students to advance based on demonstration of skills and knowledge,

**"Thank you for raising passionate, creative, and empowered learners who contribute to their local and global community."**

rather than on time spent in the classroom. We've spent a good deal of professional time devoted to these three objectives and our students and teachers continue to grow in their understanding and implementation of this new (and we believe successful) system. The change to a proficiency learning and assessment model has not come without struggle, and we continue to refine and enhance our work. Our belief in a growth mindset means that we will continue to work hard, develop good strategies and learn from the input we receive from others in order to provide the best education in Vermont.

All in all, U-32 is committed to improving curriculum, instruction and assessment so our students can achieve at the highest levels and be prepared for the next stage of learning in their life. It is my privilege, and pleasure, to be a part of that process.



*Steven Dellinger-Pate*  
PRINCIPAL



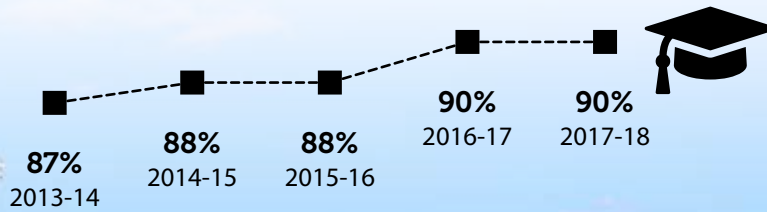


# Life After High School

Where do our graduates go?	2015	2016	2017	2018	2019
Number of Graduates	118	125	123	126	106
Attending College	69%	66%	65%	68%	65%
• 2-Year College	13%	14%	15%	12%	8%
• 4-Year College	56%	53%	50%	56%	57%
Employed / Gap / Military	31%	33%	29%	32%	26%

SAT/ACT Scores	2018	2019	VT Average
Math	557	566	550
Verbal	583	581	560
ACT	25.5	24.8	24.1

## U-32 Four-Year Graduation Rate





# WCUUSD FY'21 Budget Proposal

## 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, 2020, to vote by Australian ballot on Articles 1 through 9 as outlined below. The polls will open beginning at 10:00 AM in Berlin; 7:00 AM in Calais; 7:00 AM in East Montpelier; 7:00 AM in Middlesex; and 10:00 AM in Worcester. The polls will close in all towns at 7:00 PM.

**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	Two (2) Year Term
	One (1) School Director	Three (3) Year Term
Calais	One (1) School Director	One (1) Year Term
	One (1) School Director	Three (3) Year Term
East Montpelier	One (1) School Director	Three (3) Year Term
Middlesex	One (1) School Director	Two (2) Year Term
	One (1) School Director	Three (3) Year Term
Worcester	One (1) School Director	One (1) Year Term
	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	\$1000.00 each

**ARTICLE 6.** Shall the voters of the Washington Central Unified Union School District approve the school board to expend \$35,430,502 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 \$19,518 per equalized pupil. This projected spending per equalized pupil is 4.61% 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, 2020 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 2020-2021 school year?



**ARTICLE 9.** Shall the School District authorize a capital improvement/replacement reserve fund, pursuant to the provisions of 24 V.S.A. §2804 for the purpose of the funding necessary for capital improvements and replacement projects?

**Polling Places and Times:**

Berlin Elementary School in Berlin Corners – 10:00 AM - 7:00 PM

Calais Elementary School in Calais – 7:00 AM - 7:00 PM

East Montpelier Elementary School in East Montpelier – 7:00 AM – 7:00 PM

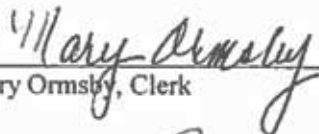
Rumney Memorial School in Middlesex – 7:00 AM – 7:00 PM

Doty Memorial School in Worcester – 10:00 AM – 7:00 PM

A public hearing will take place at U-32, Room 128/131 at 6:30 PM on March 2, 2020 to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 3, 2020.

Upon closing of the polls, the ballots shall be transported and delivered to the Berlin Elementary School in the Town of Berlin and comingled and counted by members of the Boards of Civil Authority of several towns under the supervision of the Clerk of the Washington Central Unified Union School District.

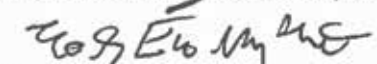
The legal voters of Washington Central Unified Union School District are further notified that voter qualification, registration, and absentee voting relative to said annual meeting shall be as provided in Sections 553 and 706(u) of Title 16, and Chapters 43, 51 and 55 of Title 17, Vermont Statutes Annotated.

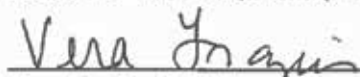
  
Mary Ormsby, Clerk

**SCHOOL DIRECTORS**

  
C. Scott Thompson, Chair (Calais)


  
Flor Diaz Smith, Vice-Chair (East Montpelier)

  
Jonas Eno-Van Fleet, Clerk (Worcester)

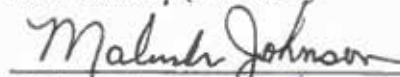
  
Vera Frazier (Berlin)

  
Marylynne Strachan (Middlesex)

  
George Gross (Berlin)

  
Dorothy Naylor (Calais)

  
Jaiel Pulskamp (Worcester)

  
Malinda (Lindy) Johnson (East Montpelier)

  
Chris McVeigh (Middlesex)



## Budget FY2020-2021 Change Summary

	ADJUSTED BUDGET 2020	INCREASE (DECREASE)	BUDGET % CHANGE	BUDGET 2021
<b>SALARIES AND BENEFITS</b>				
<u>NEGOTIATED ITEMS</u>				
SALARY ESTIMATE		\$762,766	2.25%	
BENEFITS RELATED TO SALARY ESTIMATE		\$75,105	0.22%	
HEALTH INSURANCE @ 12.9% INCREASE WITH CURRENT COVERAGE		\$340,910	1.01%	
MISCELLANEOUS BENEFIT CHANGES		\$4,144	0.01%	
<b>SUBTOTAL NEGOTIATED ITEMS</b>		<b>\$1,182,925</b>	<b>3.49%</b>	
<u>OTHER STAFFING CHANGES</u>				
STAFFING CHANGES FY19-20		\$160,646	0.47%	
SPECIAL EDUCATION PROGRAMS-STAFFING CHANGES		\$181,198	0.54%	*see revenues below
ACADEMIC PROGRAMS-STAFFING CHANGES		\$314,530	0.93%	
<b>SUBTOTAL OTHER STAFFING CHANGES</b>		<b>\$656,374</b>	<b>1.94%</b>	
<b>TOTAL SALARY &amp; BENEFITS</b>	<b>\$23,107,377</b>	<b>\$1,839,299</b>	<b>5.43%</b>	<b>\$24,946,676</b>
<b>NONSALARY ITEMS</b>				
AUDITOR SAVINGS DUE TO MERGER		-\$12,985	-0.04%	
INTEREST EXPENSE		-\$40,000	-0.12%	*see revenues below
TECHNOLOGY SERVICES-FISCAL SOFTWARE		-\$100,000	-0.30%	
SCHOOL-WIDE EXPENSES, BOOKS, SUPPLIES, EQUIPMENT, PREK SERVICES		\$143,865	0.42%	
FUND TRANSFER FOOD PROGRAM		\$39,712	0.12%	
TRANSPORTATION SERVICES		\$43,535	0.13%	
TECHNICAL EDUCATION TUITION(USING LATEST INFORMATION)		\$25,837	0.08%	
SPECIAL EDUCATION PROGRAMS-TUITION & PROF SVCS		\$27,253	0.08%	*see revenues below
<b>TOTAL NONSALARY-W/O OTHER ITEMS</b>	<b>\$8,408,763</b>	<b>\$127,217</b>	<b>0.38%</b>	<b>\$8,535,980</b>
<b>SUBTOTAL BASE BUDGET INCREASE</b>	<b>\$31,516,140</b>	<b>\$1,966,516</b>	<b>5.81%</b>	<b>\$33,482,656</b>
<b>OTHER ITEMS</b>				
DEBT SERVICE-BOND PAYMENT	\$1,702,107	-\$460,783	-1.36%	\$1,241,324
CAPITAL FUND -TRANSFER-DOTY CHANGE	\$636,522	\$70,000	0.21%	\$706,522
<b>TOTAL OTHER ITEMS</b>	<b>\$2,338,629</b>	<b>-\$390,783</b>	<b>-1.15%</b>	<b>\$1,947,846</b>
<b>COMBINED TOTAL WCUUSD EXPENSES</b>	<b>\$33,854,769</b>	<b>\$1,575,733</b>	<b>4.65%</b>	<b>\$35,430,502</b>
<b>REVENUES THAT OFFSET EXPENSE INCREASES (DECREASES)</b>				
TUITION INCOME-LEVEL BUDGET @53 STUDENTS PER ANNOUNCED TUITION FORMULA		\$151,944	0.45%	
INTEREST INCOME		-\$40,000	-0.12%	*see expenses above
MISCELLANEOUS INCOME		-\$15,800	-0.05%	
SPECIAL EDUCATION REIMBURSEMENTS		\$312,675	0.92%	*see expenses above
TRANSPORTATION AID		\$133,174	0.39%	
USE OF FUND BALANCE FOR RETIREMENT		-\$12,720	-0.04%	
<b>SUBTOTAL REVENUES</b>		<b>\$529,273</b>	<b>1.56%</b>	
<b>NET IMPACT ON TAXES</b>		<b>\$1,046,460</b>	<b>3.09%</b>	



# Proposed District Budget 2020-2021 and Comparison

Revenues	ADJUSTED BUDGET 2020	BUDGET 2021	INCREASE (DECREASE)	% CHANGE
TUITION-SCHOOL DISTRICTS & INDIVIDUALS	\$942,347	\$1,094,291	\$151,944	
INVESTMENT EARNINGS INTEREST	\$323,755	\$283,755	-\$40,000	
MISCELLANEOUS INCOME-OTHER	\$330,917	\$315,118	-\$15,800	
EDUC. SPENDING REVENUES	\$27,091,430	\$28,137,890	\$1,046,460	
MISC STATE REIMBURSEMENTS	\$639,490	\$772,663	\$133,173	
SPED EXPENDITURE REIMBURSEMENT	\$4,514,110	\$4,826,785	\$312,675	
<b>SUBTOTAL REVENUES</b>	<b>\$33,842,049</b>	<b>\$35,430,502</b>	<b>\$1,588,453</b>	
FUND BALANCE	\$12,720	\$0	-\$12,720	
<b>TOTAL REVENUES</b>	<b>\$33,854,769</b>	<b>\$35,430,502</b>	<b>\$1,575,733</b>	<b>4.65%</b>
Expenses				
<b>INSTRUCTIONAL SERVICES</b>				
SALARIES	\$8,179,768	\$8,540,110	\$360,341	
MISCELLANEOUS BENEFITS	\$2,319,070	\$2,629,714	\$310,644	
TUITION REIMBURSEMENT	\$197,042	\$197,042	\$0	
PROFESSIONAL EDUCATION SVC	\$66,263	\$73,263	\$7,000	
TUITION TO OTHER SCHOOL DISTRICTS	\$480,831	\$506,268	\$25,437	
TRAVEL	\$14,700	\$15,100	\$400	
GENERAL SUPPLIES	\$269,402	\$276,105	\$6,703	
BOOKS AND PERIODICALS	\$80,793	\$83,593	\$2,800	
EQUIPMENT	\$39,000	\$64,000	\$25,000	
DUES AND FEES	\$700	\$700	\$0	
<b>TOTAL INSTRUCTIONAL SERVICES</b>	<b>\$11,647,570</b>	<b>\$12,385,895</b>	<b>\$738,325</b>	<b>6.34%</b>
<b>PRESCHOOL PROGRAM</b>				
SALARIES	\$362,438	\$366,368	\$3,930	
MISCELLANEOUS BENEFITS	\$89,755	\$100,318	\$10,563	
TUITION REIMBURSEMENT	\$4,331	\$4,331	\$0	
PROFESSIONAL EDUCATION SVC	\$32,927	\$112,927	\$80,000	
TUITION TO PRIVATE SCHOOLS	\$148,325	\$148,325	\$0	
GENERAL SUPPLIES	\$6,715	\$7,915	\$1,200	
<b>TOTAL PRESCHOOL PROGRAM</b>	<b>\$644,491</b>	<b>\$740,184</b>	<b>\$95,693</b>	<b>14.85%</b>
<b>GUIDANCE SERVICES</b>				
SALARIES	\$740,565	\$773,088	\$32,523	
MISCELLANEOUS BENEFITS	\$245,340	\$270,590	\$25,250	
TUITION REIMBURSEMENT	\$3,575	\$3,575	\$0	
GENERAL SUPPLIES	\$34,176	\$34,200	\$24	
BOOKS AND PERIODICALS	\$2,260	\$2,260	\$0	
<b>TOTAL GUIDANCE SERVICES</b>	<b>\$1,025,916</b>	<b>\$1,083,713</b>	<b>\$57,797</b>	<b>5.63%</b>
<b>HEALTH SERVICES</b>				
SALARIES	\$349,907	\$340,061	-\$9,846	
MISCELLANEOUS BENEFITS	\$117,205	\$139,871	\$22,666	
TUITION REIMBURSEMENT	\$2,300	\$2,300	\$0	
TECHNICAL SERVICES	\$550	\$550	\$0	
GENERAL SUPPLIES	\$6,235	\$6,535	\$300	
BOOKS AND PERIODICALS	\$933	\$933	\$0	
<b>TOTAL HEALTH SERVICES</b>	<b>\$477,130</b>	<b>\$490,250</b>	<b>\$13,120</b>	<b>2.75%</b>
<b>LIBRARY SERVICES</b>				
SALARIES	\$346,731	\$350,669	\$3,938	
MISCELLANEOUS BENEFITS	\$110,446	\$116,849	\$6,403	
TUITION REIMBURSEMENT	\$5,400	\$5,400	\$0	
GENERAL SUPPLIES	\$19,401	\$19,901	\$500	
BOOKS AND PERIODICALS	\$50,258	\$50,658	\$400	
<b>TOTAL LIBRARY SERVICES</b>	<b>\$532,236</b>	<b>\$543,477</b>	<b>\$11,241</b>	<b>2.11%</b>
<b>CURRICULUM SERVICES</b>				
PROGRAM COSTS	\$253,501	\$349,369	\$95,868	
<b>TOTAL CURRICULUM SERVICES</b>	<b>\$253,501</b>	<b>\$349,369</b>	<b>\$95,868</b>	<b>37.82%</b>



# Proposed District Budget 2020-2021 and Comparison (continued)

Expenses (continued)	ADJUSTED BUDGET 2020	BUDGET 2021	INCREASE (DECREASE)	% CHANGE
<b>INSTRUCTIONAL-RELATED TECH SERVICES</b>				
SALARIES	\$486,125	\$518,692	\$32,567	
MISCELLANEOUS BENEFITS	\$95,839	\$104,089	\$8,250	
TUITION REIMBURSEMENT	\$8,600	\$8,600	\$0	
TECHNOLOGY RELATED R&M	\$32,516	\$32,516	\$0	
RENTALS AND LEASES-COPIER	\$50,700	\$50,700	\$0	
COMMUNICATIONS	\$113,400	\$136,400	\$23,000	
SUPPLIES-TECHN RELATED	\$32,300	\$36,300	\$4,000	
SUPPLIES-TECHN RELATED-SOFTWARE	\$234,324	\$234,324	\$0	
EQUIPMENT/FINANCIAL SOFTWARE	\$424,250	\$324,250	-\$100,000	
<b>TOTAL INSTR REL-TECHNOLOGY SVCS</b>	<b>\$1,478,054</b>	<b>\$1,445,871</b>	<b>-\$32,183</b>	<b>-2.18%</b>
<b>BOARD OF EDUCATION SVCS.</b>				
SALARIES	\$21,888	\$27,964	\$6,076	
MISCELLANEOUS BENEFITS	\$2,243	\$2,624	\$381	
OFFICIAL SVC TAX COLLECT.	\$14,300	\$0	-\$14,300	
LEGAL SERVICES	\$25,850	\$25,850	\$0	
INSURANCE	\$99,832	\$99,832	\$0	
ADVERTISING	\$12,700	\$10,200	-\$2,500	
GENERAL SUPPLIES	\$11,095	\$17,700	\$6,605	
DUES AND FEES	\$23,765	\$23,765	\$0	
<b>TOTAL BOARD OF EDUCATION SVCS.</b>	<b>\$211,673</b>	<b>\$207,935</b>	<b>-\$3,738</b>	<b>-1.77%</b>
<b>SUPERINTENDENT SERVICES</b>				
PROGRAM COSTS	\$528,273	\$554,670	\$26,397	
<b>TOTAL SUPERINTENDENT SERVICES</b>	<b>\$528,273</b>	<b>\$554,670</b>	<b>\$26,397</b>	<b>5.00%</b>
<b>OFFICE OF THE PRINCIPAL</b>				
SALARIES	\$1,394,199	\$1,417,005	\$22,806	
MISCELLANEOUS BENEFITS	\$432,560	\$492,590	\$60,030	
TUITION REIMBURSEMENT	\$21,200	\$21,200	\$0	
PURCHASED PROF & TECHNICAL SERVICES	\$12,550	\$17,625	\$5,075	
COMMUNICATIONS-POSTAGE	\$17,960	\$17,960	\$0	
TRAVEL	\$4,600	\$5,100	\$500	
GENERAL SUPPLIES	\$41,410	\$43,410	\$2,000	
DUES AND FEES	\$7,386	\$7,475	\$89	
<b>TOTAL OFFICE OF THE PRINCIPAL</b>	<b>\$1,931,865</b>	<b>\$2,022,365</b>	<b>\$90,500</b>	<b>4.68%</b>
<b>FISCAL SERVICES</b>				
INTEREST ON SHORT-TERM DEBT	\$302,925	\$262,925	-\$40,000	
PROGRAM COSTS	\$541,583	\$539,298	-\$2,285	
<b>TOTAL FISCAL SERVICES</b>	<b>\$844,508</b>	<b>\$802,223</b>	<b>-\$42,285</b>	<b>-5.01%</b>
<b>OPERATION AND MAINTENANCE PLANT</b>				
SALARIES	\$1,179,139	\$1,216,820	\$37,681	
MISCELLANEOUS BENEFITS	\$384,146	\$414,615	\$30,469	
UTILITY SERVICES	\$42,350	\$42,100	-\$250	
CLEANING SERVICES	\$87,355	\$87,355	\$0	
REPAIR AND MAINTENANCE SERVICES &PROP	\$176,743	\$189,892	\$13,149	
TRAVEL/GAS &BOTTLED GAS	\$10,640	\$10,640	\$0	
SHARED SERVICES	\$10,000	\$0	-\$10,000	
GENERAL SUPPLIES	\$140,294	\$129,294	-\$11,000	
ELECTRICITY	\$311,220	\$299,710	-\$11,510	
OIL	\$111,440	\$94,950	-\$16,490	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$121,129	\$166,129	\$45,000	
EQUIPMENT	\$20,600	\$20,600	\$0	
<b>TOTAL OPERATION AND MAINTENANCE PLANT</b>	<b>\$2,595,056</b>	<b>\$2,672,105</b>	<b>\$77,049</b>	<b>2.97%</b>
<b>STUDENT TRANSPORTATION SERVICE</b>				
STUDENT TRANSPORTATION SERVICE	\$1,451,183	\$1,494,718	\$43,535	
<b>TOTAL STUDENT TRANSPORTATION SERVICE</b>	<b>\$1,451,183</b>	<b>\$1,494,718</b>	<b>\$43,535</b>	<b>3.00%</b>



## Proposed District Budget 2020-2021 and Comparison *(continued)*

<b>Expenses <i>(continued)</i></b>	<b>ADJUSTED BUDGET 2020</b>	<b>BUDGET 2021</b>	<b>INCREASE (DECREASE)</b>	<b>% CHANGE</b>
<b>STUDENT TRANS-OTHER</b>				
STUDENT TRANS-FIELD TRIPS	\$41,805	\$44,805	\$3,000	
<b>TOTAL STUDENT TRANS-OTHER</b>	<b>\$41,805</b>	<b>\$44,805</b>	<b>\$3,000</b>	<b>7.18%</b>
<b>DEBT SERVICE</b>				
REDEMPTION OF PRINCIPAL	\$1,374,466	\$926,910	-\$447,556	
INTEREST LONG TERM DEBT	\$327,641	\$314,414	-\$13,227	
<b>TOTAL DEBT SERVICE</b>	<b>\$1,702,107</b>	<b>\$1,241,324</b>	<b>-\$460,783</b>	<b>-27.07%</b>
<b>FUND TRANSFER OUT</b>				
FUND TRANSFER-CAPITAL	\$636,522	\$706,522	\$70,000	
FUND TRANSFER-FOOD SERVICE	\$109,403	\$149,115	\$39,712	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$0	\$40,000	\$40,000	
<b>TOTAL TRANSFER TO OTHER FUNDS</b>	<b>\$745,925</b>	<b>\$895,637</b>	<b>\$149,712</b>	<b>20.07%</b>
<b>SUPPORT PROGRAMS-SP ED</b>				
SALARIES	\$856,489	\$1,081,228	\$224,739	
MISCELLANEOUS BENEFITS	\$420,857	\$592,323	\$171,466	
PROGRAM COSTS	\$5,649,032	\$5,924,465	\$275,433	
<b>TOTAL SUPPORT PROGRAMS</b>	<b>\$6,926,378</b>	<b>\$7,598,016</b>	<b>\$671,638</b>	<b>9.70%</b>
<b>ENGLISH LANGUAGE LEARNER</b>				
PROGRAM COSTS	\$51,121	\$83,408	\$32,287	
<b>TOTAL ENGLISH LANGUAGE LEARNER</b>	<b>\$51,121</b>	<b>\$83,408</b>	<b>\$32,287</b>	<b>63.16%</b>
<b>CO-CURRICULAR ACTIVITIES</b>				
MISCELLANEOUS EXPENSES	\$765,978	\$774,537	\$8,559	
<b>TOTAL COCURRICULAR ACTIVITIES</b>	<b>\$765,978</b>	<b>\$774,537</b>	<b>\$8,559</b>	<b>1.12%</b>
<b>TOTAL EXPENSES</b>	<b>\$33,854,769</b>	<b>\$35,430,502</b>	<b>\$1,575,733</b>	<b>4.65%</b>

### Tax Rate Projections Using Budget 2020-2021

<b>TOWNS</b>	<b>COMMON LEVEL OF APPRAISAL</b>	<b>TAX RATES FY 19-20</b>	<b>TAX RATES FY 20-21</b>	<b>INCREASE (DECREASE)</b>
BERLIN	103.09%	\$1.715	\$1.740	\$0.025
CALAIS	95.61%	\$1.815	\$1.876	\$0.061
EAST MONTPELIER	93.82%	\$1.838	\$1.912	\$0.074
MIDDLESEX	98.93%	\$1.801	\$1.813	\$0.012
WORCESTER	100.35%	\$1.791	\$1.787	-\$0.004

NOTE: All towns start with an equalized tax rate of \$1.7934. The local Common Level of Appraisal impacts the actual tax rate, which is why the amounts differ by town.

The 2018-2019 audit was conducted by RHS Smith & Company, Certified Public Accountants. The audit report has raised no concerns of form or substance. A complete copy of the audit reports for Berlin Elementary, Calais Elementary, Doty Memorial Elementary, East Montpelier Elementary, Rumney Memorial Elementary, U-32 Middle/High School, and Washington Central Supervisory Union are available at each school, Town Clerk's Offices, Central Office, and on the WCUUSD website at <https://www.wcsu32.org/Page/1259>.



# Three Prior Years Comparisons — Format as Provided by AOE

District: <b>Washington Central UUSD</b>		<b>U092</b>		Property dollar equivalent yield	Homestead tax rate per \$10,883 of spending per equalized pupil
SU: <b>Washington Central</b>		Washington County		<b>10,883</b>	<b>1.00</b>
				<b>13,396</b>	Income dollar equivalent yield per 2.0% of household income
<b>Expenditures</b>		<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>
1.	<b>Adopted or warned union district budget</b> (including special programs and full technical center expenditures)	-	-	\$33,854,769	\$35,430,502
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-	-
3.	<b>Adopted or warned union district budget plus articles</b>	-	-	\$33,854,769	\$35,430,502
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-	-
5.	plus Prior year deficit repayment of deficit	-	-	-	-
6.	<b>Total Union Budget</b>	-	-	\$33,854,769	\$35,430,502
7.	S.U. assessment (included in union budget) - informational data	-	-	-	-
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-
<b>Revenues</b>					
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	-	-	\$6,763,339	\$7,292,612
10.	<b>Total offsetting union revenues</b>	-	-	\$6,763,339	\$7,292,612
11.	<b>Education Spending</b>	-	-	\$27,091,430	\$28,137,890
12.	Washington Central UUSD equalized pupils	-	-	1,452.05	1,441.66
13.	<b>Education Spending per Equalized Pupil</b>	-	-	\$18,657.37	\$19,517.70
14.	minus Less net eligible construction costs (or P&I) per equalized pupil	-	-	\$1,090.02	\$783
15.	minus Less share of SpEd costs in excess of \$50,000 for an individual (per eqpup)	-	-	\$19.34	\$43
16.	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)	-	-	-	-
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-
18.	minus Estimated costs of new students after census period (per eqpup)	-	-	-	-
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-
20.	minus Less planning costs for merger of small schools (per eqpup)	-	-	-	-
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	\$50
22.	Excess spending threshold	threshold = \$17,386 \$17,386.00	threshold = \$17,816 \$17,816.00	threshold = \$18,311 \$18,311.00	threshold = \$18,756 \$18,756.00
23.	plus Excess Spending per Equalized Pupil over threshold (if any)	-	-	-	-
24.	Per pupil figure used for calculating District Equalized Tax Rate	-	-	\$18.657	\$19,517.70
25.	Union spending adjustment (minimum of 100%)	-	-	175.219%	179.341%
26.	Anticipated equalized union homestead tax rate to be prorated [(\$19,517.70 ÷ (\$10,883 / \$1.00))]	based on \$10,160 -	based on yield \$10,220 -	based on \$10,648 \$1.7522	based on yield \$10,883 \$1.7934
<b>Prorated homestead union tax rates for members of Washington Central UUSD</b>		<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>
T019	Berlin	-	-	1.7522	1.7934
T039	Calais	-	-	1.7522	1.7934
T065	East Montpelier	-	-	1.7522	1.7934
T124	Middlesex	-	-	1.7522	1.7934
T254	Worcester	-	-	1.7522	1.7934
27.	Anticipated income cap percent to be prorated from Washington Central UUSD [((\$19,517.70 ÷ \$13,396) x 2.00%)]	based on 2.00% 0.00%	based on 2.00% 0.00%	based on 2.00% 2.85%	based on 2.00% 2.91%
<b>Prorated union income cap percentage for members of Washington Central UUSD</b>		<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>
T019	Berlin	-	-	2.85%	2.91%
T039	Calais	-	-	2.85%	2.91%
T065	East Montpelier	-	-	2.85%	2.91%
T124	Middlesex	-	-	2.85%	2.91%
T254	Worcester	-	-	2.85%	2.91%

- Following current statute, the Tax Commissioner recommended a property yield of \$10,883 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$13,396 for a base income percent of 2.0% and a non-residential tax rate of \$1.654. **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 Community

## **Washington Central Unified Union School District**

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

## **Berlin Elementary School**

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

## **Calais Elementary School**

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

## **Doty Memorial School**

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

## **East Montpelier Elementary**

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

## **Rumney Memorial School**

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

## **U-32 Middle & High School**

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



## **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 twenty-one 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: Kelly Bushey, 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: <https://www.wcsu32.org/domain/121>



## Notes







# Our Mission

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



Washington Central Unified Union School District

1130 Gallison Hill | Montpelier, VT 05602 | 802.229.0553 | [wcsu32.org](http://wcsu32.org) | 