

# **GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT**

**ANDOVER | BALTIMORE | CAVENDISH | CHESTER**

## **ANNUAL REPORT**



Artwork by GMUHS Student - Grade 12

**REPORTS FROM 2019-2020 & BUDGET PROPOSAL FOR 2021-2022**

**ANNUAL INFORMATIONAL HEARING  
THURSDAY, FEBRUARY 25, 2021**

## Public Informational Hearing

~Thursday, February 25, 2021 at 6:00 PM~

Zoom: <https://trsu.zoom.us/j/82354752331> phone: 646-876-9923

## Annual Meeting

~Thursday May 27, 2021 at 6:00 PM~

Green Mountain Union High School Auditorium

## Voting by Australian Ballot

~Tuesday, March 2, 2021~

Andover Town Hall 8:00am – 7:00pm

Baltimore Town Hall 10:00am – 7:00pm

Proctorsville Fire Department 10:00am – 7:00pm

Chester Town Office 9:00am – 7:00pm



Artwork by GMUHS Sophomore

**Two Rivers Supervisory Union**  
609 VT Route 103 S., Ludlow, VT 05149  
802-875-3365

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# **WARNING**

## **GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT**

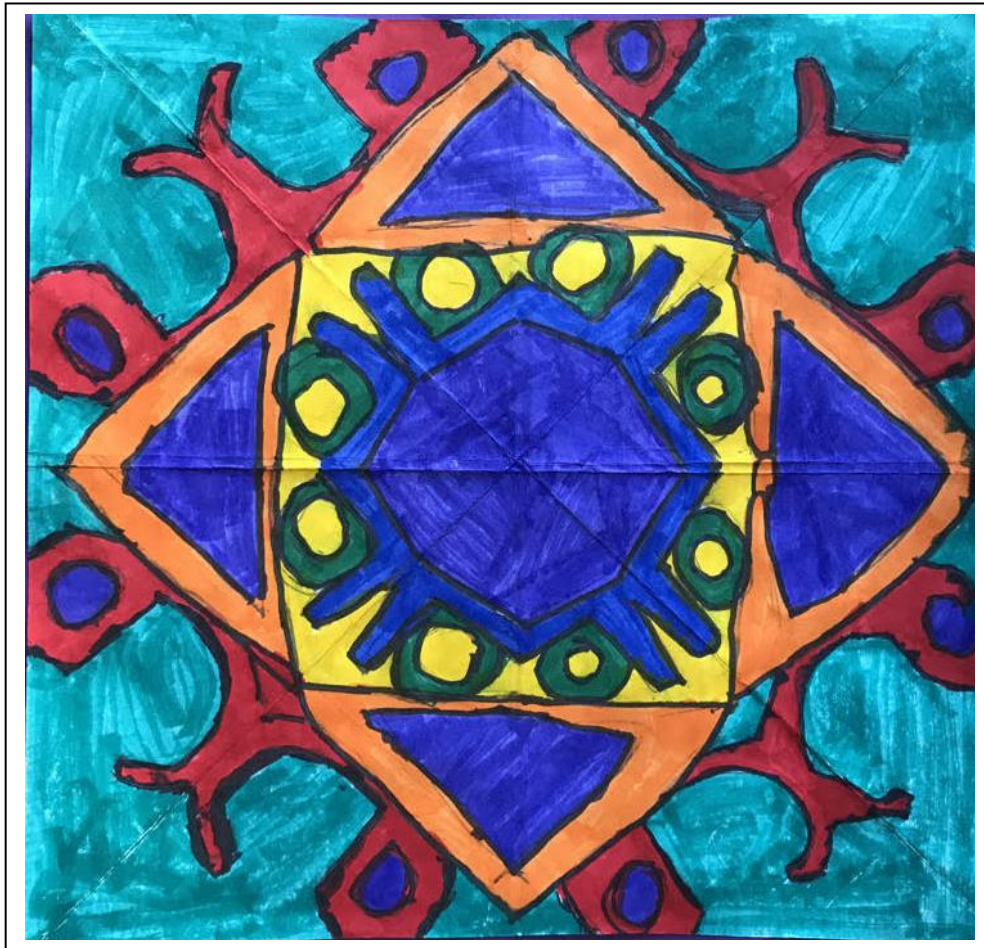
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### **PUBLIC INFORMATIONAL HEARING**

Zoom: <https://trsu.zoom.us/j/82354752331> Phone: 646-876-9923

**Thursday, February 25, 2021 at 6:00pm**

The legal voters of Green Mountain Unified School District, consisting of the towns of Andover, Baltimore, Cavendish and Chester, are hereby warned to meet for a Public Informational Hearing on the proposed budget for 2021-2022.



Artwork by CAES Student

# WARNING

## GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT

### Voting By Australian Ballot

Andover Town Hall 8:00am – 7:00pm  
Baltimore Town Hall 10:00am – 7:00pm  
Proctorsville Fire Department 10:00am – 7:00pm  
Chester Town Office 9:00am – 7:00pm

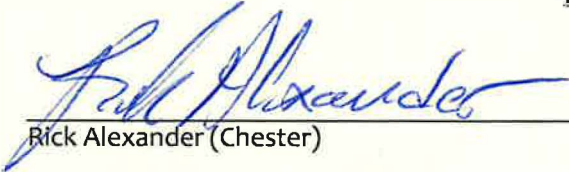
**Tuesday, March 2, 2021**


The legal voters of Green Mountain Unified School District, consisting of the towns of Andover, Baltimore, Cavendish and Chester are hereby warned to meet at the respective polling places on Tuesday, March 2, 2021 for the purpose of voting by Australian ballot. The business to be transacted includes the following:

**Article I:** Shall the voters of Green Mountain Unified School District approve the School Board of Directors to expend \$14,241,241.00 which is the amount the school board of directors has determined to be necessary for the ensuing fiscal year? It is estimated that the proposed budget, if approved, will result in education spending of \$17,421.00 per equalized pupil.

Approved at a Duly Warned Meeting on January 14, 2021.

### Board of Directors:

  
Rick Alexander (Chester)

  
Deb Brown (Chester)

  
Joe Fromberger (Andover)

\_\_\_\_\_  
Jeff Hance (Chester)

  
Kate Lampere (Cavendish)

  
Fred Marin (Proctorsville)

  
Lois Perlah (Chester)

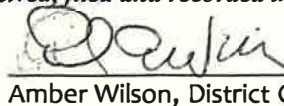
  
Dennis Reilly (Cavendish)

\_\_\_\_\_  
Michael Studin (Chester)

\_\_\_\_\_  
Jeannie Wade (Chester)

  
Wayne Wheelock (Baltimore)

Received, filed and recorded this 25 day of January, 2021

  
Amber Wilson, District Clerk

# WARNING

## GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT

### ANNUAL SCHOOL DISTRICT MEETING

Green Mountain Union High School  
Thursday, May 27, 2021 at 6:00 PM

The legal voters of Green Mountain Unified School District, consisting of the towns of Andover, Baltimore, Cavendish and Chester are hereby warned to meet to transact at that time business not involving voting by Australian ballot or voting required by law to be by ballot. The business to be transacted at this meeting includes the following:

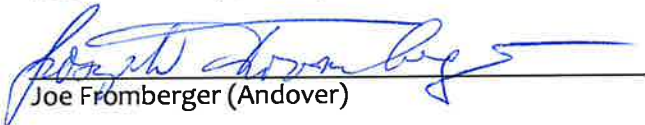
- Article 1:** To elect a moderator for a one year term beginning July 1, 2021.
- Article 2:** To elect a clerk for a one year term beginning July 1, 2021.
- Article 3:** To elect a treasurer for a one year term beginning July 1, 2021.
- Article 4:** Shall the voters of the Green Mountain Unified School District approve setting its annual honorarium for each of its School Directors at **\$1,200.00**?
- Article 5:** Shall the voters of the Green Mountain Unified School District approve setting its annual honorarium for the Treasurer at **\$500.00**?
- Article 6:** Shall the voters of the Green Mountain Unified School District approve setting the annual honorarium for its School District Clerk at **\$125.00**?
- Article 7:** Shall the voters of the Green Mountain Unified School District authorize its Board of School Directors to borrow money, pending receipt of payments from member towns as provided in Title 16, Chapter 11, § 711, by issuance of notes of money orders, payable not later than one year from date, for the purpose of paying its expenses?
- Article 8:** To hear and act on the reports of the Green Mountain Unified School District Board of Directors for the school year ending June 30, 2021.
- Article 9:** To transact any other business deemed proper when met, not involving the expenditure of school district funds or any other business acted upon in the preceding articles.
- Article 10:** To establish a new date for the annual meeting.

Approved at a Duly Warned Meeting on January 14, 2021.

#### Board of Directors:

  
Rick Alexander (Chester)

  
Deb Brown (Chester)

  
Joe Fromberger (Andover)

\_\_\_\_\_  
Jeff Hance (Chester)

\_\_\_\_\_  
Kate Lamphere (Cavendish)

  
Fred Marin (Proctorsville)

  
Lois Perlah (Chester)

  
Dennis Reilly (Cavendish)

\_\_\_\_\_  
Michael Studin (Chester)

\_\_\_\_\_  
Jeannie Wade (Chester)

\_\_\_\_\_  
Wayne Wheelock (Baltimore)

Received, filed and recorded this \_\_\_\_\_, 2021

\_\_\_\_\_  
Amber Wilson, District Clerk

GREEN MOUNTAIN UNION HIGH SCHOOL  
PUBLIC INFORMATIONAL MEETING  
FEBRUARY 27, 2020

Joseph Fromberger, Board Chair, called the public information meeting to order at 7:01 p.m. Meg Powden provided a summary of the budget for 2020. A copy of her power point is attached.

Carol Gilbert provided a handout that is attached to these minutes as well. It addresses a study called "quality counts". This study indicates that Vermont has the highest cost of education. It further indicates that the student/teacher ratio is 16:1. Green Mountain's student/teacher ratio is approximately 10:1. Carol Gilbert stated that Green Mountain's budget supports 40 classes that have a student population of less than 10. She asked the Board what projected class sizes were used when projecting the school's budget. Joe Fromberger stated that the Board looked at the current class sizes and felt that they were adequate. Deb Brown also indicated that they included the projected 55 students from Ludlow. Meg Powden also stated that there has been an objective of the Board this year to provide a robust programming for the students.

Carol Gilbert questioned what the STEAM teacher will be teaching. Lauren Fierman indicated that they will be teaching grades 7-12 various robotic and computer programming classes, both entry level and advanced.

Joyce Wancho stated that she attended a high school in New Jersey that had much larger class sizes. She indicated that she was very surprised to learn that the classes at GM are so small and that the budget process is so difficult. Joe Fromberger stated that Vermont has the lowest teacher/student ratio in the U.S. Vermont is losing children in their schools and the State has not kept up with providing assistance to its schools. He further stated that the students in Vermont are receiving a good education for the money being spent.

Lauren Fierman stated that most of the smaller classes are AP classes or special offer classes. She stated that these are the classes that make Green Mountain attractive which comes with a cost.

Doug McBride thanked Carol Gilbert for her comments and information that she provided. He stated that he feels that it is a very difficult challenge to provide a top level education at a reasonable cost.

Carol Gilbert stated that she was shocked to hear that at CAES there are more paraeducators than teachers in the school. She also stated that Cavendish has very small classrooms. She stated that small classrooms are definitely a benefit to the education of the students. However, it is not economical to believe that a small town can support a 9% increase. Joe Fromberger reminded everybody that 5% of the budget is out of their control. The remaining 4% is for the increased opportunity that the Board feels they need to provide for their students.

Jeannie Wade stated that there are several children coming into the elementary school with trauma in their lives. She reminded that this is a very different time. Katharine Fogg stated that

there are more teachers than Paras in the school. However, there are many kids with IEPs and the school does not have an option but to provide a special education to those students. Lauren Fierman stated that over the past 15 years, the IBP students has increased tremendously. Green Mountain has 30% of its students with an IBP.

Joe Fromberger invited Carol Gilbert to come to the Board next year to help with the Board's process. They would welcome her input in the future.

Carol Gilbert stated that in the school report, she would like to see a better description of the curriculum. She also stated that she would like to see the standardized test scores in the book in the future. She stated that for the math scores it shows that 65% of students are not proficient. Carol Gilbert stated that the graph on page 32 should be in color or somehow differentiate so that it can be understood.

Lois Perlah stated that she does have an education background. She stated that she was surprised at the number of students that need additional support. However, she indicated that these students need to be included and supported which does cost money.

Meg Powden stated that she has reviewed the ACT 64 documents. Those documents projected a tax rate of \$1.64 for 2021. This budget is showing approximately \$1.55.

The meeting adjourned at 7:46p.m.

A true record.  
Julie S. Hance  
District Clerk



MINUTES OF THE GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT  
ANNUAL MEETING  
FEBRUARY 27, 2020

A motion was made by Deb Brown to nominate Jonathan Bliss as the interim Moderator for this Annual meeting. Seconded by Rick Alexander. The motion passed.

Interim Moderator, Jonathan Bliss, called the meeting to order at 7:47 p.m.

The Moderator then read the Warning.

ARTICLE 1: To elect a moderator for a one-year term beginning July 1, 2020. A motion was made by Debbie Aldrich to nominate William Dakin as Moderator. Seconded by Julie Hance. The motion passed.

ARTICLE 2: To elect a clerk for a one-year term beginning July 1, 2020, A motion was made by Julie Hance to nominate Amber Wilson as Clerk. Seconded by Deb Brown. The motion passed.

ARTICLE 3: To elect a treasurer for a one-year term beginning July 1, 2020. A motion was made by Doug McBride to nominate Wayne Wheelock as Treasurer. Seconded by Debbie Aldrich. The motion passed.

ARTICLE 4: Shall the voters of the Green Mountain Unified School District approve setting its annual honorarium for each of its School Directors at \$1,200.00? A motion was made by Amber Wilson. Seconded by Debbie Aldrich. Voted affirmatively.

ARTICLE 5: Shall the voters of the Green Mountain Unified School District approve setting its annual honorarium for the Treasurer at \$500.00? A motion was made by Debbie Aldrich. Seconded by Rick Alexander'. Voted affirmatively.

ARTICLE 6: Shall the voters of the Green Mountain Unified School District approve setting its annual honorarium for its Clerk at \$125.00? A motion was made by Debbie Aldrich. Seconded by Deb Brown. Voted affirmatively.

ARTICLE 7: Shall the voters of the Green Mountain Unified School District authorize its Board of School Directors to borrow money, pending receipt of payments from member districts as provided in Title 16, Chapter 11, §711, by issuance of notes of money orders, payable not later than one year from date, for the purpose of paying its expenses? A motion was made by Joe Fromberger. Seconded by Rick Alexander. Voted affirmatively.

ARTICLE 8: To hear and act on the reports of the Green Mountain Unified School District Board of Directors for the school year ending June 30, 2020.

A motion was made by Joe Fromberger to amend the article to indicate that the reports are ending June 30, 2019. Seconded by Rick Alexander. The motion passed.

Jeff Hance moved article 8 as amended. Seconded by Rick Alexander. The motion passed.

ARTICLE 10: To establish a new date for the annual meeting.

Jonathan Bliss stated that if there are no objections, Article 10 will be moved to take place before Article 9. There were no objections.

Joe Fromberger explained that when the Unified School District was created, both Green Mountain and Ludlow Mount Holly chose the same date for the annual meeting. Staff cannot be present at both hearings. This requires one of the annual meeting dates to be changed.

Joe Fromberger made a motion to change the annual meeting date for the Green Mountain Unified School District to be the Thursday before Town Meeting Day. Seconded by Wayne Wheelock. The motion passed.

ARTICLE 9: To transact any other business deemed proper when met, not involving the expenditure of school district funds or any other business acted upon in the preceding articles.

Shawn Cunningham stated that in the 2019 budget at the end of the fiscal year, it was identified that some lines were underspent and some overspent. In the end, the Board ended with a \$150,000 deficit. He questioned the Board as to what measures will be taken this year to practice improved financial management of the budget. Joe Fromberger stated that the Board being involved in the budget process this year proved to be very helpful. The Board is now receiving a monthly report indicating what funds are over and underspent.

Rick Alexander stated that once the Board learned about the issue of over and under spending, they discussed and agreed to better monitor the finances on a monthly meeting. Doug McBride stated that he feels that there is a lot more than can be done and is hopeful that the Board will move forward with some State suggestions.

The meeting adjourned at 8:12 p.m.

# GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT ANNUAL REPORT

To the residents of ANDOVER, BALTIMORE, CAVENDISH and CHESTER.

January 2021

Your Board of Directors presents this report and the attached budget for your information and consideration at the annual District Informational Hearing on February 25, 2021. The Board and Superintendent Fierman have worked to construct a spending plan that seeks to anticipate the continuing uncertainties the COVID-19 pandemic may bring for the next School year and to continue to offer the appropriate education our students and parents have a right to expect. Unless major changes occur in the need to deal with the pandemic in the coming year, the projected budget for 2021/2022 has been set at \$14,241,421.00, which represents an increase of 0.94 % over the current budget. We ask for your support of the work this budget covers.

So far this has been an extraordinary year, not only for the schools in this District, but also for society at large and indeed for everyone concerned with their own safety and the safety of all our children.

## **Significant School Events:**

On March 14, 2020 all schools in the Supervisory Union were closed to in-person instruction and until the end of the school year a determined effort to provide remote instruction was mostly successful due in large part to our staff's willingness to do what needed to be done and the Administration's continuing plan updates. One obstacle was that access to the internet was inconsistent and that made it difficult for some families to connect to remote instruction in the beginning.

On September 8, 2020 the new school year began and all schools were reopened to class room instruction on a schedule of Monday and Tuesday Class room time, Wednesday as a remote day and Thursday and Friday in class time. All indications are that the arrangement has worked well and that learning was happening. However, in anticipation of the approaching Thanksgiving and Holiday season the administration surveyed both families and staff and concluded that the projected travel plans and the required quarantining would make it hard to predict the staffing need to continue in-person instruction. The Administration, with the Board's concurrence, decided to go to all remote learning from Thanksgiving until January 11, 2021.

## **Personnel Changes:**

On July 1, 2020, Lauren C. Fierman became the Superintendent of the Two Rivers Supervisory Union which supervises School operations for both the Green Mountain Unified School District and the Ludlow Mount Holly Unified Union School District. Since Ms. Fierman had been the Principal at Green Mountain Union High School, the GMUSD Board asked the Assistant Principal, Michael Ripley to assume the role of Interim Principal for the balance of the year. Also, on July 16, 2020 the TRSU Board hired Anne Gardner to become Curriculum Coordinator for both School systems. In addition, due to the Principal vacancy at Cavendish

Town Elementary School, the Board assigned Katherine Fogg and Kevin Fay, Principal and Vice-Principal at Chester-Andover Elementary School, to become the management team for both Schools.

**Student Enrollment:**

Student enrollment at both Elementary Schools has remained fairly steady with the December counts of 239 students at CAES and 73 students at CTES. However, there has been a change in how both elementary and high school students attend School. There has been an increase in the number of students who attend School remotely and an increase in students being home schooled. Enrollment at the High School has increased from 308 last year to 359 this December, primarily due to the transfer of 43 students after the closing of Black River High School in Ludlow.

**Budget Highlights:**

On January 14, 2021 the Board has voted to submit a budget of \$14,241,421.00 to the voters which represents an increase of 0.94% over the current year. While the Vermont Tax Dept. has not yet published a District wide education tax rate, we estimate that with the budget number, including the tax incentive, the District tax rate would be about \$1.60/100, compared to the current rate of \$1.51/100. On a property with an assessed value of \$250,000 the increase would be \$225.00 per year or \$18.75 per month.

We would urge voters to attend the Informational Hearing via Zoom on Thursday, February 25, 2021, when detailed budget information will be available and questions will be answered. Normally, the required Annual Meeting of the District voters is held the same day following the Informational Hearing. Given the extraordinary circumstances of this pandemic, the Board has chosen to use the enabling legislation adopted by the Vermont Legislature that gives Town Selectboards and School Boards the ability to postpone the date that in-person voting takes place. The Green Mountain Unified School District annual meeting will be held on Thursday, May 27, 2021 at 6:00 p.m. in a location to be identified and warned.

Respectfully submitted,  
Joseph Fromberger  
Board Chair

**Green Mountain Unified School District Directors:**

- Rick Alexander – Chester
- Deb Brown – Chester
- Joseph Fromberger – Andover
- Jeff Hance – Chester
- Kate Lamphere – Cavendish
- Fred Marin – Cavendish
- Lois Perlah – Chester
- Dennis Reilly – Cavendish
- Michael Studin – Chester
- Jeannie Wade – Chester
- Wayne Wheelock – Baltimore

## **Message from the Superintendent**

The year 2020 has certainly been one for the record books. In March of 2020, when we went into remote learning with little time to prepare, I wrote these three words on the white board in my office:

Generous. Flexible. Kind.

Those words have guided our approach over the months since we all began this unexpected journey. There have been many difficult decisions -- remembering to care for each other with a generous spirit and a kind heart has helped keep our school community strong. The members of the Two Rivers Supervisory Union community have been generous, flexible, and kind with each other through all the difficulties that have come our way. We all look forward to celebrating new accomplishments as we meet the challenges of this new year.

The bulk of our time since the last annual report went out has been spent on the logistics of providing the best education possible to our students while also keeping everyone in our schools as safe as possible. This has meant providing remote learning for some students -- by joining with VTVLC for our middle and high school students and by creating our own virtual academy (TRVLA) for our elementary school students. The amount of time and effort our teachers, administrators, and staff have put into making this remote learning possible cannot be overstated. It was, and is, enormous. We celebrate their ongoing accomplishment, along with the accomplishments of our students and families engaged in virtual learning.

We have also provided in-person instruction for most of our students, while meeting requirements for distancing, masking, and cleaning. Again, the amount of additional effort this has taken is astounding -- and exhausting. Because of that effort, from September 8 to November 24, TRSU students were able to have in-person instruction four days a week (with Wednesdays remote). They returned to that schedule on January 11 and will, we hope, continue to have at least four in-person days a week through the end of the school year. We celebrate the ongoing accomplishment of our students, families, teachers, administrators, and staff in rising to meet the many challenges involved in providing in-person instruction.

Our budgeting work for our districts represents minimizing discretionary spending during this particularly difficult year. We are pleased to have an overall increase in the GMUSD budget of under one percent and a decrease in the LMHUUSD budget. GMUSD's budget comes in at a .94% increase and LMHUUSD's is a decrease of .73%. You can find details at the back of this booklet as well as online through the TRSU website ([trsu.org](http://trsu.org)). All our schools looked at ways to maintain programming and high expectations while also limiting spending in light of the economic disruption caused by the pandemic.

We want everyone to note that, the two special programs housed at Ludlow Elementary School -- one for students with social/emotional learning needs and one for students with Autism -- have saved nearly a million dollars in tuition and transportation expenses for students with special needs while also allowing our students to receive their education in our community. Without these remarkable savings, our special education expenses, which increased by 19% across the SU, would be even higher. We are looking for ways to create more local programming to both reduce cost and provide a better (and closer to home) educational experience for all of our students.

There will be difficult conversations in the coming years about having school structures that recognize the changes in the student population faced by our communities. However, for this year, we have been able to maintain most of our staffing and programs. We feel it is important to create as little disruption as possible for our students next year as we, hopefully, return to some semblance of “normal” for the 2021-2022 school year.

Over the summer, the “Go Wild” program was one of very few in the state to provide area students with some sense of normalcy. Venissa White and the staff of the After School Program continue that outstanding service by providing supervision for students on our remote Wednesdays during the school year -- and supervision all week during the time our in-person students were in remote learning between Thanksgiving and January. The daunting logistics of such programs have kept many school districts from offering these services. We are fortunate to have so many dedicated educators and staff members who work through those challenges to provide this support to our students and families.

Our push to implement a true proficiency-based education system has continued this year, with new leadership. Anne Gardner, a long-time teacher and coach at both Black River High School and Green Mountain Union High School, moved into the position of TRSU Curriculum Coordinator on July 1, 2020. You will see her report in this booklet. Anne is providing invaluable support to all of our faculty and staff on best practices for both in-person and virtual learning, organizing and facilitating professional development programs, and assisting building administrators with their role as instructional leaders.

On a different note, Karen Trimboli will be retiring at the end of this school year. After 17 years as principal of LES (and several years also serving as principal of BRHS), to say she will be missed is such an understatement. Karen’s support and advocacy for students, families, and staff cannot be overstated. Please join me, and the entire TRSU community, in wishing Karen all the best in her next chapter.

It has been far from the year anyone could have imagined in February 2020 when you received the last annual report. Despite all the unexpected adventures, it has been a tremendous privilege to work with this outstanding group of community members, board members, parents, students, faculty and staff. I look forward to continuing this journey together in the coming year.

Sincerely,

Lauren Fierman  
Superintendent of Schools

## Special Education Report

The special education programs provided by the Two Rivers Supervisory Union are designed to meet the individual needs of our diverse student population. School-based programs are in place at each of our four elementary schools and at Green Mountain Union High School.

Our Essential Early Education (EEE) program provides services to 3-5 year old preschool children with developmental delays, as well as preschoolers who are “at risk” for future school difficulties. The Two Rivers Supervisory Union participates in a Pre-School Collaborative to serve students in Baltimore, Cavendish, Chester and Andover. The collaborative includes the Little School in Weston, Chester Community Preschool (Headstart) in Chester, Stepping Stones in Cavendish, Suzy’s Little Peanuts in Springfield and Ascutney, Playworks in N. Springfield, Saxtons River Montessori School in Saxtons River, Little Daisies in Rockingham, As We Grow Childcare in Proctorsville, World of Discovery I and Perkinsville Preschool in Perkinsville, and Happy Feet in Springfield.

Services to these children are provided by EEE Coordinator Laurie Cloud, Speech-Language Pathologists Marion Brody and Maryann Bastian, Physical Therapist Colleen Stitt, and Occupational Therapist Whitney Haber. Stephanie Racz serves as the Pre-school Collaborative Director for the Green Mountain Unified School District. The EEE program also provides identification and consultation for “at risk” and developmentally delayed infants and toddlers.

School districts in the Two Rivers Supervisory Union serve children and youths with mild to severe disabilities under the Individuals with Disabilities Education Act 2004 (IDEA) and the Vermont Agency of Education Special Education Regulations. In addition, any eligible student with a disability who does not qualify for special education service under the IDEA may receive instructional and/or environmental accommodations and related services through Section 504 of the Rehabilitation Act as well as the school’s Educational Support System.

In order to provide a specialized educational program that will benefit the student, each child who is eligible for special education services is provided with an Individualized Education Plan (IEP). Depending on need, a student may also receive resource room services, speech and language therapy, occupational therapy, physical therapy, and/or counseling. Any one, or a combination, of these services may be necessary in order to address the needs of the whole child. These services have enabled many students to realize their potential within their home schools. Special transportation and/or special school placements are sometimes necessary to provide appropriate programs for students with more intensive needs.

Programs are supported by local, state, and federal funds, including federal grants (IDEA-B) and state grants (Mainstream Block Grant, State EEE Grant, and Medicaid). Local dollars and various grants have continued to provide opportunities for teachers, administrators, and support staff to participate in conferences, in-services, workshops and courses.

In 2018 the Supervisory Union developed an Intensive Needs/Autism Program to serve students within the Supervisory Union. The program is located at Ludlow Elementary School. It utilizes the principles of Applied Behavior Analysis to provide assessment and individualized educational programming to meet each student’s needs. Two Rivers SU works collaboratively with Health Care and Rehabilitation Services of Springfield to provide the services of a board certified behavior analyst, a behavioral consultant and behavior interventionist as well as consultation to assist with the implementation of the principles of Applied Behavior Analysis. The program is staffed by Patricia Diehlmann, Special Educator; Lawrie Roundy and Debra Neubert, Paraeducators and Registered Behavior Technicians; Janet Farmer, Speech-Language Pathologist Assistant, and Jeannine Martins, Speech Language Pathologist.

During the summer of 2020, the Two Rivers Supervisory Union finalized plans for a Social Emotional Learning Center for the school year 2020-2021 to be located at Ludlow Elementary School. The program serves students within the Supervisory Union preschool through grade six. This new program will enable students to be educated in a public school setting which will provide them with the opportunity to be integrated, when appropriate, into the mainstream setting. The program will also provide students the opportunity to be exposed to the same curriculum that students within the Supervisory Union are exposed to, as well as to provide them with the social emotional skills and support that they need to be successful within the mainstream setting. The program is staffed by Emily Burlett, Special Educator; Cortney Slobodnjak, Mental Health Clinician; James O'Neil, Bruce Patterson, and Janet Gage, Paraeducators.

Rachel Root, Special Educator, serves as the Out of District LEA (Local Education Agency) for special education and 504 students that are being educated in the school choice option settings and in alternate programs as well as at the Vermont Adult Learning Program.

The students who receive special education services through the **Green Mountain Unified School District** attend the Preschool Collaborative, Cavendish Town Elementary School, Chester Andover Elementary School, and Green Mountain Union High School. These students receive individualized instruction, according to their IEPs by a staff of educators, including Special Educators Laurie Cloud, Marina Potter, Tracy Churchill, Nicole Luz, Amy Hamblett, Mary Pelkey, Mary DeSimone, Patrick Wheeler, Nancy Martin, Janet VanAlstyne, and Jennifer Parks; Elizabeth Craig, Maryann Bastian and Marion Brody, Speech-Language Pathologists; Colleen Stitt, Physical Therapist; and Whitney Haber, Occupational Therapist and their regular classroom teachers. In addition, some students are assisted by paraeducators who reinforce instruction, implement behavior management plans and provide emotional support to these students. We also provide for consultation services through Nine East Network for the Deaf and Hard of Hearing, the Vermont Association for the Blind and Visually Impaired, and the Vermont I-Team. Additional resources that are available are Michelle Golden, Anne Tarmey, and Jessica Kessler, Mental Health Clinicians, who work with students and their families to provide emotional support and counseling.

In addition to programs within the Green Mountain Unified School District, students may receive special education services through the Springfield Collaborative and other schools as part of their programs. They are supplementing their education with courses designed to develop skills and experiences, to reintegrate into the general education setting as well as, when age appropriate, to prepare them to transition to post secondary school and/or employment and training. In all cases, every effort is made to coordinate the various components of each student's program in order to provide an integrated team approach to maximize success.

We thank the Two Rivers Supervisory Union School Board, The Green Mountain Unified School District Board, superintendent, principals, assistant principal, teachers, support staff, parents, and the communities for their continued commitment and support of these programs.

Mary Barton  
Director of Student Support Services



# TWO RIVERS SUPERVISORY UNION

## CURRICULUM AND INSTRUCTION REPORT 2020-2021

### OUR VISION

The students and adults of the Two Rivers Supervisory Union will collaborate, think critically, acquire and apply knowledge, and solve problems creatively.

### PROFICIENCY-BASED LEARNING: AN INTRODUCTION

Please visit the TRSU website to view a Google Slide Presentation that introduces the rationale for Proficiency-Based Learning. The link is under the CURRICULUM tab. Select PROFICIENCY BASED EDUCATION. View THE POWER OF PROFICIENCY.

### FOCUS ON PROFICIENCY-BASED LEARNING: THE MAJOR ELEMENTS

#### CLEAR STANDARDS

Teacher View	Student View	Moving Forward
Teachers select instructional standards (called critical indicators at the elementary level and proficiencies at the secondary level) that are essential skills for learners. They plan, communicate, and implement targeted instruction to students in the form of learning targets.	Students learn best when they understand the purpose of instruction and have a clear learning objective. They know what is expected of them during the learning process and they see the learning target. This provides students with a clear path to their own learning.	Teachers continue to develop learning targets and revise their curricular and instructional work. This year has been focused on the shift to virtual learning. The instructional standards have not changed, and best practices for online engagement with students informs teaching and learning.

#### HIGH-QUALITY ASSESSMENTS AND FEEDBACK

Teacher View	Student View	Moving Forward
Accurate assessment of student learning is essential in driving instruction. It also provides an opportunity for students to explore their own learning and be a partner in creating new learning experiences. Feedback from assessments provides both teachers and students with a	Students receive frequent feedback through formative and summative assessments. Formative assessments measures learning in stages leading up to a summative assessment of the standard. Good formative feedback helps students find gaps in knowledge, understanding,	Teachers and students use rubrics (scoring tools) to evaluate student growth and needs. Students have access to the rubric prior to the assessment, and should have an understanding of the expectations for demonstration of proficiency. As we move forward,

clear snapshot of where they are achieving and where they need support. Teachers are able to use feedback to adjust their instruction.	and skill. This means that they are partners in furthering their own learning. Both teachers and students learn through feedback.	students will have an increased opportunity and capacity to create or co-create their own demonstration of proficiency and its assessment.
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**TRANSFERABLE SKILLS AND PERSONALIZATION**

Teacher View	Student View	Moving Forward
<p>When most of us were in school, we took classes in particular subjects. There wasn't much discussion about the skills that characterize most successful people - not just in school, but in the workplace and in civic life.</p> <p>Transferable skills are the skills and habits that we use to navigate our lives. For example, teachers have focused on experiences that encourage self-direction this year. This is particularly important for learners when they are working in a virtual world and must manage their focus and time without constant teacher support. Other skills, like problem-solving, take on more significance when student need to create their own systems for learning.</p>	<p>The Essential Skills and Dispositions students must practice are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication;</li> <li><input type="checkbox"/> Collaboration;</li> <li><input type="checkbox"/> Creativity; and</li> <li><input type="checkbox"/> Self-Direction.</li> </ul> <p>These are essential in the sense that they are necessary regardless of what you do now or later in life. Students are encouraged to participate actively in planning learning experiences and exploring non-traditional ways of demonstrating mastery of the Essential Skills and Dispositions. This means that experiences outside of the school setting - through camps, workshops, jobs, and self-selected projects become evidence of student skill.</p>	<p>Our goal is that every student in TRSU will have a Personalized Learning Plan (PLP) designed and maintained by the student as evidence of their learning and interests. A PLP is not just a record of successes, but a record of good learning, self-directed experiences, work inside and outside the school, and curiosity that captures student interest. A PLP also reflects the student's understanding of who they are, what they find intriguing, what they find difficult, and the ways in which they demonstrate essential skills. It is a portfolio of evidence and reflection that will travel with them through their education and beyond.</p>

Anne Gardner  
Curriculum Coordinator

# Principal Report

## Cavendish Town Elementary School 2020-2021

### SECTION I – PUPIL INFORMATION

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	virtual	in person	Homeschool*	total
K	2	5	3	10
1st	1	6	3	10
2nd	1	9	5	15
3rd	0	12	0	12
4th	3	12	3	18
5th	0	9	0	9
6th	2	9	1	12
<b>Total</b>	<b>9</b>	<b>62</b>	<b>15</b>	<b>86</b>

\*Homeschoolers by choice due to COVID-19

### SECTION II – PERSONNEL

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Katherine Fogg	Principal
Kevin Fay	Assistant Principal
Donna Hamilton	Administrative Assistant
Holly Gauding	Teacher- Kindergarten & Grade 1
Amanda Gross	Teacher - Grade 2
Lindsay Turgeon	Teacher - Grade 6
Ellen Cameron	Teacher – Grade 3
Jennifer Harper	Teacher - Grade 4
Ann Thompson	Teacher - Grade 5
Robin Bebo-Long	Teacher - TRVLA
Long-Term Sub	Teacher - Art
Christine Landon	Teacher - Physical Education*
Ellen Boles	Teacher - General and Instrumental Music*
Tracy Churchill	Teacher - Special Education
Marina Potter	Teacher - Special Education
Beth Salisbury	Teacher - Title I Reading Interventionist
Mary Bauerband	Planning Room/Reading & Math Paraeducator
Kim Currier	Paraeducator
Lisa Merrill	Paraeducator
Becky Plunkard	Paraeducator
Catie Tyrrell	Paraeducator
Dawn Tyrrell	Paraeducator
Stephanie Alexander	Certified Occupational Assistant*
Andrew McPhillips	Long-Sub Guidance Counselor
Michelle Golden	School-Based Clinician*
Bob Williams	Bus Driver*
Randy Gruber	Custodian*
Linda Thomas	Custodian*
Greg Otis	Custodian*
Jane Guerin	Food Service*

Lori Jones	Food Service*
Kata Welch	Librarian*
Jon Beamon	Maintenance Supervisor
Emma Lombard	Nurse*
Leann LeClair	Paraeducator*
Jim Tornquist	PCA
Matt Neronsky	Paraeducator
John Ludlam	Paraeducator

\* Denotes part-time

### **SECTION III - PROGRAM AND CURRICULUM**

Cavendish Town Elementary School (CTES) is a small and vibrant K-6 school which is deeply connected to the community. The faculty and staff consist of a range of people who have worked in the building for several decades to those who are at the beginning of their careers. They are a dedicated, collaborative and creative crew who are always striving to give our students the best possible learning opportunities. This year we have a combined K/1 classroom and one classroom for each of the remaining grades. We also have one teacher who is working with the students in the Two Rivers Virtual Learning Academy. Our small class sizes enable teachers to know their students well and for our students to have the flexibility to interact and learn with their peers in multiple grade levels.

Friends of Cavendish Town is a school-community group made up of stakeholders who care about our school. They raise funds, sponsor activities and plan educational programming. The Cavendish Historical Society also works closely with teachers to present multiple educational opportunities for our children. These enrichment opportunities help our children become informed, caring and responsible citizenry through observing the dedicated adults who volunteer to work with them. Our 4th, 5th and 6th grade students participate in community service by assisting with fall chores for various older residents, taking care of the gardens at CTES, participating in River Sweep and taking care of the fall clean-up of the Proctor Cemetery. Students have also begun a new tradition of ringing the bell at the beginning of the school day, raising and lowering the flag and giving the morning announcements and saying the pledge.

All students at CTES attend Library, Music, Physical Education, Art, Guidance. We have a vibrant After school Program (ASP) that offers students a plethora of activities from homework assistance to culinary arts classes. ASP also runs for a full day for nine weeks during the summer in Ludlow. Typically students participate in a winter sports program at Okemo Mountain which includes, snowboarding and downhill instruction and practice. Students receive healthy eating and cooking lessons, mentoring opportunities with Windsor County Mentors, Girls on the Run of Vermont. Sixth graders attend the Keewaydin Environmental Education Center (KEEC), which is located on Lake Dunmore in Salisbury. The week spent at KEEC is a full, active, exciting learning experience. Living away from home with teachers and friends fosters independence and creates a sense of class cohesiveness.

The CTES staff has a thriving grant-funded Wellness Program with monthly wellness challenges, staff morale boosters and gift certificate incentives through LLBean.

We use Multi-Tiered Systems of Support (MTSS) to ensure the success of each and every child. As shown in our chart this includes support for academics and behavior. We have strong teams in place to nurture the needs of the whole child. We know that we need to meet all of the needs of a student before they will be ready to learn. We believe it is important to model, teach and reteach expected behaviors and essential skills for learning. We utilize an Educational Support Team (EST) to monitor academic progress and to monitor behavior. During our 2020 Two Rivers Supervisory Union leadership retreat, teachers and administrators used our TRSU Vision and Continuous School Improvement goals to plan our work for the coming year. We agreed to focus on Proficiency-based education, Personalize Learning, Early Literacy, Trauma-Informed Practices and Data-driven decision making. We continue to make use of data and inquiry cycles to improve student outcomes using individual, grade level and a school-wide focus.

As you well know, much of our time together last summer was spent making decisions about how instruction could be delivered during a pandemic. We all agreed that at the elementary level it was important for all students to be receiving similar instruction using our TRSU teachers. We wanted to ensure that students who are learning in person and students who were learning virtually were focused on the same content, standards and critical indicators. For this reason we decided to create our own TRSU Virtual Learning Academy. The gift in our collaborative work was that teachers, with varied strengths, shared their knowledge and resources with each other with a clear intention to create the very best possible outcomes for all of our students without really knowing what was going to happen. This collaborative work helped us to think out of the box, embrace outdoor education and understand the flexibility of proficiency-based education. During the summer we were all just holding our breath in hopes that we would be able to bring our children back into the buildings.

I am so very grateful to the teachers in Chester-Andover and Cavendish for their dedication and time that they dedicated to planning this summer. They attended staff meetings, Leadership Team meetings and Community Forums all summer to help inform our decisions for opening school this year. I am especially thankful for the many teachers who have been available in person and through emails and phone calls to help me ease into my dual role as Principal of Cavendish Town Elementary and Chester-Andover Elementary.

We have a great deal to be proud of this year. We were thrilled to be able to offer the choice between in-person learning and our Virtual Learning Academy for our families this year. Some families also chose to homeschool their children for various reasons including specific health issues of their child or other members in the household. As the year progresses we welcomed many students back into in-person instruction who initially chose another option. We have also seen a few more families moving in and out of our schools due to job changes and housing insecurity. Many schools in Vermont went completely remote or only offered two days of in-person learning. We went the extra mile to create a hybrid model of four days of in-person learning and one day remote along with a completely separate Virtual Learning Academy. This took a lot of planning and teamwork to put everything in place. I am extremely grateful to the parents, staff and community members for their input, perseverance and patience during this process.

Many community groups and individuals showered our school with monetary contributions for supplies, made home-made masks and prepared our playgrounds and outdoor learning spaces. All students were given free meals this fall and we hope this will continue throughout the remainder of the school year. We were blessed with favorable weather for outdoor learning for the entire time we were in session.

All elementary students were given iPads this year with the intent of using them during the school day as well as using them for remote instruction on Wednesdays. This prepared them well for our planned remote teaching during the holiday season as well as those times when we will need to be remote due to the weather or a possible COVID-19 outbreak.

I know that this is not easy for families and am grateful for the continued support of student learning needs at home and the family partnerships with our teachers. I am thrilled that 99% of our students are connecting to classroom instruction, essential arts and special services. There are just a couple of students who can't get connected due to their remote locations so we are sending paperwork and connecting with these families over the phone.

In addition to our typical after-school programming Venissa White embraced the opportunity to create a childcare hub to assist families during our remote learning days. She transformed the ground floor of the Black River High School building into a warm and welcoming learning space. Visiting the hub in Ludlow during our remote learning was such a joy for me. As I walked through the classrooms I witnessed students attending lessons online with teachers, reading independently and completing assignments on paper. It was truly magical to be in one room and see students interacting with teachers from different classrooms and content areas at the same time. Venissa deserves a medal for making this amazing learning site come to fruition. She is managing a large staff and a building full of children with schedules from four different schools.

Last, but not least, I have been thoroughly impressed with the ability of our children to be engaged in their learning throughout all of the changes that have occurred this year. They have shown amazing stamina and resilience in managing both the safety protocols for COVID-19 and the ever changing landscape of learning.

As we come to the end of our last week of our planned remote learning I am so very proud of what our schools and communities have accomplished. As I reflect back to the beginning of June I realize that we have all learned so much over these last few months. The teachers, students and families are engaging in new and creative learning approaches to facilitate student academic growth in ways we could never have imagined. The need to change how we approached learning due to the pandemic has caused us to re-examine our practices and to become innovative. I do believe there will be many pieces and parts of our new approaches that will stick with us as we work to continually improve access and equity for students.

It is both an honor and a privilege to be working with the extremely talented, flexible and collaborative teachers and staff in our buildings during this most challenging year. I am also very grateful to our families and communities for their continued partnership and support of our schools as we continue our school-wide journey toward academic equity and excellence.

Sincerely,

Katherine Fogg  
CTES Principal

# Principal Report

## Chester-Andover Elementary School 2020 - 2021

### SECTION I – PUPIL INFORMATION

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	In Person	Virtual	Homeschool *	Total
K	26	1	4	31
1	29	3	4	36
2	31	4	5	40
3	32	6	8	46
4	24	3	1	28
5	25	9	3	37
6	21	3	2	26
<b>Total</b>	<b>188</b>	<b>29</b>	<b>27</b>	<b>243</b>

\*Homeschoolers by choice due to COVID-19

### SECTION II – PERSONNEL

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Katherine Fogg	Principal
Kevin Fay	Assistant Principal
Cindy Cole	Administrative Assistant
Kim Leonard	Administrative Assistant
Stephanie Brown	Teacher - Kindergarten
Niki Olesky	Teacher - Kindergarten
Meghan Cenate	Teacher - Grade 1
Erin Matulonis	Teacher - Grade 1
Blakely Gilmore	Teacher - Grade 2
Shanna McCarthy	Teacher - Grade 2
Kali Santino	Teacher - Grade 3
Jill Wilson	Teacher - TRVLA
BethAnn Drinker	Teacher - Grade 3
Kathy Cherubini	Teacher - Grade 4
Laurie Birmingham	Teacher - Grade 4
Jeremy Kelloway	Teacher - Grade 5/6
Frank Kelley	Teacher - Grade 5/6
Mackenzie Ramsdell	Teacher - Grade 5/6
Amanda Tyrrell	Teacher - Grade 5/6
Kimberly Farrar	Library/Media/Title 1 Reading
Polly Westcott	Music Teacher
Brenda Sheere	Teacher - Art
Elise Lisle	Teacher - Physical Education
Mackenzie Thurston	Guidance
Amy Hamblett	Teacher - Special Education
Nicole Luz	Teacher - Special Education

Mary Pelkey	Teacher - Special Education
Mary DeSimone	Teacher - Special Education
Lizzy Craig	Speech-Language Pathologist
Miriam MacDonald	TRVLA
Cristine Keklak	Title 1 Math
Andria Donohue	School Nurse
Karen Klami	English Language Learning
Venissa White	After School Program Director
Zoe Lirakas	After School Program Site Director
Lisa Holderness	Steam Coordinator
Barbara Hodgkins	SMCS Dental Hygienist
Keith Slobodnjak	Technology
Ann Tarmey	Clinician
Stephanie Hendee	Occupational Therapy
Robin Varga	Occupational Therapy
Colleen Stitt	Physical Therapy
Charles Atwater	PBIS Coordinator
Ashley Austin	Para-Professional
Traci Corrigan	Para-Professional
Kim French	Para-Professional
Mary Ellen Haseltine	Para-Professional
Megan Haseltine	Para-Professional
Elizabeth Houseman	Para-Professional
Angela Hurd	Para-Professional
Julie Kelley	Personal Care Assistant
Quinn Kelloway	Para-Professional
Denise King	Personal Care Assistant
Brenda Martin	Para-Professional
Elizabeth Matthews	Para-Professional
Ashley Odice	Para-Professional
Betsy Olsen	Medicaid Clerk
Teah Ranney	Para-Professional
Claudia Shropshire	Para-Professional
Michael Kennedy	Food Service Director
Rebecca Clay	Food Service
Mary Spaulding	Food Service
Jim Spaulding	Maintenance Director
Angela Cooley	Maintenance
Keith Cyr	Maintenance

### **SECTION III - PROGRAM AND CURRICULUM**

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Chester-Andover Elementary School (CAES) is a K-6 school of 243 students and 65 staff. We are located in the beautiful historic village of Chester, Vermont where we have seen an influx of families in the past few years. This year we have two classrooms at each grade level from Kindergarten through fourth grade. Our upper grade rooms consist of four combined 5/6 grade classrooms. Chester-Andover Parent Teacher Group, Chester Helping Hands

We use Multi-Tiered Systems of Support (MTSS) to ensure the success of each and every child. We have strong teams in place to nurture the needs of the whole child. We know that we need to meet all of the needs of a student before they will be ready to learn. We believe it is important to model, teach and reteach expected behaviors and essential skills for learning. We utilize an Educational Support Team (EST) to monitor academic progress and a Positive Behavioral Interventions and Support Team (PBIS) to monitor behavior. CAES is recognized as an Exemplar School by the Vermont state PBIS team. At CAES we are known as the CAES Eagles who SOAR at learning. When we are Safe, On Task,



Accountable and Respectful we all SOAR. Students start their day with a classroom meeting and have school-wide assemblies to celebrate their success as a school community.

All students at CAES attend Library, Music, Physical Education, Art, Guidance. We have a vibrant After school Program (ASP) which also runs for a full day for nine weeks during the summer in Ludlow. Students typically also participate in yearly activities such as Student Council, Geo Bee, Girls on the Run, Kids on the Trail, Baton and Flag teams and Drama. During the winter months students participate in the Winter Sports Program (WSP), which includes skiing at Okemo Mountain, ice-skating, snowshoeing, swimming and a Kindergarten enrichment program. Every other year our 5/6 grade classes attend the Keewaydin Environmental Education Center (KEEC), which is located on Lake Dunmore in Salisbury. The week spent at KEEC is a full, active, exciting learning experience. Living away from home with teachers and friends fosters independence and creates a sense of class cohesiveness.

Our staff and students are strongly supported by the Chester-Andover Parent Teacher Group who provide additional funding to support enrichment opportunities and supplies for unbudgeted needs that come along throughout the year. The CAES faculty and staff have a thriving grant-funded Wellness Program with monthly wellness challenges, staff morale boosters and gift certificate incentives through LLBean. Our students are deeply connected to the community and provide community service in connection with community groups throughout the year.

During our 2020 Two Rivers Supervisory Union leadership retreat, teachers and administrators used our TRSU Vision and Continuous School Improvement goals to plan our work for the coming year. We agreed to focus on Proficiency-based education, Personalize Learning, Early Literacy, Trauma-Informed Practices and Data-driven decision making. We continue to make use of data and inquiry cycles to improve student outcomes using individual, grade level and a school-wide focus.

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Sincerely,  
Katherine Fogg  
CAES Principal

# Principal Report

## Green Mountain Union High School 2019-2020

### SECTION I – PUPIL INFORMATION

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#### Enrollment

	Virtual	In person	total
7 <sup>th</sup>	13	45	58
8 <sup>th</sup>	19	40	59
8 <sup>th</sup>	13	48	61
10 <sup>th</sup>	18	43	61
11 <sup>th</sup>	13	43	56
12	21	40	61
<b>Total</b>	<b>97</b>	<b>259</b>	<b>356</b>

### SECTION II – PERSONNEL

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Michael Ripley	Principal
Pamela O'Neil	Director of Guidance
Todd Parah	Facilities and Transportation Suervisor / Athletic Director
Katrina Boissonault	Nurse
Michael Kennedy	Director of Food Service
Pam Johnson-Spurlock	Library Media Specialist
John Donarum	School to Work Transition Coordinator
Ally Oswald	School Counselor Grate 9-10
Landen Elliott-Knaggs	School Counselor Grate 7-8
Jessica Kessler	School-Based Clinician
Brittnay Merrill	Student Assistance Program
Daryll Kale	Flexible Pathways Coordinator
Michele Farrar	Instructional Coach / Teacher – Language Arts
Diane Whittaker	Technology Coordinator
Keith Slobodnjak	Technology Coordinator
Kelly Goodrich	Administrative Receptionist
Kelly Messer-English	Administrative Secretary
Patricia Rumrill	Guidance Secretary
Lisha Klaiber	Special Education Services Secretary
Janet Van Alstyne	Teacher – Special Education
Nancy Martin	Teacher – Special Education
Jennifer Parks	Teacher – Special Education
Patrick Wheeler	Teacher – Special Education
Keith Hill	Teacher – Special Education
Kristi Flack	Paraprofessional
Lillian Handren	Paraprofessional
Lora Kasten	Paraprofessional
Melinda Munroe	Paraprofessional
Patti Korzon	Paraprofessional
Renee Call	Paraprofessional
Steve Pippin	Paraprofessional
Susan Willis	Paraprofessional
Jeannie Spafford	Paraprofessional
Denise King	Personal Care Attendant
Julie Kelley	Personal Care Attendant - EEE

Janet Trimboli Gage	Personal Care Attendant-EEE/SLPA
Taryn Levy	Physical Therapist (Contractor)
Allyson Oswald	School Counselor Grades 7-9
John Donarum	School To Work Transition Coordinator
Ellyn Gould	Special Education Services Secretary
Tammy Myers	Special Education I-Team
Lisa Holderness	STEAM Coordinator
Marcia Dockum	Teacher - Art
Christa Valente	Teacher - Art
Deborah Tolaro	Teacher - Drivers Education
Laurie Cloud	Teacher - Early Essential Ed Ages 3-6
Karen Klami	Teacher - ELL
Luis Avendano	Teacher - Spanish
Janet Podnecky	Teacher - French
Anne Gardner	Teacher - Language Arts
Dylan Bate	Teacher - Language Arts
Jason Rickles	Teacher - Language Arts
Ben Boyington	Teacher - Language Arts
Norman Merrill	Teacher - Language Arts
Sharon Jonynas	Teacher - Language Arts
Linda Ewens	Teacher - Math
Rebecca Bushey	Teacher - Math
Theresa Buskey	Teacher - Math
Julie Parah	Teacher - Math
Audrey Block	Teacher - Math
Cynthia Austin	Teacher - Music
Alex Brady	Teacher - Music/Drama
Carolynn Hamilton	Teacher - PE/Health
Scott Renfro	Teacher - Physical Education
Allan Garvin	Teacher - Science
Angela Hutchins	Teacher - Science
Brett Mastrangelo	Teacher - Science
Andrew Malaby	Teacher - Science
Jonathan Rice	Teacher - Science & Mathematics
Ashley Carfiello	Teacher - Social Studies
Suzette Chivers	Teacher - Social Studies
Keith Hill	Teacher - Social Studies
Kelley Brennan	Teacher - Social Studies
Melissa Palmer	Teacher - Social Studies
Etta Kennett	TRSU Bus Driver
Katherine Kopij	TRSU Bus Driver
Ken Bingham	TRSU Bus Driver
Renee Prue	TRSU Bus Driver
Ted Rallis	TRSU Bus Driver
David Stone	TRSU Bus Driver - Sub
Anne Gardner	TRSU Teacher - Literacy Coach
Janet Van Alstyne	TRSU Teacher - Special Education
Jennifer Parks	TRSU Teacher - Special Education
Patrick Wheeler	TRSU Teacher - Special Education
Nancy Martin	TRSU Teacher - Special Education
Rachel Root	TRSU Teacher - Special Education Out of District LEA
Maryann Bastian	TRSU Teacher - Speech Language Path PreK-12

### **SECTION III - PROGRAM AND CURRICULUM**

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The Green Mountain Union High School educational community is committed to helping students develop to their fullest potential and to become responsible individuals. The staff strives to provide the opportunity for students and staff of the Two Rivers Supervisory Union to collaborate, acquire and apply knowledge, think critically, and solve problems creatively.

Green Mountain Union High School continues to work on researching and implementing new ways to educate our students. We continue to expand the flexible pathways so students can achieve what they need for graduation and provide a Proficiency-Based education program to our students. New staff is caught up to the work we have finished so far by working with their mentors and our instructional coach to develop the rubrics needed for their classes. Our teachers continue to work district and supervisory union wide with our other educators to adjust and align the work they have done on the standards needed for each class and for graduation. Professional development days are used to continue the work, which is guided from the superintendent's office down to the individual teachers classroom and course.

The high school changed its schedule this year from the alternating block schedule it had used for the last two years. We adopted a weekly schedule where Monday, Tuesday, Thursday and Friday are days with a more traditional feel, but we have adopted an eight period day with some classes going all year long and some being double periods that are semester long classes. On Wednesdays we have a remote day and students have both an Advisory period where students work on Personal Learning Plans and research colleges and careers. Students then have time for club and class meetings, time to do work, and time to meet with teachers in small groups or for individual help.

The middle school has maintained the same schedule from last year for Monday, Tuesday, Thursday and Friday, and follows the High School schedule on Wednesdays. The 7th and 8th grade teams continue to meet separately each day to consult within their teams on student behavior, academic performance, assistance, enrichment and curriculum. On Thursdays they meet as a middle school, with the middle school guidance counselor to discuss issues affecting the middle school as a whole.

Leadership this year has changed to adjust to both the change of not having an Associate Principal and the changes incurred due to the worldwide events taking place. In addition to myself, Pam O'Neil, Norm Merrill and Keith Hill have taken on or expanded their administrative responsibilities in keeping the school running smoothly and addressing issues that arise.

Pam O'Neil runs the guidance department and oversees the Green Mountain Virtual Option for all of our students who opted to do their school year online. Mr. Hill and Mr. Merrill share the duties of middle school coordinator, assist with lunch duty and meet with me regularly to help keep the school running and staying focused.

Two other faculty members have also taken on additional responsibilities of keeping the school clean and safe; they are the head of Maintenance, Todd Parah, and our school nurse, Katrina Boissonnault.

The rest of the leadership team consists of the department coordinators. These people coordinate department budgets, department meetings, and act as instructional leaders for their department. They

are Norm Merrill (Language Arts), Keith Hill (Social Studies), Christa Valente (Electives), Theresa Buskey (Math), Allan Garvin (Science), Janet Van Alstyne (Special Education).

Green Mountains sports, extra and co-curricular activities and clubs continue as much as they can. We are still offering all the things we have in the past and work diligently to make them as safe for our students as we possibly can. Chorus, Band, Mountain Biking, CIRCLE continue to meet and function in a limited capacity. The Environmental Club continues to work on recycling and composting efforts through the school. We were able to play sports, in a limited fashion this Fall and are considering it for the Winter.

The roles that the Booster Club, the Chester Rotary play in our students life have been limited. We appreciate all the things they have done for us in the past and look forward to them resuming an active role in the life of Green Mountain students when circumstances allow it.

This year has been unique for schools all over the state, the country and the world. While there has been a feeling of stress from the uncertainty for all concerned, it has also provided educators with the opportunity to explore alternative learning opportunities for our students. This year we have collaborated with one another, community members, our students and our parents to provide multiple pathways for students to learn and assess the impact of what we do and how we do it.

It began last Spring with a moment's notice and has continued through the summer and into this school year. All these changes have been the source of our motivation to overcome the stress induced by the events that life has brought us. Green Mountains educators give of their time to redo the way we do things at the school. They worked over the summer to reorganize the school day, they have rearranged their classrooms, they have reorganized their curriculum delivery methods, and some teachers/staff are balancing working both in-person and delivering remote instruction.

It is the way that the Green Mountain community has come together this year to work through this situation with empathy and compassion that is inspiring and makes me proud of the students, parents, teachers and staff. We have shown we are strong, willing, and capable of supporting one another, brainstorming and trying new things, and overcoming anything that life brings our way.

As we move into the future, I hope to continue down this path of working to overcome the things that feel beyond our control.

Sincerely,

Michael J Ripley  
GMUHS Principal

# GMUHS GUIDANCE REPORT

The Green Mountain Guidance Department provides a comprehensive guidance program for students in grades 7-12 that offers a wide range of social, emotional and academic support to our students. Our office coordinates the following positions to help ensure excellent wrap-around services for our students:

- Pamela O’Neil, Director of School Counseling and School Counselor (Grades 11-12)
- Allyson Oswald, School Counselor (Grades 9-10)
- Landen Elliott-Knaggs (Grades 7-8)
- Jessica Kessler, School-Based Clinician
- Brittney Merrill, Student Assistant Professional
- John Donarum, School to Work Coordinator
- Daryll Kale, Flexible Pathways Coordinator
- Patricia Rumrill, Administrative Assistant

This year, due to the pandemic, we offered our families a completely virtual option of learning in partnership with Vermont Virtual Learning Collaborative (VTVLC) and teachers throughout the state. This Cooperative School Option allowed up to 100 students to participate for the 2020-21 school year. We have 81 students participating throughout grades 7-12.

Using our advisory system, we continue to implement individual Personalized Learning Plans (PLPs). These PLPs provide each student with the opportunity to reflect upon their interests, strengths, learning and future goals, and enable our staff to better understand and support them. These plans also allow us to personalize educational opportunities and programming. Reviewed and added to each year, this living document guides students as they progress through middle and high school.

Act 77, Flexible Pathways, provides Vermont students the opportunity to take two college-level courses while in high school. Currently, we have 11 students taking 13 different, off-campus, dual enrollment courses. We encourage participation in additional online learning opportunities, which provide options to take classes not readily available at Green Mountain or those that are impacted by scheduling constraints. In addition, support is offered to students who are interested in the early college program, where students receive a high school diploma and complete a year of college, at the same time, there are four students participating this year.

Through our School to Work position, students participate in community and work-based learning through job-shadows, internships and work-studies. These experiences will help guide their future decisions.

We continue to work closely with Vermont Student Assistance Corporation (VSAC), in offering programming ranging from career exploration to financial aid planning. With the support of VSAC, and our representative, Jessi Krause-Herron, we have provided opportunities for students in grades 7 through 12 to attend college fairs, visit college campuses, and the River Valley Technical Center to encourage the building of college and career readiness skills. VSAC continues to be very helpful in working with our students and their families throughout the years, and we look forward to this ongoing partnership. We also have a partnership with Upward Bound, through Keene State College, providing students with support and exposure to the post-secondary setting. We hope to grow this program within Green Mountain as the year goes on.

As we continue to foster the growth of the children in our district, I encourage you to contact me with any questions about the services we provide. I can be reached at 802-875-4155 or by email at [pam.oneil@trsu.org](mailto:pam.oneil@trsu.org).

Respectfully Submitted,

Pamela O’Neil  
Director of School Counseling

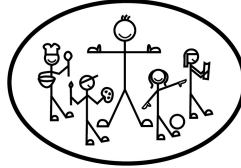
**Below is a sample of colleges Green Mountain Students have been accepted to over the past few years:**

American University  
Berklee College of Music  
Castleton University  
Champlain College  
Clarkson University  
Coastal Carolina University  
Colby-Sawyer College  
Columbia University  
Drexel University  
Duke University  
Emerson College  
Endicott College  
Eckerd College  
Fairfield University  
Florida Atlantic University  
George Mason University  
Georgetown University  
Hartt School of Music/Theatre  
Hesser College  
High Point University  
Husson University  
Ithaca College  
James Madison University  
Johnson & Wales University  
Keene State College  
Lehigh University  
Lesley University  
Middlebury College  
New England College  
New England Culinary Institute  
New England Institute of Technology  
Northeastern University  
Northern Michigan University  
Northern Vermont University-Lyndon and Johnson  
Norwich University  
Paul Smith's College  
Plymouth State University  
Portland State University  
Queens University of Charlotte  
Quinnipiac University  
Rensselaer Polytechnic Institute  
River Valley Community College  
Roger Williams University  
Russell Sage College  
Skidmore College  
Smith College  
Southern New Hampshire University  
Southern Vermont College

St. Lawrence University  
Southwestern University  
Stonehill College  
Syracuse University  
Trinity College  
Tufts University  
Union College  
University of Colorado  
University of Denver  
University of Maine at Farmington  
University of Massachusetts/Amherst  
University of New England  
University of New Hampshire  
University of Rhode Island  
University of Southern Maine  
University of Vermont  
Vermont Technical College



# TRSU



AFTER SCHOOL

PROGRAMS

For the last 6 years the TRSU After School Program (ASP) has been providing high quality after school, out-of-school-time (OOST) and summer programming to students and families in the Cavendish Town and Chester Andover communities. In 2020 we continued to serve children in grades K-6th in spite of the COVID-19 pandemic. In fact, in many ways the ASPs of TRSU have gone above and beyond our normal capacity to serve our students and working families during this time. While many schools in our area shuttered their programs in March, we have diligently worked to provide more programming than ever before. We were delighted to serve more than 120 students daily throughout the year. In total more than 150 families accessed our programs this year, with our CAES program doubling in size in the winter of 2020.

2020, while strange, has shown the incredible flexibility of our programs and the dedication of after school program staff. Beginning in April all TRSU ASP staff dove into virtual programming. Creating a supervisory union schedule, we opened programming up to nearly 500 K-6th grade students, providing more than 25 different after school activities and daily tutoring free of charge. In May we made the decision to open Go WILD. We created systems, built protocols, and trained more than 20 staff members to open one of the largest in-person summer camps in Vermont. In June we welcomed 75 students back for in-person learning at Go WILD where we continued our tradition of melding academic opportunity, physical activity, tutoring, outdoor adventures, and social emotional learning at West Hill. In August the protocols, lessons learned and systems that made Go WILD a success were used to guide school day decisions, we were in fact the experts on in-person learning at TRSU and in many ways, Vermont. In August we made plans to return to our normally operated ASPs with the slight adjustment to moving all programming outside. In September we were asked to open a childcare Hub, and within 3 weeks we leased space (formerly BRHS), hired staff, engaged systems, and licensed our program to begin serving 75 students on their first ever Remote Wednesday. By October we had our in-person programming at LES, and our Remote Learning Wednesday program at the Hub, we were then asked to provide virtual programming to students engaged in TRVLA. Beginning in late October we opened virtual programming to more than 75 students in grades K-6, offering 3 hours of programming per day including, STEM, cooking, art, physical education, geography, and a daily recess for students across TRSU. And lastly, in December we opened our Hub full time to support the needs of working families as TRSU moved to remote learning. Over the course of 3 weeks we served more than 50 students, employed 10 college students, provided more than 75 hours of academic support and helped students connect to more than 3,500 zoom links!

This year has been one of the most impactful years for after school within TRSU and around the state. Each of the opportunities we provided students not only gave us the chance to provide academic and social and emotional support, but also allowed the families of our communities to return to work, allowing us to help grow the local economy while stabilizing family life. Throughout the year we continued to provide snack during our programming, served

on the food committee to help organize meals during the spring shut down, and provided more than 3500 meals during the summer.

We are grateful for the support of our local boards, and appreciate the many partnerships that we are engaged in within the Chester, Cavendish, and broader communities. We look forward to serving you and your families in 2021.

Venissa White  
Program Director



GMUHS - Student

# RIVER VALLEY TECHNICAL CENTER

## Superintendent's Report

2019-20 School Year

The River Valley Technical Center School District sending school region includes Bellows Falls Union High School, Black River Union High School, Fall Mountain Regional High School, Green Mountain Union High School, and Springfield High School. We also enroll students from the Compass School as well as home-schooled students and adult students. In this past year, 345 high school students enrolled in various technical education programs from 16 area towns served by the Center. River Valley Technical Center offered many programs for high school students last year, including Pre-Technical Foundations and Integrated Pre-Technical Studies for grades 9 and 10, Business and Finance, Information Technology, Advanced Manufacturing/Engineering, Industrial Trades, Horticulture and Natural Resources, Carpentry, Criminal Justice, Human Services, Audio Video Production, Health Sciences, and Culinary Arts.

River Valley Technical Center prepares students to be career and college ready through hands-on learning which incorporates academic skills, technical skills, and our Essential Employability Skills which include: Dependability, Communication, Organization, Collaboration, Problem Solving and Work Ethic. Students receive embedded academic credits/proficiencies and elective credits which help fulfill their high school graduation requirements.

Our Cooperative Education program provided students with 58 job shadow experiences, 13 paid and 57 unpaid work experiences, as well as many field trips and guest speakers from local business and industry. The COVID-19 Pandemic had significant impacts on the Career and Technical Student Organizations events and competitions resulting in the cancellation of some of the statewide competitions. But students' still participated in the RVTC Chapter of the National Technical Honor Society where eleven new students were inducted. David Groenewold, RVTC Culinary Arts Instructor, was recognized by the National Restaurant Association as a 2020 ProStart Educator of Excellence. His students also fared well at the ProStart Invitational; Brenna Laduc-BFUHS, Alannah Green-BFUHS, Heather Papineau-adult student, and Christian LaValley-SHS finished third in the Culinary Competition. Loganne Laprise-GMUHS and Hayley Martin-BFUHS finished in first place in the Management Competition. Many students earned college credits through dual credit enrollment with area colleges and 138 students earned 262 industry recognized credentials. Ninety percent of our graduates last year are either in post-secondary education, the military or employed within six months following high school graduation, with thirty-five percent of our students going on to post-secondary placements.

River Valley Technical Center offers diverse programs in Career and Technical Education to provide learning opportunities for an array of ages beyond high school, including adults and middle school students. Over 58 middle school students took advantage of after school programs offered through "Tech Time", as well as 56 middle school students participated in a one-week Tech Camp over the summer. Additionally, 276 middle school students participated in tours of RVTC and 143 elementary students in the region participated in career awareness lessons. Our Adult Services program offers adults opportunities for learning specialized skills, such as Licensed Nurse Assistance and Emergency Medical Technician programs.

We would like to thank Mitch Sidd, Industrial Trades and Steve Karaffa, Criminal Justice Instructors for their years of service to RVTC and our students, Happy Retirement Mitch and Steve!

RVTC enjoys a high degree of student satisfaction with 100% of our students reporting that they are proud to be an RVTC student. If you meet one of our students, talk to them about RVTC!

Scott D. Farr  
Superintendent/Director

# RIVER VALLEY TECHNICAL CENTER

## School Climate Student Survey June 2020

The purpose of this anonymous survey was to solicit student opinions about the learning environment at the River Valley Technical Center. Students were asked to respond to each of the following statements using the following scale:

1=Strongly Disagree    2=Disagree    3=Agree    4=Strongly Agree

A total of 265 students responded to the survey. The results are expressed as the percentage of student responses to each statement.

School Climate Statements	Disagree or Strongly Disagree	Agree or Strongly Agree
1. RVTC staff and teachers are respectful to me and to other students.	0%	100%
2. The Tech Center has a positive learning environment.	0%	100%
3. I am encouraged to work up to my potential.	1%	99%
4. My teachers treat all students fairly.	11%	89%
5. Classroom equipment and facilities are kept in safe, working order.	1%	99%
6. My opinions and ideas are actively solicited and welcomed by my teachers.	3%	97%
7. Staff and teachers respond quickly and positively to discipline problems.	3%	97%
8. My teachers are well organized and present lessons clearly.	7%	93%
9. Having students at RVTC from many different schools is a big plus.	4%	96%
10. Students at the Tech Center are respectful to me and to other students.	7%	93%
11. I feel safe and comfortable in the hallways and classrooms.	0%	100%
12. My teachers give me individual attention whenever I need it.	1%	99%
13. Harassment of all types is handled properly and positively.	3%	97%
14. The Tech Center teaches me about career options.	0%	100%
15. My program is appropriately challenging (not too hard and not too easy).	4%	96%
16. My teachers recognize both my strengths and my weaknesses.	13%	87%
17. Staff and teachers are respectful to each other.	2%	98%
18. I feel wanted and cared for as a student.	1%	99%
19. Students are respectful to staff and teachers.	8%	92%
20. My teachers are encouraging, caring, and enthusiastic.	0%	100%
21. Teachers actively promote collaboration and teamwork in class.	2%	98%
22. When I have a problem or need information, I know someone in the Tech Center who can help me.	3%	97%
23. My accomplishments are recognized by my teachers.	2%	98%
24. I am proud to be a student at the Tech Center.	0%	100%
25. As a result of being at the Tech Center, I have a better idea about what I want to do after I graduate from high school.	9%	91%

The latest information from the state anticipates that the yield will increase. As a result, we expect the tax rate will drop below what is currently reported here.

PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES ONLY

District: <b>Green Mountain USD</b> SU: <b>Two Rivers</b>		U077 Windsor County		Property dollar equivalent yield <b>10,998</b> <b>12,825</b>	Homestead tax rate per \$10,998 of spending per equalized pupil <b>1.00</b>	Income dollar equivalent yield per 2.0% of household income
		FY2019	FY2020	FY2021	FY2022	
<b>Expenditures</b>						
1.	<b>Adopted or warned union district budget</b> (including special programs and full technical center expenditures)	\$12,559,316	\$12,937,250	\$14,108,968	\$14,241,241	1.
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-	-	2.
3.	<b>Adopted or warned union district budget plus articles</b>	\$12,559,316	\$12,937,250	\$14,108,968	\$14,241,241	3.
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-	-	4.
5.	plus Prior year deficit repayment of deficit	-	-	-	-	5.
6.	<b>Total Union Budget</b>	\$12,559,316	\$12,937,250	\$14,108,968	\$14,241,241	6.
7.	S.U. assessment (included in union budget) - informational data	-	-	-	-	7.
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-	8.
<b>Revenues</b>						
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$1,472,080	\$1,438,573	\$2,222,678	\$2,296,668	9.
10.	<b>Total offsetting union revenues</b>	\$1,472,080	\$1,438,573	\$2,222,678	\$2,296,668	10.
11.	<b>Education Spending</b>	\$11,087,236	\$11,498,677	\$11,886,290	\$11,944,573	11.
12.	Green Mountain USD equalized pupils	709.02	723.12	706.60	686.69	12.
<b>Education Spending per Equalized Pupil</b>		\$15,637.41	\$15,901.48	\$16,821.81	\$17,394.42	
13.						13.
14.	minus Less net eligible construction costs (or P&I) per equalized pupil	\$199.15	\$211.83	\$210.13	\$209	14.
15.	minus Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$28.85	\$42.55	\$25.50	\$14	15.
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)	-	-	-	-	16.
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-	17.
18.	minus Estimated costs of new students after census period (per eqpup)	-	-	-	-	18.
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-	19.
20.	minus Less planning costs for merger of small schools (per eqpup)	-	-	-	-	20.
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	\$50	21.
22.	Excess spending threshold	threshold = \$17,816 \$17,816.00	threshold = \$18,311 \$18,311.00	threshold = \$18,756 \$18,756.00	threshold = \$18,789 \$18,789.00	22.
23.	plus Excess Spending per Equalized Pupil over threshold (if any)	-	-	-	-	23.
24.	Per pupil figure used for calculating District Equalized Tax Rate	\$15,637	\$15,901	\$16,822	\$17,394.42	24.
25.	Union spending adjustment (minimum of 100%)	153.008% based on yield \$10,220	149.338% based on yield \$10,648	152.953% based on \$10,998	158.160% based on yield \$10,998	25.
26.	Anticipated equalized union homestead tax rate to be prorated [\$17,394.42 ÷ (\$10,998 / \$1.00)]	\$1.4501 based on \$1.00	\$1.4334 based on \$1.00	\$1.4895 based on \$1.00	\$1.5816 based on \$1.00	26.
<b>Prorated homestead union tax rates for members of Green Mountain USD</b>						
		FY2019	FY2020	FY2021	FY2022	FY22 F
T004	Andover	1.4501	1.4334	1.4895	1.5816	100.00%
T008	Baltimore	1.4726	1.4334	1.4895	1.5816	100.00%
T043	Cavendish	1.4501	1.4334	1.4895	1.5816	100.00%
T047	Chester	1.4501	1.4334	1.4895	1.5816	100.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
27.	Anticipated income cap percent to be prorated from Green Mountain USD [(17,394.42 ÷ \$12,825) x 2.00%]	2.39% based on 2.00%	2.33% based on 2.00%	2.42% based on 2.00%	2.71% based on 2.00%	27.
<b>Prorated union income cap percentage for members of Green Mountain USD</b>						
		FY2019	FY2020	FY2021	FY2022	FY22 F
T004	Andover	2.39%	2.33%	2.42%	2.71%	100.00%
T008	Baltimore	2.50%	2.38%	2.42%	2.71%	100.00%
T043	Cavendish	2.45%	2.33%	2.42%	2.71%	100.00%
T047	Chester	2.39%	2.33%	2.42%	2.71%	100.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%

- Following current statute, the Tax Commissioner recommended a property yield of \$10,763 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$12,825 for a base income percent of 2.0% and a non-residential tax rate of \$1.73. **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%.

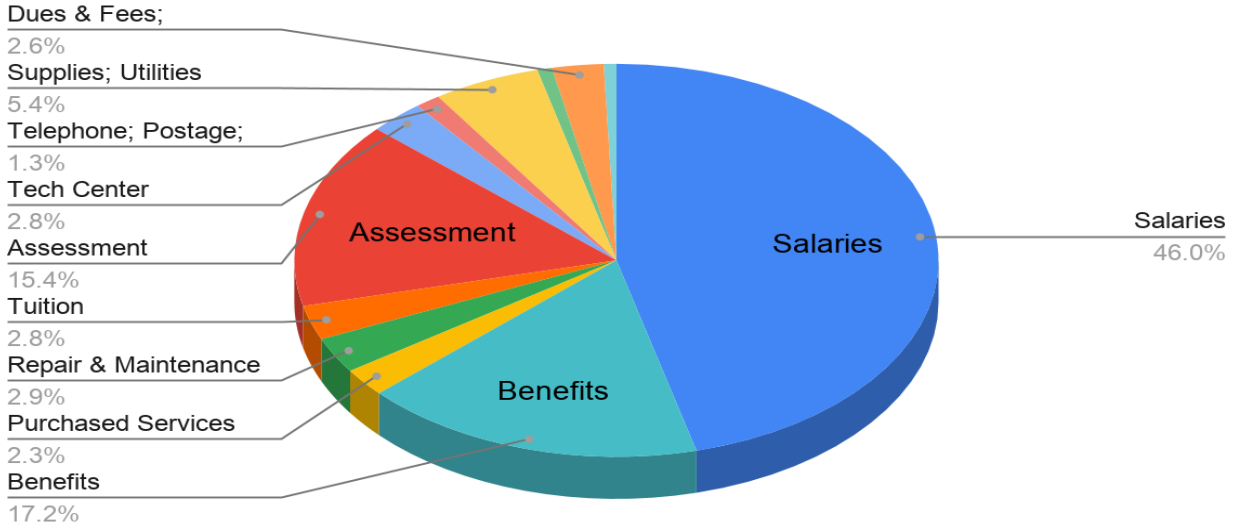
## **GMUSD Proposed Budget 2021-2022 -- General Information**

- Our budget has three main sections: **Personnel, Program, and Assessment**
- **Personnel** has two main sections: **Salary** and **Benefits**
- **Program** includes all other expenses for operating a school system: **Materials, Supplies, Contracted Services**, etc.
- **Assessment** is the GMUSD's portion of the TRSU Budget. The Assessment includes special education expenses, transportation costs, and TRSU salaries and benefits.

More detailed information about the budget can be found in the spreadsheets and documents within the link for the GMUSD FY22 Proposed Budget Folder on the TRSU website.

- We are recommending a budget of **\$14,241,241** for the 2021-2022 school year.
- This represents a **.94% budget increase** over the approved budget of 2020-2021.
- This increase is primarily due to
  - \$149,915 increase in the assessment from TRSU (mostly a result of increases in special education costs)
  - \$64,339 increase in the cost of benefits
- 63.18% of the GMUSD Budget is salary and benefits

# PROPOSED GMUSD FY22 BUDGET



	Object Category	actual 2019-2020	Approved Budget 2020-2021	Proposed Budget 2021-2022	Difference	% increase/decrease
100	Salaries	\$6,322,376	\$6,636,004	\$6,551,145	-\$84,859	-1.28%
200	Benefits	\$2,022,515	\$2,382,437	\$2,446,776	\$64,339	2.70%
300	Purchased Services	\$356,672	\$323,958	\$328,199	\$4,241	1.31%
400	Repair & Maintenance	\$372,716	\$408,420	\$418,595	\$10,175	2.49%
561	Tuition	\$450,650	\$427,865	\$403,653	-\$24,212	-5.66%
593	Assessment	\$2,022,423	\$2,040,770	\$2,190,684	\$149,915	7.35%
566	Tech Center	\$301,477	\$373,547	\$391,831	\$18,284	4.89%
500	Telephone; Postage; Insurance	\$160,466	\$168,675	\$180,725	\$12,050	7.14%
600	Supplies; Utilities	\$635,496	\$770,766	\$765,865	-\$4,901	-0.64%
700	Equipment	\$68,115	\$95,930	\$105,388	\$9,458	9.86%
800	Dues & Fees; Contingency	\$193,500	\$394,346	\$368,380	-\$25,967	-6.58%
900	Capital, Transportation and HRA Reserve	\$3,500	\$86,250	\$90,000	\$3,750	4.35%
		\$12,909,906	\$14,108,968	\$14,241,241	\$132,273	0.94%

# FY22 Proposed Budget (Condensed)

Board Approved

1/14/2021

## Green Mountain Unified School District

Revenue:	Actual 2019-2020	Approved Budget 2020-2021	Proposed Budget 2021-2022
Tuition	\$ 111,665	\$ 1,003,000	\$ 1,120,000
Interest	\$ 5,352	\$ 5,000	\$ 5,000
Town of Chester - Williams/Ingalls	\$ 1,377	\$ 1,266	\$ 1,300
Town of Andover - Lease/Deed Interest	\$ 103	\$ 103	\$ 103
Rental	\$ 11,300	\$ 12,500	\$ 2,500
School to Work Reimbursement	\$ 20,862	\$ -	\$ -
From Transportation Reserve	\$ 50,000	\$ -	\$ -
Miscellaneous Revenue	\$ 4,283	\$ 6,500	\$ 6,500
VSAC Gear Up	\$ 669	\$ -	\$ -
General State Support Grant	\$ 11,315,807	\$ 11,660,332	\$ 11,707,474
Tech Center- On Behalf of	\$ 182,870	\$ 225,958	\$ 237,099
Tech - Unenrolled Residents	\$ 1,410	\$ -	\$ -
Merger Grant	\$ 52,772	\$ 52,772	\$ 52,772
High School Completion	\$ 14,924	\$ 3,500	\$ 3,500
Driver's Ed Reimbursement	\$ 5,347	\$ 5,500	\$ 5,500
Medicaid Revenue	\$ 166,000	\$ 166,000	\$ 122,000
State Placed Student Reimb	\$ 18,357	\$ -	\$ -
MAC Reimbursement	\$ 369	\$ -	\$ -
Technology Repairs	\$ 675	\$ -	\$ -
Sales of Old Technology	\$ 8,150	\$ -	\$ -
Device Loss or Damage	\$ 4,350	\$ -	\$ -
E-Rate	\$ 2,603	\$ -	\$ -
Food Service	\$ 267,113	\$ 267,366	\$ 267,366
TRSU Reimbursement for Clinician	\$ 31,848	\$ 32,248	\$ 31,799
Prior Year Special Ed Reimbursement	\$ 5,248	\$ -	\$ -
Special Education Reimbursement	\$ 629,277	\$ 666,924	\$ 678,328
	\$ 12,912,731	\$ 14,108,968	\$ 14,241,241

\$11,707,474 GSSG  
 \$237,099 Tech Center  
 \$11,944,573 Education Spending  
 685.66 Equalized Pupil  
 \$17,421 FY22 Cost per Pupil  
 \$18,789 Threshold

132,272 0.94% Increase

\$



# FY22 Proposed Budget (Condensed)

Green Mountain Unified School District

<b>Expenses:</b>	Actual 2019-2020	Approved Budget 2020-2021	Proposed Budget 2021-2022	Difference	% increase/decrease
Debt Service- 5090	\$173,082	\$159,481	\$158,792	-\$689	-0.43%
Preschool - 01/1101	\$226,007	\$247,295	\$254,010	\$6,714	2.72%
Elementary Education	\$2,328,601	\$2,583,409	\$2,597,781	\$14,373	0.56%
High School	\$3,001,708	\$3,330,670	\$3,382,085	\$51,415	1.54%
Library	\$185,705	\$199,212	\$210,170	\$10,958	5.50%
Guidance/ Mental Health	\$546,016	\$643,465	\$634,265	-\$9,200	-1.43%
Principal's Office	\$881,870	\$933,014	\$794,547	-\$138,468	-14.84%
Technology	\$354,182	\$378,332	\$412,787	\$34,456	9.11%
Maintenance 2610	\$1,218,176	\$1,373,284	\$1,393,876	\$20,592	1.50%
Special Education	\$2,310,974	\$2,270,006	\$2,416,224	\$146,218	6.44%
Title I	\$54,807	\$62,741	\$62,741	\$0	0.00%
Teacher Leader/Professional Development	\$80,974	\$90,534	\$90,034	-\$500	-0.55%
Board of Education/ HRA Reserve	\$701,059	\$892,810	\$937,514	\$44,704	5.01%
Transportation/ Crossing Guard	\$281,094	\$414,574	\$358,918	-\$55,656	-13.42%
Food Service	\$387,746	\$327,596	\$326,466	-\$1,129	-0.34%
Nurse	\$177,906	\$202,546	\$211,030	\$8,485	4.19%
	\$12,909,907	\$14,108,968	\$14,241,241	\$132,272	0.94%

\* Detailed budgets available on the TRSU website



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Lauren Fierman  
Superintendent of Schools

Cheryl A. Hammond  
Business Manager

Mary Barton  
Director of Student Services

January 20, 2021

School Board of Directors  
Green Mountain Unified School District

Re: Annual Certified Public Audit

The annual audit report and financial statements for the year ending June 30, 2020 have been completed by RHR Smith & Company, CPA's. The report is available online or by contacting the Two Rivers Supervisory Union office.

The annual audit report for Two Rivers Supervisory Union is also available online or at the Two Rivers Supervisory Union office.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lauren Fierman", is written over a light blue circular watermark.

Lauren Fierman, Superintendent

## Two Rivers Supervisory Union

FY 2021 Proposed Budget Summary

1/13/2021

Board Approved

REVENUE:	FY20 Actual	FY21 Budget	FY22 Proposed Budget	Percent Change	Dollar Change
<b>Central Office</b>					
Central Office Assessed to Districts	\$ 973,048	\$ 946,183	\$ 1,046,403		
Medicaid and MAC Reimbursement	\$ 28,635	\$ 28,635	\$ -		
Fund Surplus	\$ -	\$ 38,232	\$ -		
Bank Interest, Erate & Misc. Revenue	\$ 38,036	\$ 6,300	\$ 6,300		
Federal Indirect Reimbursement	\$ 22,937	\$ 20,000	\$ 20,000		
<b>Special Ed</b>					
Special Ed Assessed to Districts	\$ 1,568,620	\$ 1,546,495	\$ 1,747,054		
Special Ed State Reimbursement	\$ 2,189,758	\$ 2,206,448	\$ 2,715,184		
Adjustments from Prior Year	\$ 24,243	\$ -	\$ -		
Medicaid Reimbursement	\$ -	\$ -	\$ 20,254		
Reimbursement from other LEA	\$ -	\$ -	\$ 34,125		
EEE Assessed to Schools	\$ 180,284	\$ 162,495	\$ 188,308		
EEE Block Grant	\$ 82,831	\$ 90,244	\$ 96,691		
EEE Medicaid Reimbursement	\$ 12,000	\$ 12,000	\$ 12,000		
EEE Speech Reimbursement	\$ 48,550	\$ 60,000	\$ 55,000		
<b>Transportation</b>					
Transportation Assessed to Districts	\$ 286,350	\$ 411,530	\$ 364,211		
Transportation Aid Reimbursement	\$ 208,447	\$ 211,713	\$ 242,507		
ASP Transportation Reimbursement	\$ 7,186	\$ -	\$ -		
TRSU Local Budgets Total	<b>\$ 5,670,925</b>	<b>\$ 5,740,274</b>	<b>\$ 6,548,037</b>	<b>14.07%</b>	<b>\$ 807,763</b>
<b>Grants</b>					
IDEA-B	\$ 360,500	\$ 337,406	\$ 394,995		
Title I	\$ 317,102	\$ 334,072	\$ 397,294		
Title IIA	\$ 99,812	\$ 102,823	\$ 95,327		
Title IV	\$ 48,714	\$ 52,968	\$ 94,362		
21st Century Grant (After School)	\$ 226,461	\$ 222,344	\$ 239,114		
<b>Total Revenues</b>	<b>\$ 6,723,514</b>	<b>\$ 6,789,887</b>	<b>\$ 7,769,130</b>	<b>Approved Budget</b>	
<b>EXPENSES:</b>					
<b>Central Office</b>					
General Administration	\$ 307,401	\$ 319,925	\$ 289,912		
Business Office	\$ 432,525	\$ 400,341	\$ 400,701		
Operations & Maintenance	\$ 78,153	\$ 86,551	\$ 83,436		
SU Technology	\$ 99,019	\$ 100,922	\$ 130,552		
Curriculum Director	\$ 122,201	\$ 107,231	\$ 94,377		
English as a 2nd Language	\$ 23,357	\$ 24,380	\$ 34,711		
SU Building, Grounds Security Director	\$ -	\$ -	\$ 39,013		
	<b>\$ 1,062,656</b>	<b>\$ 1,039,350</b>	<b>\$ 1,072,703</b>	<b>3.21%</b>	<b>\$ 33,353</b>
<b>Special Education</b>					
1 Out of District Case Management	\$ 81,411	\$ 86,360	\$ 86,893		
2 Speech Language Pathologists	\$ 425,190	\$ 435,510	\$ 414,923		
3 TRSU Special Ed Transportation	\$ 184,948	\$ 171,008	\$ 368,306		
4 Intensive Needs Program	\$ 226,504	\$ 224,808	\$ 197,103		
5 Social Emotional Classroom	\$ -	\$ 196,754	\$ 223,624		
6 Medicaid Clerks	\$ 46,408	\$ 39,458	\$ 47,247		
7 Early Essential Education in Schools	\$ 275,115	\$ 266,798	\$ 296,999		
8 Special Ed - K- 6	\$ 1,298,656	\$ 1,112,403	\$ 1,316,932		
9 Special Ed - 7- 12	\$ 1,295,542	\$ 1,106,619	\$ 1,396,636		
10 Mental Health Counselors	\$ 17,075	\$ 126,544	\$ 220,006		
11 Physical Therapist & Summer OT	\$ 57,065	\$ 60,867	\$ 57,707		
12 Director of Special Ed	\$ 174,711	\$ 220,016	\$ 211,706		
13 Professional Development & Mentors	\$ 23,660	\$ 30,536	\$ 30,536		
	<b>\$ 4,106,285</b>	<b>\$ 4,077,681</b>	<b>\$ 4,868,616</b>	<b>19.40%</b>	<b>\$ 790,935</b>

**Transportation**

Salaries and Benefits	\$ 271,320	\$ 353,412	\$ 323,500		
Training; Radios; Testing	\$ 5,460	\$ 8,640	\$ 8,640		
Repairs & Maintenance	\$ 45,763	\$ 35,000	\$ 35,000		
Fuel	\$ 27,620	\$ 47,500	\$ 47,500		
Insurance	\$ 5,261	\$ 5,900	\$ 5,710		
Supplies & Advertising	\$ 4,043	\$ 14,243	\$ 17,225		
Bus Payment	\$ 142,517	\$ 158,547	\$ 169,143		
	<b>\$ 501,984</b>	<b>\$ 623,242</b>	<b>\$ 606,718</b>	-2.65%	\$ (16,524)

TRSU Local Budgets Total	<b>\$ 5,670,925</b>	<b>\$ 5,740,274</b>	<b>\$ 6,548,037</b>	14.07%	\$ 807,763
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**Grants**

IDEA-B	\$ 360,500	\$ 337,406	\$ 394,995		
Title I	\$ 317,102	\$ 334,072	\$ 397,294		
Title IIA	\$ 99,812	\$ 102,823	\$ 95,327		
Title IV	\$ 48,714	\$ 52,968	\$ 94,362		
21st Century Grant (After School)	\$ 226,461	\$ 222,344	\$ 239,114		
<b>Total Expenses</b>	<b>\$ 1,052,589</b>	<b>\$ 1,049,613</b>	<b>\$ 1,221,092</b>		

<b>Net TRSU Proposed Budget</b>	<b>\$ 6,723,514</b>	<b>\$ 6,789,887</b>	<b>\$ 7,769,130</b>		
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\*Detailed budgets available on the TRSU website

# NOTES

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# District Artwork



CTES - Student



GMUHS – Grade 11



GMUHS - Grade 10



GMUHS – Grade 9

CTES - Student



# District Artwork



CAES - Students



CTES - Student



GMUHS – Grade 9



CAES - Student



CAES - Student<sup>44</sup>



CTES - Student

Two Rivers Supervisory Union  
609 VT Route 103 S,  
Ludlow, VT 05149