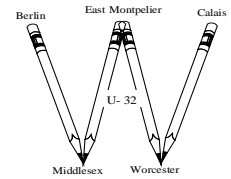


Washington Central Unified Union School District

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

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

Debra Taylor, Ph.D.
Interim Superintendent



Washington Central Unified Union School District Board Meeting Agenda REVISED

2.5.20 6:30 – 8 PM

U-32 Middle/High School, Room 128/131

TIME (in minutes)

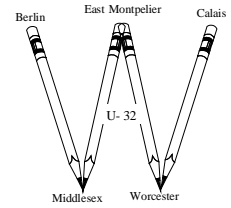
5	1.0	Call to Order
	1.1	Reception of Guests
	1.2	Agenda Revisions
	1.3	Public Comments
10	2.0	Finance (Action)
	2.1	Capital Projects – Summer 2020 – pg. 2
7	3.0	Policy (Discussion/Action)
	3.1	Second Reading of A21 Public Participation at Board Meetings, A22 Notice of Non-Discrimination, A23 Community Engagement and Vision, A24 Board/Superintendent Relationship, A31 Board Member Education, A32 Board Goal-Setting & Evaluation, B4 Mandatory Drug and Alcohol Testing for Transportation Employees, B5 Prevention of Employee Harassment, C27 Student Self-Expression and Student Distribution of Literature Policies – pg. 4
5	4.0	Consent Agenda (Action)
	4.1	Approve Minutes of 1.15.20 & 1.23.20 - pg. 23
	4.2	Approve Board Orders
10	5.0	Board Reflection (Discussion)
9	6.0	Reports (Discussion)
	6.1	Superintendent – pg. 30
	6.2	Student
	6.3	Negotiations
5	7.0	Personnel (Action) (if needed)
	7.1	Approve Hires, Resignations, Retirements, Leave of Absences Requests - pg. 32
3	8.0	Future Agenda Items
35	9.0	Executive Session for Personnel
	9.1	Administrator Contracts
	9.2	Superintendent Goals
1	10.0	Adjournment

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Debra Taylor
Interim Superintendent



TO: WCUUSD School Board
FROM: Debra Taylor, Interim Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Capital Projects and Budgeting FY 20-21 - UPDATE
DATE: January 31, 2020

In reviewing the latest Capital Project plan, direction is needed for budgeting and planning purposes. Here is a summary of the information regarding WCUUSD Capital Funds:

- The original balances dated July 1, 2019 were restricted by building.
- Future budget allocations, by building, are at the discretion of the WCUUSD Board.
- This fall, Black River Design was hired to develop a WCUUSD preliminary project list. It was included in the December 4, 2019 Board packet.
- Prior to the merger, some projects were identified by the local boards. They are included on this list.

The current estimated totals for FY 20-21 are:

School	Fund Bal.	Spending	Shortfall-FY20-21	Carryover FY 21-22
Berlin	\$459,271	\$450,000	\$0	\$ 9,271
Calais	\$140,454	\$350,000	\$209,546	\$0
East Montpelier	\$914,769	\$0	\$0	\$914,769
Middlesex	\$132,590	\$270,000	\$137,410	\$0
Worcester	\$235,714	\$324,000	\$ 88,286	\$0
U32	\$420,229	\$465,000	\$161,280	\$116,509
Cent. Office	\$117,370	\$0	\$0	\$117,370
	Budget FY20-21		Allocation per above	
District Wide	\$706,522	\$110,000	(\$596,522)	\$ 0
Grand Total	\$3,126,919	\$1,969,000	\$0	\$1,157,919

The Capital Plans are as follows:

Other FY 20-21 Projects/items from Black River Design plan with input from Principals

- Berlin-Repaving, fencing, masonry repair
- Calais-Cafeteria roof repair, security entrance and barrier
- East Montpelier- None
- Middlesex-Roof Repair, Sidewalk replacement
- Worcester-Security Entrance/Barrier and Roof Repair
- U-32-HVAC upgrade, kitchen ceiling, cafeteria electrical, gym equipment upgrade, sidewalk/parking lot design with one section to be completed
- Central Office-None
- District-wide-Hire a Facilities Director

Here is the board direction that is needed:

- Approval for a formula for budget allocations for FY 20-21.
- Permission to solicit requests for proposals in February/March to ensure plans are in place for the summer work.
- Award Capital bids in February/March(after Town Meeting)

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: A21

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

PUBLIC PARTICIPATION AT BOARD MEETINGS

Policy

The board serves the people. It is the policy of the board to encourage public participation at its meetings.

Background

Public participation is very important to the successful function of the Washington Central Unified Union School District. The board wants to carry out its timely business with the benefit of public input and expertise, and to. ~~It also wants to keep the public informed and up-to-date~~ on what is happening in the community's schools.

Implementation

Reasonable rules of participation may be used to insure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner. Such rules may take into consideration such things as length of each speaker's presentation and the number of times each speaker may comment.

Persons Who May Address the Board

1. Any district resident
2. School staff members, students and parents
3. Individuals who have been requested by the superintendent or the board to present a given subject
4. Persons who are directly affected by matters on the board agenda
5. Others at the discretion of the board

Public Comment on Agenda Items

1. The chair will ask for comments on agenda items before action is taken by the board.
2. When the number of people wishing to speak is large, the board may authorize the chair to use a speakers' list. Members of the public will be given an opportunity to sign the speakers' list, indicating which agenda item will be addressed.

Public input on items not on the agenda

1. There will be time set aside for public input on items not on the agenda at every regular, special or emergency meeting of the board.
2. The time allotted to this item will be assigned by the chair and acting chair or the person responsible for organizing the agenda.
3. The chair shall rule out of order any presentation to the board which breaches the privacy or other rights of students, parents or school employees, or which does not comply with Board policy on complaints.

*Legal Reference(s): 1 V.S.A. §§310 et seq. (Public meetings)
16 V.S.A. §554 (b) (School board meetings)*

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: A21

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

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Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: A22

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

NOTICE OF NON-DISCRIMINATION

Policy

The board will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to the Boy Scouts and other designated youth groups.¹

The district shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.²

The superintendent or ~~his or her~~their designee shall prepare for board review and approval, ~~and the board shall approve~~, guidance to applicants and employees regarding requests for reasonable accommodations, including provisions for undue hardship.³

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Washington Central Unified Union School District are hereby notified that this district does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation⁴ or marital status in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

A person has been designated by the WCUUSD to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the WCUUSD's compliance with the regulations

¹ Federal regulations implementing Title VI (race, color, national origin), ~~Title, Title~~ IX (sex), ~~Section, Section~~ 504 (disability), the *Age Discrimination Act*, and the *Boy Scouts Act* contain requirements for recipients of federal funds to issue notices of non-discrimination. These regulations require that recipients notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups.

² See 34 C.F.R. § 104.12(a).

³ See 34 C.F.R. § 104.12(b) & (c) for requirements related to reasonable accommodations and factors to be considered when determining when a requested accommodation would create an undue hardship. The inclusion of this provision in this model policy is based on a finding by the federal Office of Civil Rights that a Vermont school district's policy on non-discrimination was not in compliance with Section 504 of the Rehabilitation Act of 1973 because it did not include these provisions.

⁴ Discrimination against an employee on the basis of political affiliation is prohibited by the Vermont Municipal Labor Relations Act. 21 V.S.A. § 1726(a)(7).

implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

Grievance Procedure In the absence of a controlling grievance procedure outlined in a collective bargaining agreement the procedure ~~accompanying this policy~~located in our handbooks will be in effect.

Legal Reference(s): 9 V.S.A. §4502 (Public accommodations)
21 V.S.A. §§495 et seq. (Employment practices)
21 V.S.A. §1726 (Unfair labor practices)
20 U.S.C. §§1400 et seq. (IDEA)
20 U.S.C. §§1681 et seq. (Title IX, Education Amendments of 1972))
29 U.S.C. §206(d) (Equal Pay Act of 1963)
29 U.S.C. §§621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
42 U.S.C. §§2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. §§12101 et seq. (Americans with Disabilities Act of 1990)

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: A22

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

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Recommended**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** A23**WARNED:** 12.13.19**ADOPTED:** _____**EFFECTIVE:** _____**COMMUNITY ENGAGEMENT AND VISION**

The schools within the Washington Central Unified Union School District are an integral part of their communities. Community support, financial and advisory, is necessary for the schools' operation and achievement of excellence. The WCUUSD understands the success of its vision is inextricably intertwined with the vibrant communities it serves. This partnership should be mutually beneficial. Community support is based on a mutual exchange, a dynamic process in which the WCUUSD contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the board will clearly articulate a vision for the school district. The board will also adopt a strategic plan to implement the vision which moves the district forward in its goals for student achievement. The board will closely monitor progress toward the vision and refine it as necessary.

Establishing the Vision

When creating a vision for the district and the communities served, the board will solicit community input in a variety of settings and contexts to ensure participation that is representative of the community itself. The vision will be informed by community input into values for use in creating the district's vision and goals. The superintendent will provide the board with data and research-based best practice.

Implementation

The board vision should inform the Board's decision making. The board will budget sufficient resources to implement the strategic plan, and will receive monitoring reports on a quarterly basis to ensure effective implementation of the strategic plan. On an annual basis, the board will revisit the vision and strategic plan and make adjustments according to input from the community and the superintendent.

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: A24

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

BOARD/SUPERINTENDENT RELATIONSHIP

Policy

The School Board establishes policy and governs through the policy it creates. The Superintendent manages all operations of the school system in accordance with School Board policies.

The Board recognizes and values the Superintendent's experience and expertise in instructional and administrative matters. The Superintendent recognizes and values the Board's experience in issues related to the Washington Central Unified Union School District and the Board's connections and responsibilities to the community it represents.

The Superintendent and the Board members respect the confidentiality of communication in both directions and work toward open communication and trust. The Superintendent works only for the Board as a whole, not for any individual member. Only decisions of the Board acting as a body are binding on the Superintendent.

While Board members can work directly with the Superintendent and central office staff, board members may not give substantive direction to a staff member so long as such communication is clearly not giving direction or suggesting a course of action that staff perceives as substantive direction. When presented with citizen concerns, Board members refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

The Board directs-guides the Superintendent through written policies that prescribe the results the Board wants to achieve. The Board is realistic in setting expectations about what can be accomplished, given the school district's available resources. The Superintendent is accountable to the Board for the performance of staff.

Annually, the Board evaluates the Superintendent's performance. The Superintendent is accountable to the School Board for the achievement of the Board's goals. The Board is responsible for clearly setting forth and communicating its expectations before evaluation takes place. The Board will evaluate the Superintendent's job performance in a way that is systematic, fair, and effective.

Recommended**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** A24**WARNED:** 12.13.19**ADOPTED:** _____**EFFECTIVE:** _____**BOARD/SUPERINTENDENT RELATIONSHIP**

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WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: A31

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

BOARD MEMBER EDUCATION

Policy

It is the policy of the Washington Central Unified Union School District to encourage and support board members' efforts to actively engage in ~~remain knowledgeable about~~ their roles and the issues with which they deal.

Implementation

Individual board members ~~will take advantage of~~ should pursue opportunities to understand their roles, educational issues in general, school programs, ~~State Department~~ Agency of Education functions and legislative activities. The superintendent and board chair will ~~be responsible for assuring that provide~~ information on leadership development opportunities ~~is available~~ to all board members. New members ~~will~~ will participate in a district orientation session specific to WCUUSD and consider other opportunities designed to familiarize themselves with all aspects of board operation.

Members who take part in workshops and seminars offered by the Vermont School Boards Association and other organizations will be reimbursed for travel and other expenses related to participation in training activities provided prior approval is obtained from the board, and funds for these purposes are available.

The chair of the school board and the superintendent, at least annually per 16 V.S.A. § 561, shall jointly participate in at least eight hours of professional training that, at a minimum, addresses educational leadership; the relative roles and responsibilities of the supervisory union board, the school district boards, and the superintendent; the Vermont Open Meeting Law; Vermont law regarding access to public records; collective bargaining; and education funding and school finance laws.

Legal Reference: 16 V.S.A. § 561 et seq. (Election of school board members; oath; chair; clerk)

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: A31

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

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**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: A32

WARNED: 12.13.19

ADOPTED: _____

EFFECTIVE: _____

BOARD GOAL-SETTING & EVALUATION

Policy

The board will participate in goal-setting and self-evaluation activities developed or recommended by the superintendent annually in April.

Implementation

Particular attention will be given to board goals and performance in the following areas:

- Policy making
- Policy implementation
- Community relations
- Board interpersonal communication skills
- Board-Superintendent relations
- Fiscal/budget management
- The instructional program
- Labor relations
- Board in-service training
- Government relations

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **B4**

WARNED: **1.10.2020**

ADOPTED: _____

EFFECTIVE: _____

**MANDATORY DRUG & ALCOHOL
TESTING: TRANSPORTATION EMPLOYEES**

**MANDATORY DRUG & ALCOHOL TESTING:
TRANSPORTATION EMPLOYEES**

Policy

The Washington Central Unified Union School District will comply with the Alcohol and Drug Testing Policy that its transportation company has adopted, which must follow the Omnibus Transportation Employee Testing Act of 1991.

Legal Reference(s): 49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)

Legal Reference(s): 49 C.F.R. Parts 40, 382, 391, 392, 395 and 653

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: B5

WARNED: 1.10.2020

ADOPTED: _____

EFFECTIVE: _____

PREVENTION OF EMPLOYEE HARASSMENT

Harassment is a form of unlawful discrimination that will not be tolerated in Washington Central Unified Union School District. Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct constituting harassment as defined herein and by state and federal law violate this policy. Retaliation against any person raising good faith allegations of unlawful harassment or against any witness cooperating in an investigation pursuant to this policy is prohibited.

A. Definitions

1. **Employee:** For purposes of this policy, any person employed by and subject to the direct supervision of the district.
2. **Unlawful Harassment:** Verbal, written or physical conduct based on an employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.
3. **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
 - b. Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
 - c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
4. **Retaliation.** Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

B. Examples

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, ancestry, place of birth, genetic information or disability. Such conduct includes, but is not limited to: unsolicited derogatory remarks, jokes, demeaning comments or behavior, slur,

mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

Sex

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

Race and Color

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

Religion

Harassment on the basis of religion includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.

National Origin and Place of Birth

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin or place of birth such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Age

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of his or her age.

Marital Status

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

Sexual Orientation

Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.

Gender Identity

Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

Disability

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

Genetic Information

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

D. Procedure

1. **Duty to Investigate.** In the event the district receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. Washington Central Unified Union School District shall take action if information regarding potential unlawful harassment is learned, even if the aggrieved employee does not wish to file a formal complaint.
2. **Designated Persons.** Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the non-discrimination coordinators or to the principal at the following address and telephone number:

Non-Discrimination Coordinators: Address:
Telephone number:

Principal: Address:
Telephone number:

3. **Investigation.** Allegations of unlawful harassment will be promptly investigated by a non-discrimination coordinator or his/her designee. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the school or WCUUSD will take appropriate disciplinary and/or corrective action. The non-discrimination coordinator or his/her designee will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s), the complainant(s) and any witness(es) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.
4. **Filing a Complaint.** Employees are encouraged to report the alleged unlawful harassment as soon as possible to the non-discrimination coordinators or the principal.
5. **Alternative Complaint Processes.** Employees may file complaints with both the district or and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:
 - a. Vermont Attorney General's Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, tel: (802) 828-3171. Complaints should be filed within 300 days of any unlawful harassment.

- b. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, tel: (617)565-3200 (voice), (617)565-3204 (TDD). Complaints should be filed within 300 days of any unlawful harassment.

Confidentiality. Witnesses, complainant and the accused shall keep confidential matters related to the charge of unlawful harassment.

<i>Legal Reference(s):</i>	9 V.S.A. §§4502 et seq. (Public accommodations) 16 V.S.A. 11(a)(26) (Definitions) 21 V.S.A. §§495 et seq. (Unlawful employment practice, sexual harassment) 42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964) 29 C.F.R. 1604.11 (Equal Opportunity Employment Commission)
<i>Cross Reference:</i>	C10 Prevention of Harassment, Hazing & Bullying of Students

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C27

WARNED: 1.10.2020

ADOPTED: _____

EFFECTIVE: _____

STUDENT SELF-EXPRESSION AND STUDENT DISTRIBUTION OF LITERATURE

It is the policy of the Washington Central Unified Union School District to allow limited distribution of non-school sponsored literature on school grounds or at school events by students. Accordingly, the Superintendent/Principal may allow students to distribute these materials so long as they are in compliance with this policy.

Non-school sponsored literature means any printed, written, or electronic materials prepared by non-school organizations or individuals that are not made as a part of the curricular or approved extracurricular programs of the district. They include such things as fliers, invitations, announcements, pamphlets, posters, photographs, pictures, audio recordings, digital recordings, and electronic messages. Materials prepared under the supervision of school staff as part of classroom instruction or classroom activities are not restricted by this policy.

Distribution means circulating non-school sponsored literature in ways that include: handing to others on school property or during school-sponsored events; posting on school property such as walls, bulletin boards, and district web-sites; placing upon desks, tables, on or in lockers; or making available in principal's office.

This policy prohibits the distribution of literature that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;ⁱ
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugsⁱⁱ;
- D. Incites violence;
- E. Interferes with or advocates interference with the orderly operation of the schools;ⁱⁱⁱ
- F. Primarily seeks to advertise for sale products or services;^{iv} or
- G. Has fundraising as its primary purpose.^v

When a student wishes to distribute copies of non-school sponsored literature, the materials must include the name of the person or organization sponsoring the literature, and shall be submitted to the superintendent/principal to review ahead of time in order to confirm that the literature does not fall in one of the prohibited categories listed above.

The superintendent/principal does not need to review the literature ahead of time when the materials will be distributed by a student to other attendees of a student group meeting at school during non-instructional time. However, even in these cases, students must ensure that the materials do not fall into one of the prohibited categories.

The superintendent/principal may place reasonable time, place,^{vi} and manner^{vii} restrictions on the distribution of non-school sponsored literature. However, the administrator cannot use these restrictions or others to discriminate as to the point of view reflected in the materials.^{viii}

Student Self-Expression

Students have a right to express themselves on school property and at school functions through speech or expressive actions, provided they do not materially and substantially interfere with the orderly operation of the school and the rights of others.

This policy prohibits student self-expression that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugs;
- D. Incites violence; or
- E. Interferes with or advocates interference with the orderly operation of the schools.

It is the sense of the WCUUSD Board of School Directors that symbols, lettering, or insignia associated with organizations that promote hatred or violence or that support white supremacy, such as Confederate symbolism, and the swastika, interfere with the orderly operation of our schools.

The situation in which students express themselves may affect the amount of freedom they are given in their speech. If the speech is part of a school-sponsored publication, when a reasonable person would think that the speech is endorsed by the school district, the school district may exercise more control. School district representatives may have editorial control over the style and content of student speech in school-sponsored activities, such as class work or a school newspaper, so long as their edits are reasonably related to legitimate school-related concerns.^{ix}

ⁱ *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986) (student may be disciplined for giving speech at school assembly that contained sexual innuendos and vulgar language). T-shirt that impugned character of sitting U.S. president was not vulgar or offensive within meaning of *Fraser* according to Second Circuit Court of Appeals. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

ⁱⁱ *Morse v. Frederick*, 551 U.S. 393 (2007) (school officials may prohibit speech that they reasonably believe advocates illegal drug use, so long as the speech cannot be interpreted as commenting on any political or social issue). Student had First Amendment right to wear T-shirt that criticized President Bush by depicting him as a drug and alcohol user and a “chicken-hawk” because it did not advocate use of drugs. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

ⁱⁱⁱ The standard for evaluating the reasonableness of controls on student self-expression and student speech is whether or not the speech substantially or materially disrupts school activity, or could reasonably be forecast to cause such disruption. *Tinker v. Des Moines Indep. Community Sch. Dist.*, 393 U.S. 503 (1979) (students protesting Vietnam War entitled to wear black armbands).

^{iv} As indicated here, a district could choose to prohibit all distribution of literature that promotes the sale of products or services. As with all viewpoint neutral prohibitions, care must be taken that the prohibition is evenly enforced without exceptions. If a district wishes to allow distribution of materials supporting some commercial activity but not others, it must make the distinction based on criteria that are objective and viewpoint neutral.

^v A common question may be whether students selling items to raise money for parent-teacher organizations is permitted. If such organizations are clearly delineated (either in this policy or elsewhere) as school-sponsored groups and their literature is delineated as school-sponsored literature, then distribution of their fundraising materials would not be restricted by this policy.

^{vi} Examples of a “place” restriction might be that literature be posted only on bulletin boards and not on windows, or that it be made available on a specified table in the principal’s office. The district must bear in mind that the restrictions must be aimed at preventing disruption to student learning.

^{vii} A “manner” restriction might specify whether or not persons distributing the material may stand at the main entrance to the building, or might limit the number of copies of a pamphlet that may be distributed.

⁷ The basic principle in evaluating the constitutionality of restrictions on distribution of materials in a limited public form is that the restrictions may not be based on the viewpoint of the materials or the one distributing them. *Lamb’s Chapel v. Center Moriches Union Free School Dist.*, 508 U.S. 384 (1993); *Rosenberger v. Univ. of Virginia*, 515 U.S. 819 (1995); *Good News Club v. Milford Central Schools*, 533 U.S. 98 (2001).

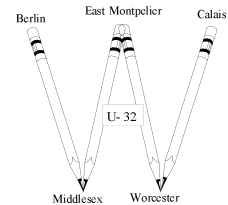
^{ix} *Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 273 (1988) (school officials may exercise editorial control over school newspaper); *Peck v. Baldwinville Central Sch. Dist.*, 426 F.3d 617 (2d Cir. 2005) (teacher may censor elementary school student’s poster expressing religious views when it did not meet pedagogical requirements of class assignment).

Washington Central Unified Union School District

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

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

Debra Taylor, Ph.D.
Interim Superintendent



Washington Central Unified Union School District Board Community Budget Forum Unapproved Minutes 1.15.20 5:30-6:30PM

Berlin Elementary School, 372 Paine Turnpike North, Berlin VT

Board Members Present: Flor Diaz Smith, Jonas Eno-Van Fleet, Marylynne Strachan, Lindy Johnson, Scott Thompson

Administrators Present: Superintendent Debra Taylor, Director of Special Services Kelly Bushey, Berlin Principal Aaron Boynton, Business Administrator Lori Bibeau, Director of Curriculum, Instruction, and Assessment Jen Miller-Arsenault, U-32 Principal Steven Dellinger-Pate, Director of Technology Keith MacMartin, U-32 Assistant Principal Jody Emerson, Doty Principal Gillian Fuqua, Calais Principal Cat Fair, EMES Principal Alicia Lyford

ORCA videographer

Community Present: Kari Bradley, Allen Gilbert, Anne Decker, Michael Close, Meg Allison, Abby Brown, Dave Lawrence, Jonathan Goddard

1.0 Call to Order: At 5:40 p.m., Flor Diaz Smith began a powerpoint presentation of the budget. A quorum was not present so the meeting was not called to order.

2.0 Discuss Proposed Washington Central UUSD Budget

Discussion followed around the instrument program (specifically, strings) in the elementary schools.

Michael Close and Anne Decker had brought a proposal for the board to consider, to continue a strings program in the elementary schools next year.

Some discussion followed around a bond being paid off, and whether the board should consider using this opportunity to support, for instance, the strings program and/ or foreign language.

3.0 Adjourn: The forum ended at 6:30 p.m.

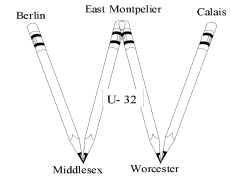
Respectfully submitted, Lisa Stoudt, Board Recording Secretary

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Debra Taylor, Ph.D.
Interim Superintendent



Washington Central Unified Union School District Board Unapproved Minutes

1.15.20 6:30 – 9:30 PM

Berlin Elementary School, 372 Paine Turnpike North, Berlin VT

Board Members Present: Scott Thompson, Jaiel Pulskamp, Marylynne Strachan, Flor Diaz Smith, George Gross, Vera Frazier, Jonas Eno-Van Fleet, Chris McVeigh, Lindy Johnson, Dorothy Naylor (arrived at 6:57 p.m.); Student Representative Townes DeGroot

Administrators Present: Superintendent Debra Taylor, Director of Special Services Kelly Bushey, EMES Principal Alicia Lyford, Berlin Principal Aaron Boynton, Business Administrator Lori Bibeau, Rumney Principal Casey Provost, Director of Curriculum, Instruction, and Assessment Jen Miller-Arsenault, U-32 Principal Steven Dellinger-Pate, Director of Technology Keith MacMartin, Calais Principal Cat Fair, U-32 Assistant Principal Jody Emerson, Doty Principal Gillian Fuqua

Others Present: ORCA videographer, David Delcore (Times Argus), Dave Lawrence, Matthew DeGroot, Anne Decker, Mike Close, Jonathan Goddard, Kari Bradley

1.0 Call to Order: Scott Thompson called the meeting to order at 6:43 p.m.

1.1 Reception of Guests: Scott Thompson thanked those who were present, and thanked Flor Diaz Smith, Jonas Eno-Van Fleet and Marylynne Strachan for presenting the budget earlier this evening.

1.2 Agenda Revisions: Townes DeGroot asked that the board move the policy discussions, regarding policy C27, and the Hate Symbols Resolution earlier on the agenda. The board agreed to this by consensus.

1.3 Public Comments: Jonathan Goddard reminded the board that a bill has been introduced to provide free breakfast and lunch to all Vermont students. He asked the board to support the bill. Flor Diaz Smith stated that the board had discussed this issue when developing the budget.

2.0 Finance (Discussion/Action)

2.1 Finance Committee Report: Vera Frazier reviewed the minutes from the Finance Committee meetings. She shared that the Finance Committee had discussed foreign language and the strings program in the elementary schools. Scott Thompson reminded those present that, earlier in the evening, discussion had taken place around these programs, from the perspective of budget development. He noted that a suggestion had been made to set aside some of the “windfall” after having paid off a bond, to support programs such as this.

Some discussion followed around the idea of “IOU” as discussed during the January 9 2020 Finance Committee meeting. Lori Bibeau had prepared a document: *WCUUSD*

Elementary Debt Allocation-Comparing Local (Separate) to Together. Scott Thompson stated that, at the moment, this idea of “IOU” is theoretical. Some discussion followed. Lindy Johnson noted that, in the future, some of the other school will be needing building updates or upkeep.

- Financial Report: Superintendent Taylor shared that a quarterly Fund Balance Summary document is included for the board’s review.

2.2 Approve FY20-21 District Budget: Lindy Johnson moved to approve the FY20-21 District Budget in the amount of \$35,430,502. Seconded by Flor Diaz Smith.

Discussion: Jonas Eno-Van Fleet stated that, even though this budget does not include, for instance, a strings program and foreign language program for the elementary schools, the board intends to continue to discuss this and to continue to consider this in future budget and program planning. Lindy Johnson shared that she hopes the schools have the culture that teachers are free to come to administrators to advocate for programs, and that the leadership team will share some of the “out of the box” thinking with the board. Dorothy Naylor asked, is there some way that a group of people in the district might work on grant writing for the strings program? She also noted that she disagrees that teachers should have to go to administrators with ideas or proposals; that they should be free to share these ideas with whomever they wish to share, whether it is the board or the finance committee. Dorothy Naylor stated that she would like to create a fund for something like “enterprise” or proposals such as these. Discussion continued around this topic. Mike Close and Anne Decker continued to advocate for a strings program in the elementary schools. Chris McVeigh suggested the idea of piloting a strings program.

Anne Decker spoke in more detail about the proposal for a strings program embedded in the elementary schools schedules. Marylynne Strachan suggested that the proposal be shared with the administrators so that conversation can follow. Discussion followed around prioritizing, for example, a strings program and/ or a foreign language program. Scott Thompson asked board members if the budget as presented is technically sound? and that it accords with the board’s priorities? Jaiel Pulskamp indicated that she believes the idea of board priorities is a bigger conversation that need to be incorporated over time during board meetings. Kari Bradley stated that he believes the board should be considering lowering the budget, and that he warned the board that, when using fund balance to get an initiative off the ground, to keep in mind that in future years the board will need to build the initiative into the budget and not continue to “kick the can.” **This motion carried unanimously.**

2.3 Approve District Warning: Chris McVeigh moved to approve the District Warning as presented. Seconded by Dorothy Naylor, this motion carried unanimously.

2.4 Approve Capital Recommendations: Debora Taylor stated that she recommends tabling the capital plan recommendations until the February meeting, as she would like the Finance Committee to provide some input into some of the items on the list. (The following items from the list, however, were approved tonight:)

Flor Diaz Smith moved to approve the Rumney-Acoustic Project, the Doty-Building Envelope-Siding/ Windows, and the completion of the U-32 Track project, as well as approving hiring a Facilities Director to oversee the Capital Fund and Capital Projects. Seconded by Chris McVeigh, this motion carried unanimously.

2.5 Approve 2019 Audit Reports: Dorothy Naylor moved to approve the 2019 Audit Reports. Seconded by Lindy Johnson. Discussion: Lori Bibeau noted that there are no findings in the reports, or no changes in the amounts. She explained that there are some

additional warrants for the board to approve tonight, to close the books. **This motion carried unanimously.**

Chris McVeigh moved to earmark \$60K from the fund balance, providing there is a fund balance, for the strings program, contingent upon scheduling details being worked out, and continuing a larger discussion including foreign language. Seconded by Dorothy Naylor. Discussion: Jonas Eno-Van Fleet asked Lori Bibeau about the wisdom of this, and how we would know if the contingency is met. Ms. Bibeau explained that the board asks the communities to take action on Town Meeting Day, about fund balance, so technically the board is not in a position to take action around the fund balance at this time. Jonas Eno-Van Fleet suggested that we not take action at this time; that further discussion is needed. **Flor Diaz Smith moved to table this motion. Seconded by Marylynne Strachan.** Discussion followed around the original motion and the motion to table. **A vote was called to table the motion. This motion did not pass. A vote was called on the original motion. This motion carried, with two opposed.**

3.0 Policy (Discussion/Action)

3.1 Policy Committee Report: Chris McVeigh shared that several policies are before the board for first readings. He shared that the Policy Committee has been considering each policy, based on whether it is recommended or required.

3.2 First Reading of A21 Public Participation at Board Meetings, *(Scott Thompson suggested adding the sentence: "The board serves the people." at the beginning of the policy, before "It is the policy of the board....") (also suggested "assigned by the chair and acting chair". under Public Input, item 2)* A22 Notice of Non-Discrimination *(Townes DeGroot suggested changing the language from his or her to "their," or eliminating the pronoun, e.g. "Superintendent or designee")*, A23 Community Engagement and Vision, A24 Board/Superintendent Relationship *(suggestion to change "the board directs the superintendent" to "the board guides the superintendent")*, A31 Board Member Education *(State Department of Education should be changed to Agency of Education)*, A32 Board Goal-Setting & Evaluation, A34 Board Relations with School Personnel (Jonas Eno-Van Fleet suggested *"when presented with citizen concerns about school staff or school operations,"*), B3 Alcohol and Drug Free Workplace (the Policy Committee would like to take another look at this policy), B4 Mandatory Drug and Alcohol Testing for Transportation Employees, B5 Prevention of Employee Harassment, C27 Student Self-Expression and Student Distribution of Literature Policies:

C27: Meg Allison, Librarian, shared that she had received a note from Representative Peter Welch, commending the Social Justice group's work around this work. She thanked the board for its work on these issues. Chris McVeigh explained that some of the language of the Hate Symbol resolution is included in the body of the policy C27: Student Self-Expression and Student. **Jonas Eno-Van Fleet moved to approve the changes to Policy C27. Seconded by Jaiel Pulskamp.** Discussion: Jonas Eno-Van Fleet thanked Meg Allison for addressing the board and he noted that just because the policy is approved, does not mean that dialogue around these issues will end. **This motion carried unanimously.**

Hate Symbols Resolution: **Jonas Eno-Van Fleet moved to adopt the Hate Symbols Resolution as presented. Seconded by Flor Diaz Smith.** Discussion: Chris McVeigh read this resolution aloud. **This motion carried unanimously.**

3.3 Second Reading of A2 Policies and Procedures, A20 Board Meetings, Agenda Preparation & Distribution, F46 Flag Raising Policy:

A2: Dorothy Naylor moved to approve A2 Policies and Procedures. Seconded by Jaiel Pulskamp, this motion carried unanimously.

A20: Lindy Johnson moved to approve A20 Board Meetings. Seconded by George Gross, this motion carried unanimously.

F46: Flor Diaz Smith moved to approve F46 Flag Raising Policy. Seconded by Dorothy Naylor, this motion carried unanimously.

3.4 Second Reading of Hate Symbols Resolution (please see above)

4.0 Spotlight – Berlin Principal, Aaron Boynton: Aaron Boynton provided a brief overview about Berlin School.

Board members reviewed and discussed the School Board letter for the annual report. Some edits were suggested. Board members signed this document.

5.0 Book Reflection – Equity from the Board Room to the Classroom Chapter 8 (this item is tabled due to the late hour)

6.0 Consent Agenda (Action)

6.1 Approve Minutes of 12.4.19 & 1.8.19: **Flor Diaz Smith moved to approve the minutes from December 4th 2019 and January 8, 2020. Seconded by Chris McVeigh. Discussion: one edit was suggested for December 4th minutes. This motion carried unanimously, with noted edit.**

6.2 Approve Board Orders: **Lindy Johnson moved to approve the board orders from FY19 in the amount of \$10,281,224.67. Seconded by Flor Diaz Smith, this motion carried unanimously.**

Flor Diaz Smith moved to approve \$57,076.82, \$31,358.38, \$296,306.80, \$443,050.70, \$8,160.62, \$245,813.10, \$31,358.38. Seconded by George Gross. This motion carried unanimously.

7.0 Reports (Discussion): Superintendent and Leadership reports had been presented in writing. Scott Thompson invited questions or comments. Jen Miller-Arsenault shared the process of working on the Continuous Improvement Plan. She is preparing written information to share in newsletters and to recruit members for this work. The first meeting is on February 5th; she asked for interest from board members. Marylynne Strachan and Flor Diaz Smith indicated interest. Jaiel Pulskamp and Dorothy Naylor indicated interest as well. Lindy Johnson noted that the language in each school newsletter regarding Town Meeting Day and board member election was very clear and consistent and she appreciated sharing this widely. Jonas Eno-Van Fleet stated that he believes we should think about increasing the stipend for board members, to appeal to community members who might consider serving on the school board.

7.1 Superintendent

7.2 Leadership

7.3 Student: Townes DeGroot reported that the end of the semester is approaching. This week is exams week. He reported that Stage32 will be presenting Avenue Q at the end of the month. The Social Justice group is planning an event, “Rolling up our Sleeves,” at the end of the month as well. He spoke about the data from the Youth Risk Survey; he noted concerns around school culture for students of color or LGBT students.

7.4 Superintendent Search: Dorothy Naylor shared that the interview committee has met with Mark Andrews and prepared for sorting through information, including discussing confidentiality. The board will need an Executive Session tonight.

7.5 Negotiations: Jonas Eno-Van Fleet reported that: We clarified Open Meeting Law and agreed on Ground Rules; received an update from Contract Amendment subgroup; we used IBB procedure for the issue of Religious Leave, and we reached a tentative agreement. We began discussion of bus duty issues.

8.0 Approve High School Choice Openings for 20-21: Dorothy Naylor moved to approve the High School Choice Openings as presented. Seconded by Flor Diaz Smith. Superintendent Taylor shared this annual practice and reviewed the document. **This motion carried unanimously.**

9.0 Personnel (Action)

9.1 Approve Hires, Retirements, Resignations: **Flor Diaz Smith moved to approve the retirements of Paula Crossett and Kathy (Topping) Wiese, with regard from the board for their many years of service. Seconded by Lindy Johnson, this motion carried unanimously.**

10.0 Future Agenda Items

11.0 Board Reflection and Summary of Meeting – Next Steps for Board Members

12.0 Executive Session for Personnel: Chris McVeigh moved to go into Executive Session at 10:00 for the purpose of discussing personnel. Seconded by Dorothy Naylor, this motion carried unanimously.

At 10:14 pm Flor Diaz Smith moved and Jaiel Pulskamp seconded to come out of Executive session. The motion carried unanimously.

Flor Diaz Smith moved and Chris McVeigh seconded to approve an extension of a leave request. The motion carried unanimously.

13.0 Adjournment: Jaiel Pulskamp moved and Lindy Johnson seconded to adjourn, the motion carried unanimously at 10:15 pm.

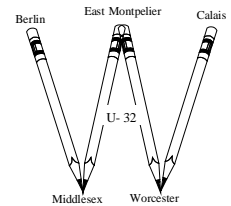
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary
and
Jonas Eno-Van Fleet, Board Clerk

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Special WCUUSD School Board Meeting Unapproved Minutes 1.23.20

5:30 pm
U-32 Middle/High School, Room 128/131

- 1.0 Call to Order
Meeting was called to order at 5:35 pm.

Flor Diaz Smith moved to enter executive session for a personnel matter, so moved.

The group exited executive session by consensus.

Chris McVeigh moved to approve the leave as recommended; Dorothy Naylor seconded; so moved.

- 2.0 Student Hearing (Executive Session)

Chris McVeigh moved to enter executive session for a student matter at 5:40 pm; Flor Diaz Smith seconded; so moved.

Flor Diaz Smith moved to come out of executive session, Chris McVeigh seconded; approved unanimously.

Dorothy Naylor moved to accept the administration's recommendation, George Gross seconded; approved unanimously.

- 3.0 Adjournment

Meeting was adjourned by consensus at 6:20 pm.

Superintendent Report to the Washington Central UUSD Board

February 5, 2020

1. Broadening Communications with Community

School Budget Information

School budget information sharing has begun. I have addressed 4 staff meetings, completed work on the district annual report, and am preparing to distribute a notice to every registered voter in our five towns. On Tuesday, the ORCA Media budget recording will take place with our administrative team and we are in the process of preparing a podcast, and strategy for distribution of documentation to community members at school athletic, music and arts events.

A concern arose about the fact that the District Annual Report will not be mailed directly to every registered voter. In April, 2019, at the WCUUSD Board Organization meeting, the public voted not to mail the report to all voters. Town Clerks were apprised of this in the fall. A change in distribution would require a vote of the electorate.

Preparation for Town Meeting

Elections -

Our ballot has been completed and you may find a copy on our website at <https://www.wcsu32.org/Page/1263>.

Vera Frazier has chosen not to run again for the district board, however, Marylynne, Dorothy and Jaiel are running for reelection. There are three open seats remaining, one in Worcester and two in Berlin.

Unless a write-in candidate is elected, the newly constituted board will be responsible for appointing three members in March to serve a one year term through March of 2021.

We thank Vera and all former board members of the former WCSU and its member districts for their contribution to the governance of our schools. A celebration of their collective work will occur on Monday March 2 at 5:30 pm, preceding the 6:30 pm Board Annual Meeting at U-32. Dinner will be provided. Members of the public are also encouraged to attend.



Town Meeting will occur in each of our Towns on March 3, 2020. All school elections and articles will be voted by Australian Ballot in each town on this date. The District Ballots are currently at the printers and will be delivered Town Offices on February 6. Voters may request absentee ballots in advance and may also register at the polls and vote on March 3.

2. Long Term Planning

During the summer retreat the board identified specific goals to guide their work for the coming year. The board also agreed to engage in a discussion of the book: Equity, From the Boardroom to the Classroom by

Patrick Rice. We are nearing the end of the Board Book Study and the next step is for the board to articulate the structure of the professional learning organization to support our innovative school system and pave the way for the initiation of a strategic plan for our newly unified district. A retreat will be scheduled in the near future.

3. Educational and Academic Outcomes

Work continues concerning communication of the implementation of proficiency based learning in our school district to parents and the community. The five pillars of proficiency based learning are Curriculum, Instruction, Assessment, Grading/Scoring, and Reporting. I encourage the board to review documents which fully articulate our philosophy of [proficiency based learning](#) and our multi-year [implementation plan](#). We have provided guides related to understanding both [elementary](#) and [middle/high](#) school report cards to families and students. Following the presentation at the January 8th board meeting, VPR released an article and audio recording featuring some of the information shared at this meeting and in a followup interview that you may be interested in reviewing.

Due to our advanced work in the implementation of proficiency-based learning since 2014, Washington Central and U-32 presented information to the state board of education on January 21 as they collect feedback concerning our progress implementing the model here. U-32 Principal Steven Dellinger-Pate represented us at the state board meeting. Steven's testimony may be found [here](#). The state board heard from several educators concerning the implementation of this work. Common themes included the value of proficiency based learning and the positive impact it has had on the education of our students. Variations in scoring and reporting were noted and attributed to the lack of specific guidance on implementation by the Agency of Education.

As was noted previously, student college acceptances have been positive to date. We will provide the Board with an update concerning this in May of 2020 which concludes the college acceptance window for this school year.

A report of the literacy audit progress will be provided at the next meeting along with an analysis of the proposal to implement elementary strings into our school program next year.

The Integrated Field Review Report has been finalized and discussed with our administrative team. A copy of the IFR report is included in the board packet email for your information.

Other Areas of Focus

Bus transportation has been affected by winter weather this month. The addition of new winter steerage tires for three of our towns has proven a great improvement. These tires work well on back roads, but not on paved roads, therefore they were not implemented on the tires in two of our towns which have primarily paved roads. While it has not been necessary to close schools, there have been a few instances of snow squalls which have resulted in bus incidents. Safety is our first priority and our drivers are instructed to pull over if the roads are especially slippery and need to be sanded, radio their dispatcher and wait for a town truck to come by and sand. This has resulted in some delays, however, no accidents occurred and all students were safe. We identified a communication misstep by the bus company in mid January, however that has been addressed and corrected.

WCSU REQUEST FOR EXTENDED SICK LEAVE

Submit this form to your Building Principal for any leave greater than five consecutive days.

School: U-32

Name of Applicant: Peter Arsenault

I am requesting an extended sick leave for the following reason:

- ☐ Personal Illness
- ☐ Family Illness
- ☒ Pregnancy/Parental Family Leave

Expected Duration of Leave:

Beginning Date: Approx. Friday, April 3, 2020 (due date)

Projected Date of Return to Work: Friday, May 22, 2020

Please attach any appropriate documentation (i.e. physicians notes) to this request.

Applicant Signature:  Date: 10/31/19

FOR OFFICE USE ONLY

Sick Leave Balance Prior to Request: 32 Days (as of 10/31/19)

Principal's Signature: 

Cc: WCSU Personnel File
Payroll
Employee

WCUUSD REQUEST FOR EXTENDED SICK LEAVE

Submit this form to your Building Principal for any leave greater than five consecutive days.

School: U-32

Name of Applicant: Caitlin Cipriano

I am requesting an extended sick leave for the following reason:

- ☐ Personal Illness
- ☐ Family Illness
- ☒ Pregnancy/Parental Family Leave

Expected Duration of Leave:

Beginning Date: Due date is March 26, 2020

Projected Date of Return to Work: Thursday, May 28, 2020

Please attach any appropriate documentation (i.e. physician's notes) to this request.

Applicant Signature: Caitlin A Cipriano Date: 12/11/19

FOR OFFICE USE ONLY

Sick Leave Balance Prior to Request: 44 Days (as of 12/11/2019)

Principal's Signature: [Signature]

Cc: WCUUSD Personnel File
Payroll
Employee

Additional handouts at
the board meeting....

ARTICLES CONTINUED

To elect two school directors who reside in the Town of Worcester: one director for a term of one year and one director for a term of three years.

One-Year Term Vote for not
more than ONE

JAIEL PULSKAMP ☐

(Write-in) ☐

Three-Year Term Vote for not
more than ONE

(Write-in) ☐

ARTICLE 5

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

Clerk \$500.00
Treasurer \$6,600.00
Directors \$1000.00 each

YES ☐

NO ☐

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.

YES ☐

NO ☐

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?

YES ☐

NO ☐

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?

YES ☐

NO ☐

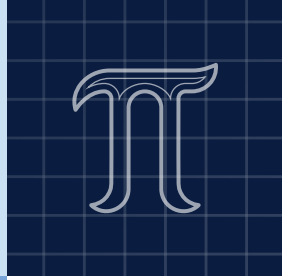
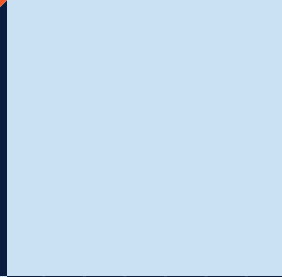
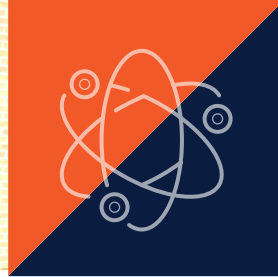
ARTICLE 9

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?

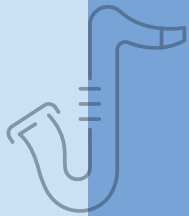
YES ☐

NO ☐

VOTE BOTH SIDES OF BALLOT



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.

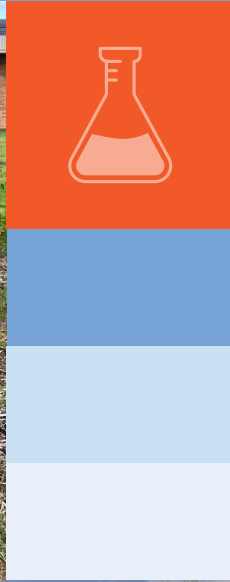
It is a privilege to serve the children, families, and taxpayers of the Washington Central Unified Union School District, and one that none of us takes for granted.

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



"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."

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.

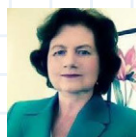
Our Director of Special Services, Kelly Bushey, continues to oversee the implementation of services and supports for approximately 260 students with disabilities from ages 3 to 22, assuring compliance with state and federal laws. Ms. Bushey also leads the district in work related to Trauma Informed Practices,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

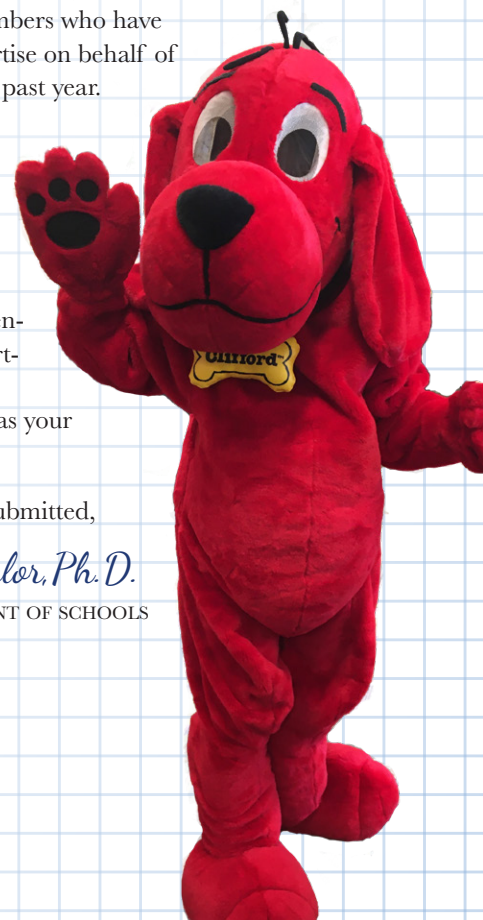
Parent and community involvement is vital to quality schools and school improvement, and to that end, I know the WCUUSD schools are on the right path. We truly are a community-centered and community-supported school district, and it is a privilege and honor to serve as your superintendent.



Respectfully submitted,

Debra Taylor, Ph.D.

SUPERINTENDENT OF SCHOOLS





Berlin Elementary School

WELCOME 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

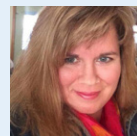
structure and leadership that comes from our new WCUUSD elementary athletic/activities director, Chris Cadorette. We have finished our fall soccer season, and we're in the midst of basketball season and exploring options for our spring musical.

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.

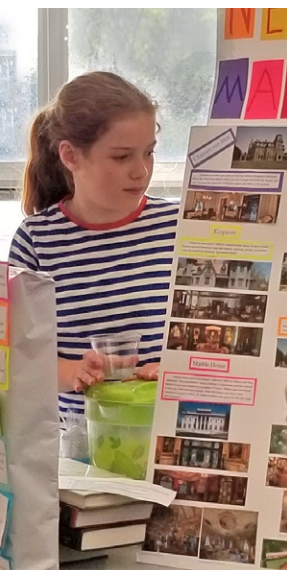
On every level it is a pleasure and privilege to serve the students, families, and greater Calais community here at Calais Elementary. In contrast to the declining enrollments occurring at so many elementary schools throughout Vermont, our numbers continue to grow and I take that as a sign we're doing 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.

HERE 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

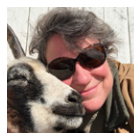




provides our students with support when times are hard.

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.

////////////////////
"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.

IT 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

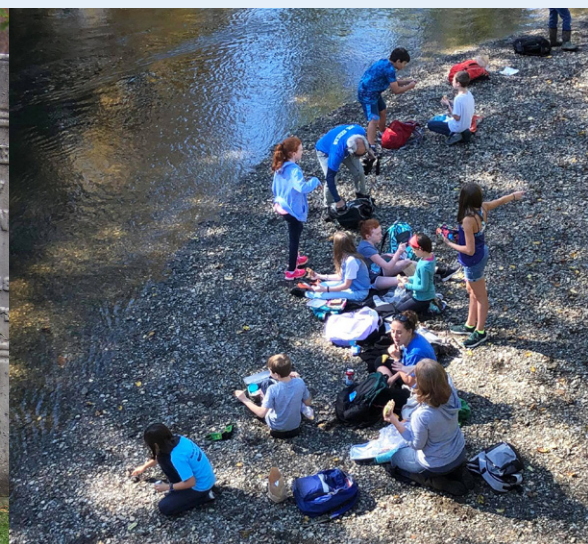
been built. Caring communities do not often occur by coincidence, but require intentional focus on understanding ourselves and how our choices and actions impact others in classrooms, at recess and in the cafeteria, in homes, and in communities at large. Rumney is fortunate to be surrounded and supported 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



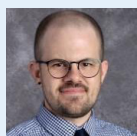
“I am always fascinated by how the climate of each and every school is unique, and in my interactions with Rumney students, families, staff, and faculty, I have learned that we greatly value the community that has been built.”

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

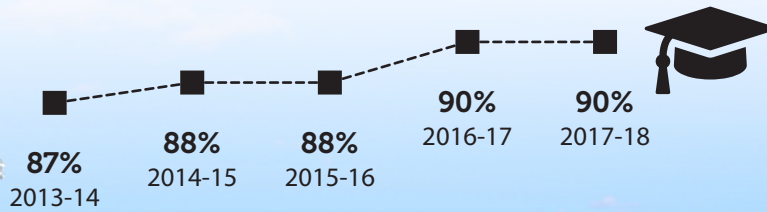


Life After High School

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?

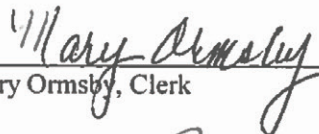
Polling Places and Times:

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

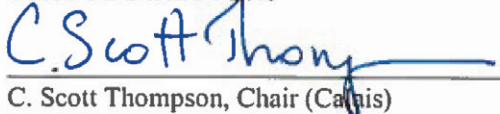
A public hearing will take place at U-32, Room 128/131 at 6:30 PM on March 2, 2020 to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 3, 2020.

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)

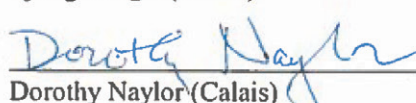

Flor Diaz Smith, Vice-Chair (East Montpelier)

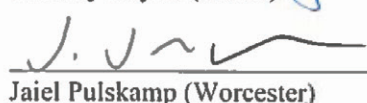

Jonas Eno-Van Fleet, Clerk (Worcester)

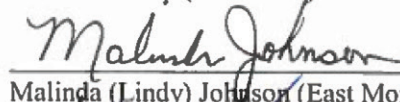

Vera Frazier (Berlin)



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
SALARIES AND BENEFITS				
<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%	
SUBTOTAL NEGOTIATED ITEMS		\$1,182,925	3.49%	
<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%	
SUBTOTAL OTHER STAFFING CHANGES		\$656,374	1.94%	
TOTAL SALARY & BENEFITS	\$23,107,377	\$1,839,299	5.43%	\$24,946,676
NONSALARY ITEMS				
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
TOTAL NONSALARY-W/O OTHER ITEMS	\$8,408,763	\$127,217	0.38%	\$8,535,980
SUBTOTAL BASE BUDGET INCREASE	\$31,516,140	\$1,966,516	5.81%	\$33,482,656
OTHER ITEMS				
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
TOTAL OTHER ITEMS	\$2,338,629	-\$390,783	-1.15%	\$1,947,846
COMBINED TOTAL WCUUSD EXPENSES	\$33,854,769	\$1,575,733	4.65%	\$35,430,502
REVENUES THAT OFFSET EXPENSE INCREASES (DECREASES)				
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%	
SUBTOTAL REVENUES		\$529,273	1.56%	
NET IMPACT ON TAXES		\$1,046,460	3.09%	

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	
SUBTOTAL REVENUES	\$33,842,049	\$35,430,502	\$1,588,453	
FUND BALANCE	\$12,720	\$0	-\$12,720	
TOTAL REVENUES	\$33,854,769	\$35,430,502	\$1,575,733	4.65%
Expenses				
INSTRUCTIONAL SERVICES				
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	
TOTAL INSTRUCTIONAL SERVICES	\$11,647,570	\$12,385,895	\$738,325	6.34%
PRESCHOOL PROGRAM				
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	
TOTAL PRESCHOOL PROGRAM	\$644,491	\$740,184	\$95,693	14.85%
GUIDANCE SERVICES				
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	
TOTAL GUIDANCE SERVICES	\$1,025,916	\$1,083,713	\$57,797	5.63%
HEALTH SERVICES				
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	
TOTAL HEALTH SERVICES	\$477,130	\$490,250	\$13,120	2.75%
LIBRARY SERVICES				
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	
TOTAL LIBRARY SERVICES	\$532,236	\$543,477	\$11,241	2.11%
CURRICULUM SERVICES				
PROGRAM COSTS	\$253,501	\$349,369	\$95,868	
TOTAL CURRICULUM SERVICES	\$253,501	\$349,369	\$95,868	37.82%

Proposed District Budget 2020-2021 and Comparison (continued)

Expenses (continued)	ADJUSTED BUDGET 2020	BUDGET 2021	INCREASE (DECREASE)	% CHANGE
INSTRUCTIONAL-RELATED TECH SERVICES				
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	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$1,478,054	\$1,445,871	-\$32,183	-2.18%
BOARD OF EDUCATION SVCS.				
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	
TOTAL BOARD OF EDUCATION SVCS.	\$211,673	\$207,935	-\$3,738	-1.77%
SUPERINTENDENT SERVICES				
PROGRAM COSTS	\$528,273	\$554,670	\$26,397	
TOTAL SUPERINTENDENT SERVICES	\$528,273	\$554,670	\$26,397	5.00%
OFFICE OF THE PRINCIPAL				
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	
TOTAL OFFICE OF THE PRINCIPAL	\$1,931,865	\$2,022,365	\$90,500	4.68%
FISCAL SERVICES				
INTEREST ON SHORT-TERM DEBT	\$302,925	\$262,925	-\$40,000	
PROGRAM COSTS	\$541,583	\$539,298	-\$2,285	
TOTAL FISCAL SERVICES	\$844,508	\$802,223	-\$42,285	-5.01%
OPERATION AND MAINTENANCE PLANT				
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	
TOTAL OPERATION AND MAINTENANCE PLANT	\$2,595,056	\$2,672,105	\$77,049	2.97%
STUDENT TRANSPORTATION SERVICE				
STUDENT TRANSPORTATION SERVICE	\$1,451,183	\$1,494,718	\$43,535	
TOTAL STUDENT TRANSPORTATION SERVICE	\$1,451,183	\$1,494,718	\$43,535	3.00%

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

Expenses <i>(continued)</i>	ADJUSTED BUDGET 2020	BUDGET 2021	INCREASE (DECREASE)	% CHANGE
STUDENT TRANS-OTHER				
STUDENT TRANS-FIELD TRIPS	\$41,805	\$44,805	\$3,000	
TOTAL STUDENT TRANS-OTHER	\$41,805	\$44,805	\$3,000	7.18%
DEBT SERVICE				
REDEMPTION OF PRINCIPAL	\$1,374,466	\$926,910	-\$447,556	
INTEREST LONG TERM DEBT	\$327,641	\$314,414	-\$13,227	
TOTAL DEBT SERVICE	\$1,702,107	\$1,241,324	-\$460,783	-27.07%
FUND TRANSFER OUT				
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	
TOTAL TRANSFER TO OTHER FUNDS	\$745,925	\$895,637	\$149,712	20.07%
SUPPORT PROGRAMS-SP ED				
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	
TOTAL SUPPORT PROGRAMS	\$6,926,378	\$7,598,016	\$671,638	9.70%
ENGLISH LANGUAGE LEARNER				
PROGRAM COSTS	\$51,121	\$83,408	\$32,287	
TOTAL ENGLISH LANGUAGE LEARNER	\$51,121	\$83,408	\$32,287	63.16%
CO-CURRICULAR ACTIVITIES				
MISCELLANEOUS EXPENSES	\$765,978	\$774,537	\$8,559	
TOTAL COCURRICULAR ACTIVITIES	\$765,978	\$774,537	\$8,559	1.12%
TOTAL EXPENSES	\$33,854,769	\$35,430,502	\$1,575,733	4.65%

Tax Rate Projections Using Budget 2020-2021

TOWNS	COMMON LEVEL OF APPRAISAL	TAX RATES FY 19-20	TAX RATES FY 20-21	INCREASE (DECREASE)
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: Washington Central UUSD		U092		Property dollar equivalent yield	Homestead tax rate per \$10,883 of spending per equalized pupil
SU: Washington Central		Washington County		10,883	1.00
				13,396	Income dollar equivalent yield per 2.0% of household income
Expenditures		FY2018	FY2019	FY2020	FY2021
1.	Adopted or warned union district budget (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.	Adopted or warned union district budget plus articles	-	-	\$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.	Total Union Budget	-	-	\$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	-	-	-	-
Revenues					
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	-	-	\$6,763,339	\$7,292,612
10.	Total offsetting union revenues	-	-	\$6,763,339	\$7,292,612
11.	Education Spending	-	-	\$27,091,430	\$28,137,890
12.	Washington Central UUSD equalized pupils	-	-	1,452.05	1,441.66
13.	Education Spending per Equalized Pupil	-	-	\$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%
		based on yield \$10,160	based on yield \$10,220	based on \$10,648	based on yield \$10,883
26.	Anticipated equalized union homestead tax rate to be prorated [(\$19,517.70 ÷ (\$10,883 / \$1.00))]	-	-	\$1.7522	\$1.7934
		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		FY2018	FY2019	FY2020	FY2021
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%)]	0.00%	0.00%	2.85%	2.91%
		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		FY2018	FY2019	FY2020	FY2021
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 |   



Washington Central Unified Union School District Budget / School Report Summary

It 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 progress toward building a workable system for governing – and funding – our six schools and central administrative offices.

In addition to organizing our unified board and building consensus around how to best serve every student as equitably as possible, we have also been dealing with a number of state mandated initiatives, including consolidation, early education, special education, and the recently negotiated (and imposed) first-ever statewide health care contract for all school employees.

You will find all of this outlined in our 2020 Annual School District Report, which is available for viewing or downloading on our website [<https://www.wcsu32.org/>]; or which can be picked up in printed form at your local Town Hall or at any of our schools. If you are unable to obtain a report in any of these ways, please call our Central Office at 802-229-0553, and we will be happy to mail one out to you.

In the meantime, you can review the budget highlights here, as well as brief updates from our schools. Instructions on where and when to vote prior to Town Meeting are listed below.

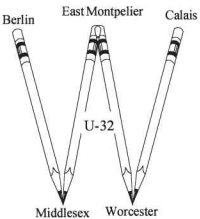
We are serious about building and maintaining equity in all of its aspects and across all realms of our work and in our schools; and we appreciate your ongoing support, and patience, as we work to serve the children, families, and taxpayers of the Washington Central Unified Union School District. It is a privilege that none of us takes for granted.

Where and When to Vote:

Berlin Elementary:	Berlin Corners	10 am – 7 pm
Calais Elementary:	Calais	7 am – 7 pm
E. Montpelier Elementary:	E. Montpelier	7 am – 7 pm
Rumney School:	Middlesex	7 am – 7 pm
Doty Memorial:	Worcester	10 am – 7 pm

Public Hearing / Budget Informational Meeting,
March 2, 6:30 pm at U32 Middle & High School, Room 128/131

School Updates
(for full school reports, please obtain a copy of our 2020 Annual Report)



together to design and build projects, test their ideas, and refine their thinking. Tech Club helps students explore technology uses and learn additional tech skills. Book club promotes reading and comprehension, and our Student Leadership Team is helping students make EMES a safe and respectful place to learn and grow.

Rumney: Students and staff have been busy implementing a new math curriculum. We are continuing our tradition of holding an all-school meeting each month, as well as an all-school adventure (this year to Hubbard Park) for a day of activities and community building. Students enjoy our annual welcome back ice cream social; 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 in Residency program, this year featuring Rumney (and U-32) alumnus Ethan Fiedler. We will be making improvements to the preschool playground, including the installation of a slide and balancing bars. The path to the playground was re-surfaced 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.

U32 Middle and High School: U-32 staff continues its 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. 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 system. We continue to refine and enhance our work and 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.

Budget Summary

Expenditure per equalized pupil:	FY 2020	FY 2021	(+/- %)
	\$18,657	\$19,518	4.61%
Budget Change Summary			
Salaries and Benefits	\$23,101,377	\$24,946,676	5.43
Non-Salary items (e.g. Technology, Supplies, Etc.)	\$8,408,763	\$8,535,980	0.38%
Debt Service / Capital Fund Transfers	\$2,338,629	\$1,947,846	(1.15%)
Combined Total WCUUSD Expenses	\$33,854,769	\$35,430,502	4.65%
Revenues That Offset Expenses (e.g. tuition, SPED reimbursements)		(\$529,273)	1.56%
Net Impact on Taxes		\$1,046,460	3.09%

Proposed Budget & Comparison

Total Revenues	\$33,854,769	\$35,430,502	4.65%
Expenses			
Instructional Services	\$11,647,570	\$12,385,895	6.347%
Preschool	\$644,491	\$740,184	14.85%
Guidance Services	\$1,025,916	\$1,083,713	5.63
Health Services	\$477,130	\$490,250	2.75%
Library Services	\$532,236	\$543,477	2.11%
Curriculum Services	\$253,501	\$349,369	37.82%
Tech Services	\$1,478,054	\$1,445,871	(2.18%)
Board of Education Services	\$211,673	\$207,935	(1.77%)
Superintendent Services	\$528,273	\$554,670	5.00%
Principal Services	\$1,931,865	\$2,022,365	4.68%
Fiscal Services	\$844,508	\$802,223	(5.01%)
Operation/Maintenance	\$2,595,056	\$2,672,105	2.97%
Student Transportation	\$1,451,183	\$1,494,718	3.00%
Student Transportation (Field Trips)	\$41,805	\$44,805	7.18%
Debt Service	\$1,702,107	\$1,241,324	(27.07%)
Transfer to Other Funds	\$745,925	\$895,637	20.07%
SPED Support Services	\$6,926,378	\$7,598,016	9.70%
English Language Learners	\$51,121	\$83,408	63.16%
Co-Curricular/Misc	\$765,978	\$774,537	1.12%
Total Expenditures	\$33,854,769	\$35,430,502	4.65%

Tax Rate Projections

Town	Common Level Of Appraisal	Tax Rates 2019-20	Tax Rates 2020-21	(+/-)
Berlin	103.09%	\$1.715	\$1.740	\$.025
Calais	95.61%	\$1.815	\$1.876	\$.061
E. Montpelier	93.82%	\$1.838	\$1.912	\$.074
Middlesex	98.93%	\$1.801	\$1,813	\$.012
Worcester	100.35%	\$1.791	\$1.787	(\$.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.

Berlin: Recent renovations have modernized our look, increased security, and provided rich learning spaces for our kids. 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. We are focused on improving student outcomes in math and aligning our science instruction with inquiry based and hands-on experiences. We have 1:1 laptop Chromebooks that students use for research-ing, writing and typing, and assessments. We focus on trauma informed practices, working to understand the hardships and challenges students and families face to provide a supportive environment to help meet those challenges.

Calais: Our three strategic objectives: Clear Learning Targets, A Comprehensive and Balanced Assessment Sys-tem, and High Quality Instruction and Interventions, continue to be at the forefront of our work. Teacher Pro-fessional Development has focused on the Implementation Plan and on trauma-informed approaches. We are focused on our new Math program, Ready Math, as well as 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. Our drama and sports programs continue to be strong and in December we worked with artist in residence, Brent McCoy from Yes! Theater Co. with a weeklong residency in circus and comedy. In contrast to the declining enrollments occurring at so many elementary schools throughout Vermont, we are pleased to report that our numbers continue to grow.

Doty: We are committed to educating the whole child and believe that our responsibility to our students includes teaching them how to navigate their social worlds, develop skills of self regulation, and be members of a kind, supportive community. We have implemented a new math curriculum and students are developing a solid under-standing of both Math and Literacy concepts. In addition to traditional academic subjects, students are given op-portunities to explore other strengths and talents through our allied arts programs. To ensure the safety of our students, we have received a grant to upgrade our classroom locks and install a PA system. We have upgraded the fire doors in the boiler room and are working toward getting new windows and siding to increase our energy efficiency.

East Montpelier: In addition to the learning that happens inside the classroom each day, we offer students nu-merous opportunities to participate in learning outside the classroom. Students in our primary grades expand their learning to the constantly changing forests, wetlands, streams and fields of East Montpelier through our Educating Children Outdoors (ECO) program. Our Makerspace provides time and resources for students to work