

# **GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT**

**ANDOVER | BALTIMORE | CAVENDISH | CHESTER**

## **ANNUAL REPORT**



Artwork by GMUHS Student - Grade 10

**REPORTS FROM 2020-2021 & BUDGET PROPOSAL FOR 2022-2023**

**ANNUAL INFORMATIONAL HEARING  
THURSDAY, FEBRUARY 24 2022**

## **Public Informational Hearing**

~Thursday, February 24, 2022 at 6:00 PM~

Green Mountain Union High School - Library

Zoom: <https://trsu.zoom.us/j/81977839300> phone: 646-876-9923

## **Annual Meeting**

~Thursday May 26, 2022 at 6:00 PM~

Green Mountain Union High School Auditorium

## **Voting by Australian Ballot**

~Tuesday, March 1, 2022~

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

### **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**

**Green Mountain Union High School - Library**

**Zoom: <https://trs.uconn.edu/j/81977839300> Phone: 646-876-9923**

**Thursday, February 24, 2022 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 2022-2023.



Artwork by GMUHS Student



# WARNING

## GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT

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### ANNUAL SCHOOL DISTRICT MEETING

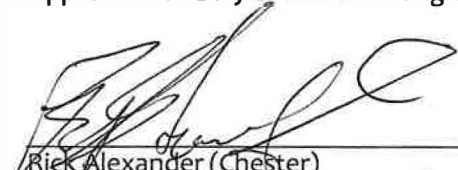
Green Mountain Union High School  
Thursday, May 26, 2022 at 6:00 PM

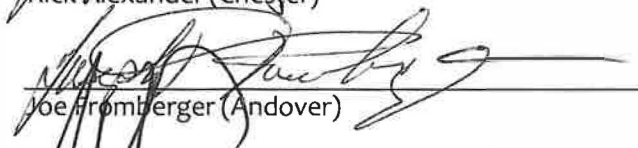
The legal voters of Green Mountain Unified School District, consisting of the towns of Andover, Baltimore, Cavendish and Chester are hereby warned to meet to transact at that time business not involving voting by Australian ballot or voting required by law to be by ballot. The business to be transacted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


- Article 1:** To elect a moderator for a one year term beginning July 1, 2022.
- Article 2:** To elect a clerk for a one year term beginning July 1, 2022.
- Article 3:** To elect a treasurer for a one year term beginning July 1, 2022.
- 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.

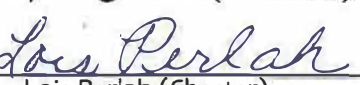
Approved at a Duly Warned Meeting on January 20, 2022.


#### Board of Directors:

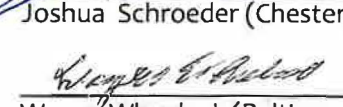
  
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Rick Alexander (Chester)


  
\_\_\_\_\_  
Joe Fromberger (Andover)

  
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Abraham Gross (Cavendish)

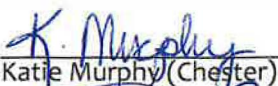
  
\_\_\_\_\_  
Lois Perlah (Chester)


  
\_\_\_\_\_  
Joshua Schroeder (Chester)

  
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Wayne Wheelock (Baltimore)

  
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Deb Brown (Chester)

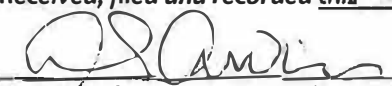
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Julia Gignoux (Cavendish)

  
\_\_\_\_\_  
Katie Murphy (Chester)

  
\_\_\_\_\_  
Dennis Reilly (Cavendish)

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

Received, filed and recorded this \_\_\_\_\_, 2022

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

# 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 1, 2022**

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 1, 2022 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 **\$14,705,015.00** 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 **\$18,770.00** per equalized pupil.

Approved at a Duly Warned Meeting on January 20, 2022.

### Board of Directors:

  
Rick Alexander (Chester)

  
Deb Brown (Chester)

  
Joe Fromberger (Andover)

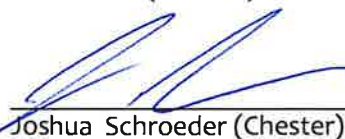
  
Julia Gignoux (Cavendish)

  
Abraham Gross (Cavendish)

  
Katie Murphy (Chester)

  
Lois Perlah (Chester)

  
Dennis Reilly (Cavendish)

  
Joshua Schroeder (Chester)

Michael Studin (Chester)

  
Wayne Wheelock (Baltimore)

Received, filed and recorded on January 20, 2022

  
Amber Wilson, District Clerk

# Green Mountain Unified School District Board Public Informational Hearing Minutes

Thursday, February 25, 2021

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

6:00 p.m.

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.

## I. ROLL CALL/CALL TO ORDER:

**Board:** Jeff Hance, Wayne Wheelock, Lois Perlah, Fred Marin, Deb Brown, Rick Alexander, Dennis Reilly

**Staff:** Lauren Fierman, Katherine Fogg, Mike Ripley, Amber Wilson, Cheryl Hammond, Mary Barton, John Donarum,

Ms. Brown called the meeting to order at 6:04 p.m.

## II. PRESENTATION:

Ms. Fierman shared a power point presentation regarding the budget and its development. She also noted that these documents are available on the TRSU website. She reported that she is recommending a budget of \$14,241,241 for the 2021-2022 school year. This represents a 0.94% increase over the approved FY21 budget. The primary drivers of the increase are a \$149,915 increase in the TRSU assessment and a \$64,339 increase in the cost of benefits. The TRSU assessment increase is due primarily to increases in special education costs. She shared a pie-chart breakdown of the budget, noting that 46% of the budget is for salaries, 17.2% is for budgets, and 15.4% is for the assessment. She shared a breakdown by object line, noting that most items were under a 5% increase and some even were a decrease. She advised that the budget is holding fairly steady with the expenses. They tried to be very frugal with the budget while continuing to provide excellent education for all the students.

Ms. Fierman reported that over the coming years they will be looking at improving the offerings to the students while continuing to be fiscally responsible, but this year's goal was to maintain current offerings during an uncertain time. She shared information on the increase in special education expenses, noting that the special education transportation increased from \$132,424 to \$320,378 (142.16%); elementary special education tuition increased from \$52,063 to \$188,573 (262.20%); and secondary special education tuition increased from \$515,536 to \$650,261 (26.13%). Ms. Fierman also reported that they are working to keep the costs under control as much as possible by creating programs that meet the students' needs and will keep students in the SU—in their community. This has also helped to limit transportation and tuition costs. These programs represent a savings of about \$1,000,000 across the SU (about \$800,000 in the Autism Program, and about \$180,000 in the Social Emotional Needs Program).

She discussed the budget breakdown by school, noting that the portion attributed to CTES is a 2.19% increase, while the portion attributed to CAES is a 0.88% decrease, and the GMUHS portion is a 1.12% decrease. She advised that most of the change in each school is due to different health

insurance elections, and differing costs of benefits. She also reported that the continuance of the current CAES/CTES administrative structure represents a savings of \$79,421.

Ms. Hammond advised that the budget that they are proposing is \$14,241,241, which represents an increase of 0.94%. The estimated revenue that they need to raise for the General State Support Grant (GSSG) through taxes is \$11,944,573 which is an increase of \$58,283 or 0.487%. The cost per pupil is calculated by dividing the GSSG by the equalized pupils (686.84), or \$17,390.62. This is slightly different than what was published in the annual booklet. She reported that this is below the excess spending threshold set by the Agency of Education (AOE), currently \$18,789.

Ms. Hammond reported that the projected tax rate is \$1.58 without the 2 cent incentive and with no CLA applied. This is the last year of the merger incentive. She reported that the yield is not yet finalized for FY22. She reported that on December 1, the Tax Commission set the yield at \$10,763. Since then, the projected education spending increase statewide has come in at 0.68%. The commission set the yield at \$11,385 to go to the legislature for approval. The amount printed in the annual booklet was a projection erring on the side of caution, using the current yield of \$10,998. If the yield of \$11,285 is approved, the tax rate would drop to \$1.53 before the incentive and CLA.

Ms. Fierman again advised that this budget proposal maintains all of the programs and excellent education that they are providing to the students. They have been very frugal and have managed to keep that with only a .94% increase.

Mr. Cunningham questioned when this presentation will be available on SAPA. Neither Ms. Brown nor Ms. Fierman knew the answer to that and suggested that he contact SAPA directly. Ms. Fierman invited anyone at the meeting or viewing the meeting on SAPA to contact her office if they have any questions about the information presented at the meeting. Ms. Fierman noted that Mr. Ripley sent a message to the school staff and families inviting them to attend tonight if they could. She also noted that the information has been on the website and discussion has been aired on SAPA often so she hoped that anyone with questions has gotten the information they needed or contacts her office..

Ms. Brown thanked Ms. Fierman and Ms. Hammond on their hard work on this budget, noting that this was the smoothest budget process that she has participated in. Ms. Fierman noted that the staff was integral in that by outlining their needs versus their wants. Ms. Brown thanked Mr. Ripley and Ms. Fogg for their leadership of their teams through this process. Ms. Fierman thanked the board members for their attendance at the meetings, and their civil and collaborative approach to this process. Ms. Fogg felt that this process was beneficial and provided a great deal of clarification to any confusion in the past.

Ms. Brown and Ms. Fierman reminded the public to vote.

### **III. ADJOURNMENT:**

Ms. Brown adjourned the meeting at 6:22 p.m.

Respectfully Submitted,

Amber Wilson  
Board Clerk

MINUTES OF THE GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT  
ANNUAL MEETING  
MAY 27, 2021

The Moderator, Bill Dakin, called the meeting to order at 6:00 p.m.

The Moderator read the Warning.

ARTICLE I: To elect a moderator for a one-year term beginning July 1, 2021. A motion was made by Debbie Aldrich to nominate William Dakin as Moderator. Seconded by Deb Brown. The motion passed.

ARTICLE II: To elect a clerk for a one-year term beginning July 1, 2021. A motion was made by Debbie Aldrich to nominate Amber Wilson as Clerk. Seconded by Deb Brown. The motion passed.

ARTICLE III: To elect a treasurer for a one-year term beginning July 1, 2021. A motion was made by Debbie Aldrich to nominate Wayne Wheelock as Treasurer. Seconded by Deb Brown. The motion passed.

ARTICLE IV: Shall the voters of the Green Mountain Unified School District approve setting its annual honorarium for each of its School Directors at \$1200? A motion was made by Debbie Aldrich. Seconded by Leigh Dakin. The motion passed.

ARTICLE V: 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 Deb Brown. The motion passed.

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

ARTICLE VII: Shall the voters of the Green Mountain Unified School District authorize its Board of School Directors to borrow money, pending receipts 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 Wayne Wheelock. Seconded by Deb Brown. The motion passed.



ARTICLE VIII: 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. Superintendent Fierman indicated that these reports were included in the annual meeting booklet that was made available to the voters earlier this year. A motion to accept the reports as written was made by Leigh Dakin. Seconded by Deb Brown. The motion passed.

ARTICLE IX: 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. There was no other business.

ARTICLE X: To set a new date for the annual meeting. A motion was made by Wayne Wheelock to set the annual meeting date for the Thursday before Town Meeting Day. Seconded by Deb Brown. There was discussion about this date. The motion passed.

A motion to adjourn was made by Deb Brown. Seconded by Lois Perlah. The motion passed. The meeting adjourned at 6:12 p.m.

# GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT ANNUAL REPORT

To the residents of ANDOVER, BALTIMORE, CAVENDISH and

CHESTER. January 2022

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. A review of the school operations for the past year confirms that it has been a very difficult year for students, parents, teachers, aides and the Administration. All have shown remarkable resilience and adaptability in responding to the continuing changes made necessary by the evolving threat of Covid.

This report is presented by your Board of Directors and includes the proposed budget for your consideration at the annual District Information Hearing. The Board and Superintendent Fierman have worked to construct a spending plan that seeks to anticipate the continuing uncertainties that the Covid pandemic may bring for the next School year and to provide a positive education experience for students and parents. Unless major changes occur in the need to deal with the pandemic in the coming year the projected budget for 2022/2023 has been set at \$14,705,015.00 which represents an increase of 3.26 % over the current budget. We ask for your support of the work this budget covers.

## **Significant Events:**

- The membership of the Board of School Directors has changed with the election of Josh Schroeder to replace Jeff Hance, the appointment of Julia Gignoux to replace Doug McBride, the appointment of Abraham Cross to replace Fred Marin and the appointment of Katie Murphy to replace Jeannie Wade.
- In February 2021 the Board appointed Nicole Luz Assistant Principal at CAES and CTES replacing John Fay who resigned.
- In April 2021 the Board appointed Keith Hill Principal of Green Mountain High School. • The June 18, 2021, the Green Mountain High School commencement was well attended and was a happy return to normal compared to last year's drive-thru graduation. • In July 2021 Todd Parah became Facilities Supervisor for the Two Rivers Supervisory Union.
- On October 21, 2021, the Board members voted to cease using the Chieftain head logo as a representation of the Green Mountain sports teams.

## **Student Enrollment:**

Student enrollment at both Elementary Schools has remained fairly steady with the December counts of 275 students at CAES and 92 students at CTES. Enrollment at the High School also has remained steady at 354 this December.

**Budget Highlights:**

On January 20, 2022 the Board voted to submit a budget of \$14,705,015.00 to the voters which represents an increase of 3.26% 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, the district tax rate would be about \$1.45/100, which is less than the current rate of \$1.52/100.

We would urge voters to attend the Informational Hearing via Zoom on Thursday, February 24, 2022, 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 Select boards 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 26, 2022, 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
- Julia Gignoux – Cavendish
- Abraham Gross – Cavendish
- Katie Murphy – Chester
- Lois Perlah – Chester
- Dennis Reilly – Cavendish
- Josh Schroeder – Chester
- Michael Studin – Chester
- Wayne Wheelock – Baltimore

## **Message from the Superintendent**

The 2021-2022 school year has seen us return to full time, in-person instruction in all our buildings – a considerable relief after the disruptions of the previous year. While we are still living with repeated infections in our school communities, we have been able to keep our schools in session thanks in part to implementing a Test to Stay program starting in November that has kept most of our students out of quarantine even if they were exposed. This has required many additional hours of work from our nurses and staff members – all worth it for keeping students safely in school.

While we had all hoped that this year would be less Covid-focused than last year, that has just not been the case. That ongoing concern has meant the continued need to be extra generous, flexible, and kind toward each other and toward ourselves. While there are many stories in the news of communities where disruptive behavior has been seen frequently at schools and at board meetings, I am thankful that our communities have been overwhelmingly civil, respectful, and professional in their interactions, even when we do not all agree. I know everyone has wanted the same thing – to provide the best education possible in the safest way possible for all our students. It was true last year and is true again now – 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 will celebrate this year's new accomplishments while meeting ongoing challenges.

The budgets for this year represent keeping new costs low while maintaining programs. Most of our recovery work is being funded by federal recovery grants which means the general budgets have minimal increases. We are making some additions, in particular returning to an individual principal at Cavendish Town Elementary School. GMUSD's budget comes in at a 3.26% increase and LMHUUSD's at a 2.45% increase. You can find details at the back of this booklet as well as online through the TRSU website ([trsu.org](http://trsu.org)). We continue to look at ways to maintain programming and high expectations while also limiting spending.

Our special education costs continue to be high. The two special programs housed at Ludlow Elementary School -- one for students with social/emotional learning needs and one for students with Autism -- saved the TRSU districts nearly a million dollars this year in tuition and transportation expenses for students with special needs while also allowing our students to receive their education in our community.

We have several new administrative and central office staff members this year:

- Todd Parah began in the new role of TRSU Director of Buildings, Grounds, and Security. In that position he has helped with the coordination of ordering supplies for all our buildings, worked with the company performing energy audits for both districts, handled the communication with the state around a variety of building safety tests, and provided general support for school principals and building facility managers.
- Allison Sexton is completing her first full year as our new Human Resources Manager. She has done an excellent job of streamlining many of our processes. We are fortunate to have her with us.
- Tanya LaRouche is also completing her first full year as our new Payroll Clerk. She is another great asset to the Central Office team.

- Diana Chimbolo and Patty Rumrill have each taken on new SU-wide rolls assisting with coordination of student registration. Patty is handling the logistics for keeping track of grade 7 to 12 students from Ludlow and Mount Holly, as well as assisting with registering new students over the summer for all of our schools. Diana is helping to align procedures so that the same process for entry of information into Power School is followed in all four elementary schools.

Cathy Farman (at Ludlow Elementary School) and Keith Hill (at Green Mountain Union High School) are both doing a wonderful job in their first year as principals under the TRSU umbrella. Nicole Luz, in her first year as an assistant principal (at both Cavendish Town Elementary School and Chester Andover Elementary School) has provided excellent support to our teachers and families. We will be looking to have another new principal join us starting in July 2022 as Cavendish Town Elementary School returns to having its own principal on site.

It has been another year of dealing with the unpredictable events. As is always the case, the only constant is change. We have had to face many difficult situations. Fortunately, our staff, faculty, families, students, and community members are all capable of doing hard things – and doing them well. 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, As We Grow Childcare in Proctorsville, World of Discovery I in Perkinsville, Happy Feet Childcare in Springfield, Vermont Achievement Center in Rutland, Pine Street Preschool/Headstart in Springfield, Little Lambs/Good Shepherd ELC in Rutland, Shrewsbury Elementary PreK, Wallingford Elementary PreK, and Saxtons River Montessori School in Saxtons River

Services to these children are provided by EEE Coordinator Laurie Cloud, Speech-Language Pathologists Marion Brody and Maryann Bastian, Physical Therapist Lorna Woodall, and Occupational Therapist Whitney Haber assisted by Robin Varga and Stephanie Alexander, Certified Occupational Therapist Assistants. 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. Anyone, 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 Dwayne White, Board Certified Behavior Analyst and Health Care and Rehabilitation Services of Springfield to assist with the implementation of the principles of Applied Behavior Analysis in the program. The program is staffed by Emily Morton, Special Educator; Lawrie Roundy,

Lucy Gillam and Lee Ann Herrington, Para educators and Registered Behavior Technicians; Janet Kennedy Farmer, Speech-Language Pathologist Assistant, and Charlotte Molloy, 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 and Kayla Bixby, 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, Maria Gelsomine, Amy Hamblett, Mary Pelky, Jeannie Wade, Mary DeSimone, Patrick Wheeler, Nancy Martin, Janet VanAlstyne, and Jennifer Parks; Elizabeth Craig, Gerrit Knopf, Maryann Bastian and Marion Brody, Speech-Language Pathologists; Lorna Woodall, Physical Therapist; and Whitney Haber, Occupational Therapist assisted by Robin Varga and Stephanie Alexander, Certified Occupational Therapy Assistants, 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 for the Deaf and Hard of Hearing through the University of Vermont Center on Disability and Community Inclusion, the Vermont Association for the Blind and Visually Impaired, and the Vermont I-Team. Additional resources that are available are Dana Deschamp, 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: BOARD REPORT

## CURRICULUM AND INSTRUCTION 2021

The scope of curriculum and instruction has shifted in response to local, state, and national initiatives designed to address the extraordinary challenges our communities face. In addition to the ongoing work of aligning curriculum and supporting strong instructional practice and designing and implementing professional development, we are also engaged in writing and implementing our Recovery Plan for Two Rivers Supervisory Union. There is overlap in these two strands of work as we shift the ways in which we think about curriculum and instruction towards more flexible and equitable pathways for all learners which is both sound practice and necessary under current conditions.

### RECOVERY PLAN

- The work associated with the Recovery Plan and ARP ESSER funding has been one of the primary foci of work for the past year and will continue to be center stage as we craft a budget and move toward full implementation of our Recovery Plan.

### THREE PILLARS OF RECOVERY

<b>Social Emotional Learning</b>	Social-emotional learning focuses on strengthening well-being, self-awareness and self-care, and re-establishing skills needed to engage appropriately with others. Prolonged periods of time spent away from peers have affected the behavior of everyone as we re-engage with our work in a time of continued stress.
<b>Student Engagement</b>	Student engagement focuses on the need to establish and re-establish relationships not just with and between students and teachers, but with the wider community. Students with a wide range of engagement within their communities are more likely to develop confidence, ability, and self-direction.
<b>Academic Growth</b>	Academic growth is focused on improving student outcomes. The two primary areas of need are literacy and math. This is particularly evident in our youngest learners, and it is apparent that these areas need work. This is not student work, but improved curriculum planning and implementation, equity of access, and more student-centered and negotiated learning. Without well-being and engagement, it is unlikely that our students will be available to achieve academic success.

### WHAT IS DONE

Education Recovery Needs Assessment	Our needs assessment was based on data for the years leading up to the pandemic and the most recent assessment which indicated needs in early literacy and mathematics. We also noted significant concerns with the well-being of our learners and, with the help our Trauma Transformation cohort, nurses, counselors, and other professionals worked on developing supports for those in need. This included outreach to community organizations. Engagement with students and families took on urgency as we worked to provide the best possible opportunities for learning.
Education Recovery Plan	In April of 2021, TRSU submitted our Recovery Plan to the Vermont Agency of Education. The document laid out a plan to address the needs of our learning community in the three areas identified as critical by the Agency of Education.

	The plan included summer learning opportunities, collaboration with community-groups, and consistent high-quality instruction supported by learning opportunities for adults. This plan was approved and implemented.
Information on Use of ESSER I and II Funds	<p>Funds from ESSER I and II provided resources to address learning needs identified in the three domains of:</p> <ul style="list-style-type: none"> <li>● Social Emotional Learning:</li> <li>● Student Engagement: and</li> <li>● Academic Growth.</li> </ul> <p>These resources were allocated based on data-demonstrated student need. Fiscally responsible decision-making looked at the enduring nature of programs, materials, and interventions to ensure that resources would not be available only in the moment but would demonstrate lasting impact on student outcomes.</p>

## NEXT STEPS

1. We are currently building our ARP ESSER budget. This is our third and largest pool of money. Once we have a draft, we will invite you - the stakeholders - to provide feedback on the allocation of funds and offer suggestions. We value your input.
2. We are required to engage diverse stakeholders in the current phase of the Recovery Plan. To this end, I have compiled a list of stakeholders within our sending communities and beyond. Currently, I am meeting with these groups or their designated representative to hear their vision of excellence in education. This early contact has several advantages (although it is not required by the Agency of Education):
  - a. It allows time for stakeholders to understand the scope of the work and ask questions;
  - b. This early contact allows stakeholders to engage in thinking about how they might increase or change their support of education in their communities. For example, Ludlow Rotary suggested they would like to support early numeracy (they already provide book programs for young learners). Without being asked, they have expressed interest in expanding their work;
  - c. The number of stakeholders engaging in feedback builds and reinforces the community engagement we seek and brings new partners in education to the forefront.
  - d. Examples of stakeholders include local service organizations (BRACC, Rotary, Public Libraries, Police Departments), organizations representing underserved communities (NAACP, Vermont Commission on Native American Affairs, Outright Vermont, Vermont Family Network, SEVCA, Refugee Settlement Group), governing structures (select boards and school boards), communities we serve or are integral to our work (students, teachers, school employees, parents and parent organizations), and other organizations who have a vested interest in high-quality education (churches, business leaders, recreation departments, the local medical community, Fletcher Farm School).
3. Once our draft budget is built, we will share it with stakeholders. So far, all responding stakeholders have expressed interest in working with us.
4. Our ARP ESSER application is due 90 days from federal approval of Vermont Agency of Education’s plan. We are awaiting this approval. The AOE anticipates it will be approved early in January.

## RECOVERY WORK IN PROGRESS

What work	Timeframe	Purpose
Stakeholder Engagement	Ongoing through March 2022 and follow-up with stakeholders through June of 2023	Community engagement of stakeholders in education.
Looking at Data	Ongoing	Inform strategic use of funds to improve student outcomes.
Research	Ongoing	Identify pedagogical and material resources aligned with new understanding of the science behind strong educational practice.
Building the ARP ESSER budget	Ongoing through March 2022	Craft a budget which concentrates on enduring learning for all members of the TRSU community with the goal of producing high-quality, diverse, responsive and collaborative learning opportunities now and in the future.

## OUTCOMES

We do not expect to have access to the kinds of resources provided by ESSER funding in the future. Right now, we have an extraordinary opportunity to: build the capacity of our faculty, staff, and students; provide research-based curricula based on new research into the science of teaching and learning; and broaden and strengthen ties with our communities. We do not want to go back to “normal”. We want to create a better normal, one in which we truly partner with our communities, our families, and - most importantly - our students, to create diverse pathways to achievement for all.

With much gratitude to our administrative team, principals, teachers, support staff, communities, and most of all to our students and families,

Anne Gardner  
Curriculum Coordinator



# Principal Report

## Cavendish Town Elementary School 2022

### SECTION I – PUPIL INFORMATION

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K	10
1st	9
2nd	9
3rd	12
4th	13
5th	19
6th	10
<b>Total</b>	<b>82</b>

### SECTION II – PERSONNEL

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Katherine Fogg	Principal
Nicole Luz	Assistant Principal
Donna Hamilton	Administrative Assistant
Holly Gauding	Teacher- Kindergarten
Amanda Gross	Teacher - Grade 1
Lindsay Turgeon	Teacher - Grade 2
Ellen Cameron	Teacher – Grade 3
Jennifer Harper	Teacher - Grade 4
Ann Thompson	Teacher - Grade 5
Robin Bebo-Long	Teacher – Grade 6
Maria French	Teacher - Art*
Janelle Wilfong	Long Term Sub- Physical Education*
Dawn Tyrrell	Teacher - General and Instrumental Music*
Tracy Churchill	Teacher - Special Education
Maria Gelsomine	Teacher - Special Education
Beth Salisbury	Teacher - Title I Reading Interventionist
Dennis Boskello	Teacher – Math Interventionist*
Mary Bauerband	Planning Room/Reading & Math Paraeducator
Kim Currier	Paraeducator
Lisa Merrill	PCA
Becky Plunkard	Paraeducator*
Jen Dechen	Paraeducator
Leann LaClair	Paraeducator*
Heather Morse	Paraeducator
Barb Davis	Paraeducator
Matt Neronsky	Personal Care Assistant
Lorna Woodall	Physical Therapist*
Whitney Haber	Occupational Therapist
Andrew McPhillips	School Counselor*
Dana Deschamp	School-Based Clinician*
Bob Williams	Bus Driver*
Jane Guerin	Food Service*
Lori Jones	Food Service*
Kata Welch	Librarian*
Eric Buckner	Maintenance Supervisor
Deb Gruber	Custodian
Randy Gruber	Custodian

Marion Brody	Speech Services*
Derek Graham	Speech Services*
Gerrit Knopf	Speech Services*
Emma Lombard	Nurse*

\* Denotes part-time

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

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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 been able to restart our Parent Teacher Group[ (PTG). They raise funds, sponsor activities and support educational programming. They planned an exciting Trunk or Treat this past October that began with a parade led by the Proctorsville Fire Department to Grevin Field. There was a haunted walk, a bonfire and snacks for purchase thanks to the town and many volunteers. 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. Our students take turns making the morning announcements and raising and lowering the flag each day.

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. In addition to our typical after-school summer “Go Wild” camp, students had access to a new program called Summer SAGE (Student Academic Growth and Engagement). Many teachers and paraprofessionals worked diligently to create a six week learning opportunity where children could receive support and enrichment for academic and social emotional learning.

Thanks to Jarrod Harper and many volunteers we are happy that our students will once again be participating in the 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. We are extremely hopeful that our sixth graders will once again be able to 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 are grateful to Kata Welch for her dedication to this work and for helping us to remember to take care of ourselves during these last couple of very stressful school years.

We use Multi-Tiered Systems of Support (MTSS) to ensure the success of each and every child. Our systems and strategies provide support for both 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.

The teachers and administrators of TRSU are committed to Continuous School Improvement. We continue to be focused 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. During the summer of 2021 the administrative team committed to working with the state to ensure that equity and universal design for learning would be embedded in our district work.

As you well know, we have been working hard to provide the best education possible during the pandemic which started in the spring of 2020. As we returned to full in person learning this year, we thought things would be getting back to normal. Instead, we began with many of our procedures from the previous year in place. We have kept classroom cohorts separated unless outdoors. Students and staff are masked indoors. We have not been using the cafeteria for breakfast and lunch and we have been encouraging learning to happen outdoors as much as possible. As the COVID-19 numbers climbed higher we had many students who needed to quarantine. Fortunately, we were able to hold vaccination clinics at the school in November. Shortly after the clinics concluded we implemented the Test to Stay program. This allowed students, who were in close contact with an infected person, to take a rapid test in order to attend school each day. This program enabled most children to attend school rather than quarantining.

I am so very grateful to the teachers in Cavendish and Chester-Andover for their dedication and time that they have given to provide assistance in so many ways to support my dual role as Principal of Cavendish Town Elementary and Chester-Andover Elementary schools. I also continue to be extremely grateful for the support and involvement of our families.

I know that raising children and trying to work during the Pandemic has not been easy for families. We have had to send many children home who became sick with any symptoms of illness and parents have had to keep them home until they were well, quarantined or tested negative. 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 both this year and last. They have shown amazing stamina and resilience in managing both the safety protocols for COVID-19 and the ever-changing landscape of learning.

A special thank you to all staff, at both CTES and CAES, for jumping in where needed when a staff member is out and there is no substitute available. Our substitute situation has been very challenging the last few years due to COVID-19 but with our staff we have made it work, although very difficult at times.

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 yet another 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 journey toward academic equity and excellence.

Sincerely,

Katherine Fogg  
CTES Principal

# Principal Report

## Chester-Andover Elementary School 2022

### SECTION I – PUPIL INFORMATION

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	<b>In Person</b>
K	21
1	30
2	35
3	40
4	44
5	28
6	36
<b>Total</b>	<b>234</b>

\*Homeschoolers by choice due to COVID-19

### SECTION II – PERSONNEL

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Katherine Fogg	Principal
Nicole Luz	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
Kali Santino	Teacher - Grade 2
Shanna McCarthy	Teacher - Grade 2
Rachel Bennett	Teacher - Grade 3
Jill Wilson	Teacher – Grade 3
BethAnn Drinker	Literacy
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
Mallory Figoras	Music Teacher
Brenda Sheere	Teacher - Art
Elise Lisle	Teacher - Physical Education
Mackenzie Thurston	Guidance
Amy Hamblett	Teacher - Special Education
Jeannie Wade	Teacher - Special Education

Mary Pelkey	Teacher - Special Education
Mary DeSimone	Teacher - Special Education
Lizzy Craig	Speech - Language Pathologist
Miriam MacDonald	Title 1 Literacy
Cristine Keklak	Title 1 Math
Andria Donohue	School Nurse
Theresa Serr	After School Program Director
Chuck Atwater	After School Program Site Director
Lisa Holderness	Steam Coordinator
Keith Slobodnjak	Technology
Ann Tarmey	Clinician
Stephanie Alexander	Occupational Therapy
Robin Varga	Occupational Therapy
Lorna Woodall	Physical Therapy
Charles Atwater	PBIS Coordinator
Ariann Beltran	Para-Professional
Caitlyn Beman	Para-Professional
Traci Corrigan	Para-Professional
Allyson Curtis	Para-Professional
Donna DiDomenico	Para-Professional
Kim French	Para-Professional
Briana Goncalves	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
Julie Lefebvre	Para-Professional
Brenda Martin	Para-Professional
Elizabeth Matthews	Para-Professional
Amy Mulherin	Para-Professional
Betsy Olsen	Medicaid Clerk
Claudia Shropshire	Para-Professional
Andy Levesque	Food Service Director
Alan Farrar	Food Service
Mary Spaulding	Food Service
Keith Cyr	Maintenance Director

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

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Chester-Andover Elementary School (CAES) is a K-6 school of 234 students and 65 staff. We are located in the beautiful historic village of Chester, Vermont. This year we have two classrooms at each grade level from Kindergarten through fourth grade. Our upper grade rooms consist of four combined 5th and 6th grade classrooms. All students at CAES attend Library, Music, Physical Education, Art and Guidance. We have a vibrant after school Program (ASP) which also runs for a full day for nine weeks during the summer in Ludlow. In addition to our typical after-school summer “Go Wild” camp, students had access to a new program called Summer SAGE (Student Academic Growth and Engagement). Many teachers and paraprofessionals worked diligently to create a six week learning opportunity where children could receive support and enrichment for academic and social/emotional learning.

Thanks to Chris Meyer and many volunteers we are happy that our students will once again be participating in the winter sports program at Okemo Mountain which includes snowboarding and downhill instruction and practice. This year we will be offering other activities on campus for students who do not participate in the



ski program. Students typically participate in yearly additional activities such as Student Council, Geo Bee, Girls on the Run, Kids on the Trail, Baton and Flag teams and Drama. We remain hopeful that our 5th and 6th grade classes will once again be able to 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. We are also very fortunate to receive funding, when needed, from the Chester Rotary and Kids First. Our students are deeply connected to the community thanks to the connections our teachers make by inviting volunteers and presenters into their classrooms. Our students participate in many community activities and provide community service 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 LL Bean. We are grateful to Shanna McCarthy for her dedication to this work and for helping us to remember to take care of ourselves during these last couple of very stressful school years.

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 **S**afe, **O**n Task, **A**ccountable and **R**espectful we all SOAR. Students start their day with a classroom meeting and have school-wide assemblies to celebrate their success as a school community.

The teachers and administrators of TRSU are committed to Continuous School Improvement. We continue to be focused 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. During the summer of 2021 the administrative team committed to working with the state to ensure that equity and universal design for learning would be embedded in our district work.

As you well know, we have been working hard to provide the best education possible during the pandemic which started in the spring of 2020. As we returned to full in person learning this year we thought things would be getting back to normal. Instead we began with many of our procedures from the previous year in place. We have kept classroom cohorts separated unless outdoors. Students and staff are masked indoors. We have not been using the cafeteria for breakfast and lunch and we have been encouraging learning to happen outdoors as much as possible. As the COVID-19 numbers climbed higher we had many students who needed to quarantine. Fortunately we were able to hold vaccination clinics at the school in November. Shortly after the clinics concluded we implemented the Test to Stay program. This allowed students, who were in close contact with an infected person, to take a rapid test in order to attend school each day. This program enabled most children to attend school rather than quarantining.

I am so very grateful to the teachers in Chester-Andover and Cavendish for their dedication and time that they have given to provide assistance in so many ways to support my dual role as Principal of Cavendish Town

Elementary and Chester-Andover Elementary schools. I also continue to be extremely grateful for the support and involvement of our families.

I know that raising children and trying to work during the pandemic has not been easy for families. We have had to send many children home who become sick with any symptoms of illness and parents have had to keep them home until they are well, have quarantined or tested negative. 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 both this year and last. They have shown amazing stamina and resilience in managing both the safety protocols for COVID-19 and the ever changing landscape of learning.

A special thank you to all staff, at both CAES and CTES, for jumping in where needed when a staff member is out and there is no substitute available. Our substitute situation has been very challenging the last few years due to COVID-19 but with our staff we have made it work, although very difficult at times.

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 yet another 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 journey toward academic equity and excellence.

Sincerely,  
Katherine Fogg  
CAES Principal

# Principal Report

## Green Mountain Union High School 2022

### SECTION I – PUPIL INFORMATION

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#### Enrollment

	<b>total</b>
<b>7<sup>th</sup></b>	<b>53</b>
<b>8<sup>th</sup></b>	<b>62</b>
<b>9<sup>th</sup></b>	<b>62</b>
<b>10<sup>th</sup></b>	<b>58</b>
<b>11<sup>th</sup></b>	<b>66</b>
<b>12</b>	<b>56</b>
<b>Total</b>	<b>357</b>

### SECTION II – PERSONNEL

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Keith D. Hill II	Principal
Michael Ripley	Associate Principal/ Transportation Director
Pamela O'Neil	Director of Guidance
Todd Parah	Facilities and Transportation / Athletic Director
Kelly Goodrich	Administrative Receptionist
Kelly Messer English	Administrative Assistant
Jim Bixby	Custodian
Tim Gray	Custodian
Jason Howland	Custodian
Marie Tyrrell	Custodian
Daryll Kale	Flexible Pathways Coordinator
John Donarum	School to work Transition Coordinator
Andrew Levesque	Food Services – Director
Elizabeth Connor	Food Services
Karla Hundson	Food Services
Diane Whittaker	GMUSD IT Coordinator
Keith Slobodnjak	GMUSD IT Coordinator
Katrina Boissonnault	School Nurse
Patricia Rumrill	Guidance Secretary
Allyson Oswald	Guidance Counselor Grades 9-10
Landon Elliott-Knaggs	Guidance Counselor Grades 7-8
Jessica Kessler	School-Based Clinician
Brittnay Merrill	Student Assistance Program Coordinator
Lisha Klaiber	Special Education Services Secretary
John Yake	Paraprofessional
Jessica Clay	Paraprofessional
Karla Waite	Paraprofessional
Kristi Flack	Paraprofessional
Lora Kasten	Paraprofessional
Melinda Monroe	Paraprofessional
Patti Korzon	Paraprofessional
Renee Call	Paraprofessional
Susan Willis	Paraprofessional
Jeannie Spafford	Paraprofessional

Janet VanAlstyne	TRSU Teacher – Special Education
Patrick Wheeler	TRSU Teacher – Special Education
Jennifer Parks	TRSU Teacher – Special Education
Nancy Martin	TRSU Teacher – Special Education
Marina Potter	TRSU Teacher – Special Education
Rachel Root	TRSU Teacher – Special Education (out of District LEA)
Maryanne Bastian	TRSU Teacher – Speech Language Path PreK-12
Lisa Holderness	GMUSD STEAM Coordinator
Heather Miele	Teacher – STEM
Deborah Tolaro	Teacher – Driver Educaiton
Laurie Cloud	Teacher – Early Essential Education Ages 3-6
Clay O’Gwin	Teacher – Spanish Language
Elizabeth Filskov	Teacher – French Language
Sharon Jonynas	Teacher – Language Arts
Norman Merrill	Teacher – Language Arts
Jason Rickles	Teacher – Language Arts
Ben Boyington	Teacher – Language Arts
Dylan Bate	Teacher – Language Arts
Michele Farrar	Teacher – ELA/ GMUSD Instructional Coach
Palema Johnson-Spurlock	Teacher – Library Media Specialist
Rebecca Bushey	Teacher – Math
Linda Ewens	Teacher – Math
Theresa Buskey	Teacher – Math
Audrey Block	Teacher – Math
Julie Parah	Teacher – Math
Alex Brady	Teacher – Band/Chorus/Drama
Carolynn Hamilton	Teacher – Physical Education/Health
Scott Renfro	Teacher – Physical Educaiton
Angela Hutchins	Teacher – Science
Brett Mastrangelo	Teacher – Science
Allan Garvin	Teacher – Science
Andrew Malaby	Teacher – Science
Karen Surma	Teacher – Science
Suzette Chivers	Teacher – Social Studies
Benjamin Wiley	Teacher – Social Studies
Melissa Palmer	Teacher – Social Studies
Kelley Brennan	Teacher – Social Studies
John Bannon	Teacher – Social Studies
Michael Bennett	Teacher – Woodshop/Industrial Arts
Etta Kennett	TRSU Bus Driver
Jerry Szawerda	TRSU Bus Driver
Susan Willis	TRSU Bus Driver
John Johannesen	TRSU Bus Driver
Jonathan Rice	TRSU Bus Driver – Sub
Allan Garvin	TSSU Bus Driver – Sub
Stephanie Racz	Director of Preschool Collaborative GMUSD

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

Green Mountain Union High School is committed to working in partnership with our students to build a multitude of educational opportunities for each and every student. Together we endeavor to cultivate the qualities of citizenship and service in our students. Our goal at GM is to establish informed, thoughtful, citizens

that will secure the future of our communities. Our students and dedicated teachers and staff strive together to think critically, persevere in the face of great challenges, and work collaboratively to solve problems. Proficiency Based Education continues to be a hallmark of the educational programming offered at GM. The content and skills standards for each department have been created and fine tuned for each of our courses. Each standard is clearly delineated in a series of rubrics that teachers have worked to create as a roadmap for mastery. Students have the opportunity to demonstrate their learning and understanding in a variety of processes laid out with their teachers. Teachers engage in a series of feedback cycles with students focused on helping students develop their understanding and demonstrate their mastery of the standards being taught. Grade reports continue to use the following skills assessment: Proficient with Distinction (PD), Proficient (P), Approaching Proficient (AP), or Emerging (E). Through the process of feedback, reflection, and continued practice, students and teachers are able to see where students are and work to build skills in areas of need. We continue to make progress within this system and improve upon the educational experiences of our students.

GMUHS is in the early stages of fully integrating Personalized Learning Plans (PLPs) in grades 7 and 8. In the past students have used PLPs as a means to make decisions about course selection and future planning. While this process will continue, our goal is to fully integrate the PLP into classrooms as a foundation for each student to catalog and reflect on their work as it relates to the Essential Skills and Dispositions (ES&D). The Essential Skills are a set of standards focused on the areas of Collaboration, Communication, Creativity, and Self-Direction. Students are to gain an understanding of these skills and determine how their own work reflects each skill area. The purpose of the PLP then becomes a place for students to self-assess and reflect on these Essential Skills, creating a way to track their growth and progress over time. PLPs and the Essential Skills allow students the space to build their own educational agency, to see how they play a role in developing these skills and determine how these link to their own learning and success.

The high school is in the first year of a new schedule. This schedule allows students to engage in both semester long classes that are 90 minutes long and year-long classes that are 45 minutes long. This is a shift from previous years when all classes could be taken in 90 minute blocks. We determined after years of the previous schedule that our math and language arts classes would best serve our students in a year-long format to establish a continuity of practice. The school has adopted a meeting day schedule on Wednesdays that shifts all classes to allow for a block at the end of the day for advisory and a student enrichment period (SET).

The middle school, with Norm Merrill continuing as its coordinator, maintains the same schedule from previous years with the exception of the Wednesday Meeting Schedule. The middle school model that we support here allows our teachers to have common planning and meeting time. These shared times provide the opportunity to assess student progress, plan interdisciplinary projects, and meet with students. The ability to meet as a grade level team is essential to the support, we can offer our students in the middle grades.

The leadership team here at GM includes myself, Michael Ripley (Associate Principal), Pamela O'Neil (Guidance Director), Jessica Kessler (School Clinician) and the department coordinators. This year, our coordinators are Allan Garvin (Science), Theresa Buskey (Math), Michele Farrar (English/Language Arts), Melissa Palmer (Social Studies), Christa Valente (Electives), and Norm Merrill (Middle School). There have been changes made not only to the structure but also the function of the leadership team for 2021-2022. Our goal with the team is to emphasize the role of teacher leadership as integral to the growth and development of instructional leadership at GM. Each member of the team is, first and foremost, an instructional leader for their department. The teachers on the leadership team must not only be the keepers of departmental budgets but also must carry the torch of our school vision and philosophy. This team is central to maintaining and advancing the goals we set as a school community.

Our Co-curricular and athletic opportunities continue to be varied and plentiful. We are able to offer chorus, band, rock climbing, mountain biking, Circle, and Iron Chef (soon to return). The Environmental club continues to carry out our composting and recycling efforts. Our drama club has persevered through the pandemic to put on a show each year. They meet after school and continue to hone their dramatic skills. Students have the opportunity to engage in competitive sports as well. These include soccer, basketball, track, baseball, softball, cross country, golf, and cheerleading. We are hopeful to see some level of student travel return this year with a trip to Washington, DC.

GMUHS continues to offer a 1-1 technology program for our students. The creation of this program has allowed GM students to excel in the area of technology use. Each student receives a school laptop to use for the academic year, but we are also able to offer in class technologies for students to interface with. Our technology department has been working to purchase and install interactive TVs that allow students to present their work and design projects in new and engaging ways. We will continue to make the development of twenty first century skills among our priorities.

In an effort to continually support our students and our communities we are proud to introduce new community service graduation requirements here at GM. Students will need a total of 50 hours, gathered over grades 7-12, in order to graduate. The GM community is excited to support this effort as we feel it will help our students become engaged and active citizens.

The ability to offer high quality programming at GM continues to be our focus. To that end we have integrated the flexible pathways coordinator as a means to allow our students the opportunity to engage in online and distance learning. These options allow our students to explore subject matter beyond our course of study. Our upper level students continue to have the opportunity to engage in dual enrollment classes on the campus of an accredited post secondary institution. We also have the opportunity for students to take a full year of college studies in their senior year. Our ability to remain flexible and offer these opportunities in an ever shifting educational landscape is essential to the fabric of our school. We will continue to grow, improve and diversify as we move forward.

GMUHS would not be able to grow, change, and improve the experiences of our students without the continued support of our communities. We are proud to serve our families and our students. The GM Booster Club continues to support the efforts of our students and teachers with donations for our athletics and much needed classroom resources. We are grateful for Kids First making generous donations of winter coats for our students. We thank the Chester Police and Fire Departments for providing that extra support at school events. We appreciate the support and connection of the Rotary Club in their support of student travel and service to our communities.

We could not build meaningful learning experiences for our students without the support and trust of our communities. We believe in our children, we believe in the worthiness of the system of public education as the guarantor of our future, our society, and our democracy. Education is, and must be, the way forward. I appreciate your continued support as we strive for excellence for each of our students here at GMUHS.

Sincerely,  
Keith D. Hill II  
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

We continue to offer participation in Vermont Virtual Learning Cooperative to all of our students. Those who continue to want or need a virtual option as well as students who want to take classes not offered in person. This has been a valuable program that supports all students in all learning environments.

Through 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 16 students taking 13 different dual enrollment courses. We also help students find 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 their freshman year of college at the same time.

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 continue to grow this program within Green Mountain.

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,

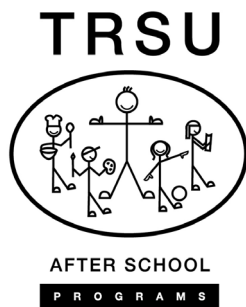
Pamela O’Neil  
Director of School Counseling

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

American University  
Berklee College of Music  
Bridgewater State University  
California Polytechnic State University  
Castleton University  
Champlain College  
Clarkson University  
Coastal Carolina University  
Colby-Sawyer College  
Columbia University  
DePaul University  
Drexel University  
Duke University  
Emerson College  
Endicott College  
Florida Atlantic University  
Florida Gulf Coast University  
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  
John Jay College  
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  
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 NC-Wilmington  
University of Rhode Island  
University of Southern Maine  
University of Vermont  
Vermont Technical College  
West Virginia University





TRSU After school Programs have served our communities for over 14 years. Adapting, and growing to meet the ever-changing needs of families and children. This has never been more true than this past and current school year.

Venissa White, my predecessor, doggedly and dedicatedly worked to create opportunities for students during the school year and summer, when most other programs had to shutter their doors due to the pandemic. Last school year, in-person learning resumed, and in-person after school programs were offered at all 4 of our elementary school sites. Summer day camp operated at capacity in Ludlow at the West Hill Park for 7 weeks last season, providing an outdoor focused camping experience while still addressing academic support to prevent summer learning loss.

This school year, my first with Two Rivers, is certainly an extension of Venissa’s passion for programs that support youth academically, socially, and emotionally. These programs are so much more than just a safe and fun place for kids to be after school while their families work. The how and why of what we do is just as important as numbers and other data. This report, I’d like to highlight the “says who and with what proof” evidence of our best practice at program.

Our afterschool programs are 21st Century Community Learning Centers.

The 21st CCLC is a [U.S. Department of Education](#) program, administered through the Vermont Agency of Education, that provides grants for high-quality, expanded learning opportunities outside of regular school hours for children in a safe and secure educational environment. This is a competitive grant program, with stringent requirements to link out of school time with our student’s experiences during the school day. We complement the academic process, and do not duplicate it. Our programs focus on the social emotional learning and the Essential Skills and Dispositions necessary for success in and out of school. Tutoring and homework help are a part of the program, as well, for needed and necessary purely academic support.

Our Afterschool Programs are also licensed by the State of Vermont’s Department for Children and Families. These codes ensure that our programs operate safely, and that our staff are highly qualified and trained. Being a licensed program also allows families to apply for and use childcare subsidies for program fees. As a licensed program, we are also eligible for additional funding through various state and federal grants. These grant dollars are used to foster program sustainability by updating equipment, training staff, and building new program offerings within each afterschool site.

Each site serves a nutritious snack each day that is funded through the National School Lunch Afterschool Snack Program. This school year, all our school’s are “site eligible” due to the pandemic. This means that we are able to provide a daily snack that provides 2 components

meeting federal and state nutritional standards. These healthy snacks are an important part of supporting the whole wellness of our students.

And the numbers... I know folks will be curious about how many students participate in our afterschool programs at each site. The need is great, and we have a high percentage of students per school enrollment at each site participating. Here is a quick snapshot of our enrollment this school year:

Cavendish: 31 of about 90 students enrolled

Chester-Andover: 59 of about 250 students enrolled

Ludlow: 45 of about 100 students

Mount Holly: 47 of about 100 students enrolled

I am so excited, though, about next year's report. There is so much planned for my first year as the Afterschool Program Director, and I cannot wait to further Venissa's work and continue to build community connections, program quality, and innovative services!

Warmly,

Theresa Serr  
Afterschool Program Director  
Two Rivers Supervisory Union  
802-875-6429  
[theresa.serr@trsu.org](mailto:theresa.serr@trsu.org)

# RIVER VALLEY TECHNICAL CENTER

## Superintendent's Report

2020-21 School Year

The River Valley Technical Center School District sending school region includes Bellows Falls Union High School, Expeditionary School at Black River, 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 and adult students. In this past year, 272 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 Financial Services, 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.

The COVID-19 Pandemic has had a significant impact on the Cooperative Education program, resulting in reduced participation for students from previous years, with 14 job shadow experiences, 13 paid and 87 unpaid work experiences. The pandemic impacted Career and Technical Student Organizations events and competitions resulting in statewide competitions moving to a remote format. Winners in the competition were: Gabriel Lloyd - Fall Mountain Regional, Carpentry, earned Gold (and Bronze at the Nationals) in Job Skills Demonstration; Dante Garganese and Dawson Bovat - Springfield High along with Alex Hrabchak - Bellows Falls, AVP, earned Gold in Audio-Radio Production. The Advanced Manufacturing/Engineering team earned Gold in Technical Drafting in the state SkillsUSA Competition. Fourteen students were inducted into the RVTC Chapter of the National Technical Honor Society. Many students earned college credits through dual enrollment with area colleges with students earning 91 college credits, 177 industry-recognized credentials. More than 97% of our graduates last year are either in post-secondary education, the military, or employed within six months following high school graduation with 56% percent of our students going on to post-secondary placements.

At our Annual Awards Night we honored our students on a beautiful and special June evening. We were able to award almost \$30,000 in scholarships to our students thanks to long-time support from the Tom Leever Foundation and the Kurt Dechen Memorial Fund. I also want to thank community member, Kelly Flynn for establishing the "James Gould – Tools of the Trade" Fund and the Jan E. Fersing Scholarship, further supporting RVTC program completers in what is next for them.

Our Adult Services program offers adults opportunities for learning specialized skills. RVTC offered two Licensed Nurse Assistance programs. In partnership with Vermont Technical College's Continuing Education and Workforce Development Division, four classes were held in Advanced Manufacturing including the ability to earn college credits. The majority of these students were referred by area businesses. Due to the COVID-19 pandemic, we were unable to run our RVTC Tech Camp, middle school tours, or high school student tours, but we have restarted some of this program as the pandemic conditions allow.

We would like to thank Erin Hunter - Carpentry, Wendy Reeves - Health Sciences and Susan Dana, Business & Financial Services instructors for their many years of service to RVTC and our region's students as they retire/move on with their individual career paths!

RVTC enjoys a high degree of student satisfaction with 96% 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 2021**

*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
<b>1. RVTC staff and teachers are respectful to me and to other students.</b>	<b>2%</b>	<b>98%</b>
<b>2. The Tech Center has a positive learning environment.</b>	<b>3%</b>	<b>97%</b>
<b>3. I am encouraged to work up to my potential.</b>	<b>3%</b>	<b>97%</b>
<b>4. My teachers treat all students fairly.</b>	<b>8%</b>	<b>92%</b>
<b>5. Classroom equipment and facilities are kept in safe, working order.</b>	<b>2%</b>	<b>98%</b>
<b>6. My opinions and ideas are actively solicited and welcomed by my teachers.</b>	<b>4%</b>	<b>96%</b>
<b>7. Staff and teachers respond quickly and positively to discipline problems.</b>	<b>10%</b>	<b>90%</b>
<b>8. My teachers are well organized and present lessons clearly.</b>	<b>13%</b>	<b>87%</b>
<b>9. Having students at RVTC from many different schools is a big plus.</b>	<b>5%</b>	<b>95%</b>
<b>10. Students at the Tech Center are respectful to me and to other students.</b>	<b>11%</b>	<b>89%</b>
<b>11. I feel safe and comfortable in the hallways and classrooms.</b>	<b>3%</b>	<b>97%</b>
<b>12. My teachers give me individual attention whenever I need it.</b>	<b>4%</b>	<b>96%</b>
<b>13. Harassment of all types is handled properly and positively.</b>	<b>7%</b>	<b>93%</b>
<b>14. The Tech Center teaches me about career options.</b>	<b>3%</b>	<b>97%</b>
<b>15. My program is appropriately challenging (not too hard and not too easy).</b>	<b>9%</b>	<b>91%</b>
<b>16. My teachers recognize both my strengths and my weaknesses.</b>	<b>12%</b>	<b>88%</b>
<b>17. Staff and teachers are respectful to each other.</b>	<b>3%</b>	<b>97%</b>
<b>18. I feel wanted and cared for as a student.</b>	<b>4%</b>	<b>96%</b>
<b>19. Students are respectful to staff and teachers.</b>	<b>2%</b>	<b>98%</b>
<b>20. My teachers are encouraging, caring, and enthusiastic.</b>	<b>2%</b>	<b>98%</b>
<b>21. Teachers actively promote collaboration and teamwork in class.</b>	<b>6%</b>	<b>94%</b>
<b>22. When I have a problem or need information, I know someone in the Tech Center who can help me.</b>	<b>3%</b>	<b>97%</b>
<b>23. My accomplishments are recognized by my teachers.</b>	<b>6%</b>	<b>94%</b>
<b>24. I am proud to be a student at the Tech Center.</b>	<b>4%</b>	<b>96%</b>
<b>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.</b>	<b>11%</b>	<b>89%</b>

District: <b>Green Mountain USD</b> SU: <b>Two Rivers</b>		U077 Windsor County		Property dollar equivalent yield <b>12,937</b> <--See bottom note <b>15,484</b>	Homestead tax rate per \$12,937 of spending per equalized pupil <b>1.00</b>	Income dollar equivalent yield per 2.0% of household income
		FY2020	FY2021	FY2022	FY2023	
<b>Expenditures</b>						
1.	<b>Adopted or warned union district budget</b> (including special programs and full technical center expenditures)	\$12,937,250	\$14,108,968	\$14,241,241	\$14,705,015	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>	\$12,937,250	\$14,108,968	\$14,241,241	\$14,705,015	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>	\$12,937,250	\$14,108,968	\$14,241,241	\$14,705,015	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.)	\$1,438,573	\$2,222,678	\$2,296,667	\$1,956,184	9.
10.	<b>Total offsetting union revenues</b>	\$1,438,573	\$2,222,678	\$2,296,667	\$1,956,184	10.
11.	<b>Education Spending</b>	\$11,498,677	\$11,886,290	\$11,944,574	\$12,748,831	11.
12.	Green Mountain USD equalized pupils	723.12	706.60	686.84	679.21	12.
<b>Education Spending per Equalized Pupil</b>		<b>\$15,901.48</b>	<b>\$16,821.81</b>	<b>\$17,390.62</b>	<b>\$18,770.09</b>	
13.	Less net eligible construction costs (or P&I) per equalized pupil	\$211.83	\$210.13	\$209.35	\$213.09	13.
14.	Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$42.55	\$25.50	\$7.07	\$1.09	14.
15.	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)	-	-	-	-	15.
16.	Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-	16.
17.	Estimated costs of new students after census period (per eqpup)	-	-	-	-	17.
18.	Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-	18.
19.	Less planning costs for merger of small schools (per eqpup)	-	-	-	-	19.
20.	Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	-	20.
21.	Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-	-	21.
22.	Excess spending threshold	threshold = \$11,311 \$18,311.00	threshold = \$18,756 -	threshold = \$18,789 \$18,789.00	threshold = \$19,997 \$19,997.00	22.
23.	plus Excess Spending per Equalized Pupil over threshold (if any)	-	-	2 year suspension \$17,391	2 year suspension \$18,770.09	23.
24.	Per pupil figure used for calculating District Equalized Tax Rate	\$15,901	\$16,822	\$17,391	\$18,770.09	24.
25.	Union spending adjustment (minimum of 100%)	149.338% based on yield \$10,648	152.953% based on yield \$10,998	153.668% based on \$10,763	145.088% based on yield \$12,937	25.
26.	Anticipated equalized union homestead tax rate to be prorated [\$18,770.09 ÷ (\$12,937 ÷ \$1.00)]	\$1.4334 based on \$1.00	\$1.4895 based on \$1.00	\$1.5167 based on \$1.00	\$1.4509 based on \$1.00	26.
<b>Prorated homestead union tax rates for members of Green Mountain USD</b>						
		FY2020	FY2021	FY2022	FY2023	FY22 Per
T004	Andover	1.4334	1.4895	1.5167	1.4509	100.00%
T008	Baltimore	1.4334	1.4895	1.5167	1.4509	100.00%
T043	Cavendish	1.4334	1.4895	1.5167	1.4509	100.00%
T047	Chester	1.4334	1.4895	1.5167	1.4509	100.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
		-	-	-	-	0.00%
28.	Anticipated income cap percent to be prorated from Green Mountain USD [((\$18,770.09 ÷ \$15,484) × 2.00%)]	2.33% based on 2.00%	2.42% based on 2.00%	2.49% based on 2.00%	2.42% based on 2.00%	28.
<b>Prorated union income cap percentage for members of Green Mountain USD</b>						
		FY2020	FY2021	FY2022	FY2023	FY22 Per
T004	Andover	2.33%	2.42%	2.49%	2.42%	100.00%
T008	Baltimore	2.38%	2.42%	2.49%	2.42%	100.00%
T043	Cavendish	2.33%	2.42%	2.49%	2.42%	100.00%
T047	Chester	2.33%	2.42%	2.49%	2.42%	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 \$13,846 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$16,705 for a base income percent of 2.0%, and a non-residential tax rate of \$1.385. **THESE FIGURES USE THE ESTIMATED \$90,000,000 SURPLUS FROM THE EDUCATION FUND. I DO NOT EXPECT THAT SURPLUS WILL BE USED TO INCREASE THE YIELDS.** I would suggest using the figures provided without the surplus: \$12,937 for the property yield, \$15,484 for the income yield, and \$1.482 for the non-homestead tax 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%.

## FY23 Proposed Budget ( Condensed)

Board Approved  
1/20/2022

### Green Mountain Unified School District

	Revenue	Actual 2019-2020	Actual 2020-2021	Approved Budget 2021-2022	Proposed Budget 2022-2023
Subgrant - CFR LEA Grant		\$0	\$70,380	\$0	\$0
Prior Year Fund Balance		\$0	\$0	\$0	\$500,000
Tuition		\$111,665	\$1,045,440	\$1,120,000	\$968,000
Interest		\$5,352	\$529	\$5,000	\$1,000
Town of Chester - Williams/Ingalls		\$1,377	\$0	\$1,300	\$1,300
Town of Andover - Lease/Deed Interest		\$103	\$103	\$103	\$103
Rental		\$11,300	\$0	\$2,500	\$2,500
School to Work Reimbursement		\$20,862		\$0	\$0
From Transportation Reserve		\$50,000	\$0	\$0	\$0
Miscellaneous Revenue		\$4,283	\$3,882	\$6,500	\$6,500
VSAC Gear Up		\$669	\$3,663	\$0	\$0
General State Support Grant		\$11,315,807	\$11,589,952	\$11,707,566	\$12,518,297
Tech Center- On Behalf of		\$182,870	\$225,958	\$237,007	\$230,535
Tech - Unenrolled Residents		\$1,410	\$0	\$0	\$0
Merger Grant		\$52,772	\$52,772	\$52,772	\$52,772
High School Completion		\$14,924	\$6,718	\$3,500	\$3,500
Driver's Ed Reimbursement		\$5,347	\$9,047	\$5,500	\$9,000
Adjustment to Prior Year		\$0	\$4,060	\$0	\$0
Medicaid Revenue		\$166,000	\$92,222	\$122,000	\$122,000
State Placed Student Reimb		\$18,357	\$0	\$0	\$0
MAC Reimbursement		\$369	\$0	\$0	\$0
Technology Repairs		\$675	\$0	\$0	\$0
Sales of Old Technology		\$8,150	\$34,380		
Device Loss or Damage		\$4,350	\$6,894	\$0	\$0
E-Rate		\$2,603	\$21,910	\$0	\$0
Food Service		\$267,113	\$261,213	\$267,366	\$251,193
TRSU Reimbursement for Clinician		\$31,848	\$44,762	\$31,799	\$33,506
Prior Year Special Ed Reimbursement		\$5,248	\$5,258	\$0	\$0
Special Education Reimbursement		\$629,277	\$477,812	\$678,328	\$0
Preschool Collaborative		\$0	\$0	\$0	\$4,810
		\$12,912,731	\$13,956,953	\$14,241,241	\$14,705,015

\$12,518,297  
\$230,535  
 \$12,748,831  
 679.21 FY22 Equalized Pupil  
 \$18,770.09 FY23 Cost per Pupil  
 \$19,977.00 FY23 Threshold

\$463,774                      3.26% Increase

## FY23 Proposed Budget ( Condensed)

### Green Mountain Unified School District

	Object Category	Actual 2019- 2020	Actual 2020- 2021	Approved Budget 2021- 2022	Proposed Budget 2022- 2023	Difference	% increase/ decrease
	Debt Service	\$173,082	\$160,266	\$158,792	\$157,729	-\$1,063	-0.67%
	Preschool	\$226,007	\$156,691	\$254,010	\$225,370	-\$28,640	-11.27%
	Elementary Education	\$2,328,601	\$2,525,683	\$2,597,781	\$2,682,845	\$85,062	3.27%
	High School	\$3,001,708	\$3,111,450	\$3,382,085	\$3,312,071	-\$70,014	-2.07%
	Library	\$185,705	\$135,885	\$210,170	\$246,833	\$36,663	17.44%
	Guidance/ Mental Health	\$546,016	\$656,293	\$634,265	\$675,833	\$41,568	6.55%
	Principal's Office	\$881,870	\$631,299	\$794,547	\$920,375	\$125,829	15.84%
	Technology	\$354,182	\$392,165	\$412,787	\$450,472	\$37,684	9.13%
	Maintenance	\$1,218,176	\$1,201,544	\$1,393,876	\$1,402,628	\$8,753	0.63%
	Special Education	\$2,310,974	\$2,029,696	\$2,416,224	\$2,511,828	\$95,604	3.96%
	Title I	\$54,807	\$33,254	\$62,741	\$59,250	-\$3,491	-5.56%
	Teacher Leader/Professional Development	\$80,974	\$67,922	\$90,034	\$93,004	\$2,970	3.30%
	Board of Education/ HRA Reserve	\$701,059	\$644,579	\$937,514	\$959,622	\$22,108	2.36%
	Transportation/ Crossing Guard	\$281,094	\$278,022	\$358,918	\$336,515	-\$22,403	-6.24%
	Food Service	\$387,746	\$328,103	\$326,466	\$369,211	\$42,744	13.09%
	Nurse	\$177,906	\$192,373	\$211,030	\$301,430	\$90,399	42.84%
		\$12,909,907	\$12,545,226	\$14,241,241	\$14,705,015	\$463,774	3.26%

\* Detail 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 25, 2022

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, 2021 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 that reads "Lauren Fierman". The signature is written in a cursive style with a long horizontal flourish at the end.

Lauren Fierman, Superintendent



## Two Rivers Supervisory Union

FY 2023 Proposed Budget Summary

1/5/2022

Board Approved

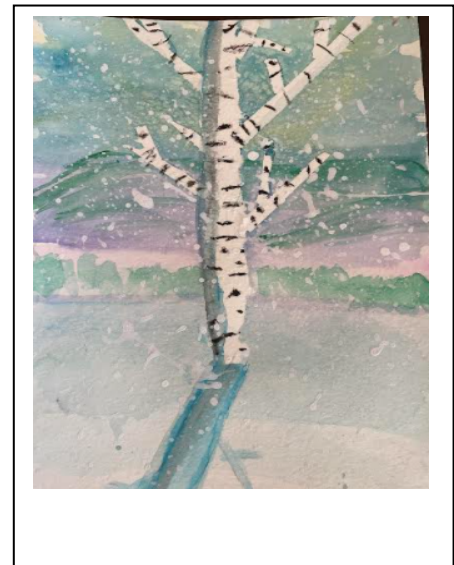
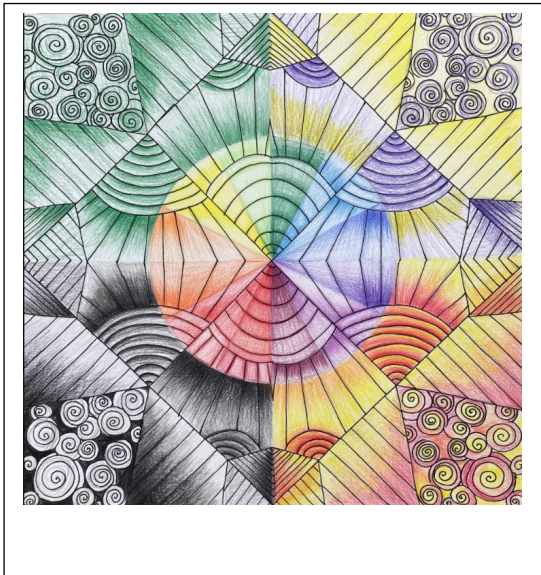
REVENUE:	FY21 Actual	FY22 Budget	FY23 Proposed Budget	Percent Change	Dollar Change
<b>Central Office</b>					
Central Office Assessed to Districts	\$ 884,872	\$ 1,046,403	\$ 1,039,493		
Medicaid and MAC Reimbursement	\$ 28,635	\$ -	\$ -		
Fund Surplus	\$ -	\$ -	\$ 37,807		
Bank Interest, Erate & Misc. Revenue	\$ 18,486	\$ 6,300	\$ 5,500		
Federal Indirect Reimbursement	\$ 39,871	\$ 20,000	\$ 20,000		
<b>Special Ed</b>					
Special Ed Assessed to Districts	\$ 1,540,084	\$ 1,747,055	\$ 1,631,029		
Special Ed State Reimbursement	\$ 2,542,894	\$ 2,715,185	\$ 3,524,635		
Adjustments from Prior Year	\$ 41,790	\$ -	\$ -		
Medicaid Reimbursement	\$ -	\$ 20,254	\$ 21,320		
Reimbursement from other LEA	\$ 13,825	\$ 34,124	\$ 30,625		
EEE Assessed to Schools	\$ 136,454	\$ 194,755	\$ 162,522		
EEE Block Grant	\$ 90,244	\$ 90,244	\$ 103,523		
EEE Medicaid Reimbursement	\$ 12,000	\$ 12,000	\$ 12,000		
EEE Speech Reimbursement	\$ 42,980	\$ 55,000	\$ 45,000		
EEE Reimbursement for other LEA	\$ 27,497	\$ -	\$ -		
<b>Transportation</b>					
Transportation Assessed to Districts	\$ 217,450	\$ 364,211	\$ 365,720		
Transportation Aid Reimbursement	\$ 234,877	\$ 242,507	\$ 228,827		
Loan Proceeds	\$ 85,761				
Prior Year	\$ 237				
ASP Transportation Reimbursement	\$ 5,820	\$ -	\$ -		
<b>TRSU Local Budgets Total</b>	<b>\$ 5,963,777</b>	<b>\$ 6,548,037</b>	<b>\$ 7,228,001</b>	<b>10.38%</b>	<b>\$ 679,964</b>
<b>Grants</b>					
IDEA-B	\$ 382,957	\$ 394,995	\$ 397,970		
Title I	\$ 376,234	\$ 397,294	\$ 381,539		
Title IIA	\$ 101,219	\$ 95,327	\$ 123,354		
Title IV	\$ 41,472	\$ 94,362	\$ 62,217		
21st Century Grant (After School)	\$ 184,580	\$ 239,114	\$ 197,306		
<b>Total Revenues</b>	<b>\$ 7,050,240</b>	<b>\$ 7,769,129</b>	<b>\$ 8,390,387</b>	<b>Approved Budget</b>	
<b>EXPENSES:</b>					
<b>Central Office</b>					
General Administration	\$ 282,319	\$ 289,912	\$ 312,048		
Business Office	\$ 388,283	\$ 400,702	\$ 391,081		
Operations & Maintenance	\$ 41,290	\$ 46,186	\$ 44,929		
Building	\$ 33,132	\$ 37,250	\$ 40,200		
SU Technology	\$ 98,598	\$ 130,552	\$ 136,741		
Curriculum Director	\$ 92,070	\$ 94,377	\$ 98,227		
English as a 2nd Language	\$ 36,172	\$ 34,711	\$ 40,697		
SU Building, Grounds Security Director	\$ -	\$ 39,013	\$ 38,877		
	<b>\$ 971,864</b>	<b>\$ 1,072,703</b>	<b>\$ 1,102,800</b>	<b>2.81%</b>	<b>\$ 30,097</b>
<b>Special Education</b>					
1 Out of District Case Management	\$ 83,707	\$ 86,893	\$ 89,500		
2 Speech Language Pathologists	\$ 427,461	\$ 414,923	\$ 492,371		
3 TRSU Special Ed Transportation	\$ 216,050	\$ 368,305	\$ 418,505		
4 Intensive Needs Program	\$ 179,771	\$ 197,103	\$ 272,726		
5 Social Emotional Classroom	\$ 365,516	\$ 223,624	\$ 224,214		
6 Medicaid Clerks	\$ 46,524	\$ 47,247	\$ 49,041		
7 Early Essential Education in Schools	\$ 266,282	\$ 296,999	\$ 278,045		
8 Special Ed - K- 6	\$ 1,297,182	\$ 1,316,932	\$ 1,425,640		
9 Special Ed - 7- 12	\$ 1,209,204	\$ 1,396,636	\$ 1,696,642		
10 Mental Health Counselors	\$ 120,694	\$ 220,006	\$ 181,143		
11 Physical Therapist & Summer OT	\$ 51,027	\$ 57,707	\$ 86,455		
12 Director of Special Ed	\$ 169,978	\$ 211,706	\$ 286,914		
13 Professional Development & Mentors	\$ 14,371	\$ 30,536	\$ 29,459		
	<b>\$ 4,447,767</b>	<b>\$ 4,868,617</b>	<b>\$ 5,530,655</b>	<b>13.60%</b>	<b>\$ 662,038</b>
<b>Transportation</b>					

Salaries and Benefits	\$	242,817	\$	323,500	\$	319,905			
Training; Radios; Testing	\$	6,175	\$	8,640	\$	8,640			
Repairs & Maintenance	\$	19,932	\$	35,000	\$	35,000			
Fuel	\$	23,882	\$	47,500	\$	47,500			
Insurance	\$	3,872	\$	5,710	\$	5,860			
Supplies & Advertising	\$	3,893	\$	17,225	\$	11,639			
Bus Payment	\$	243,572	\$	169,143	\$	166,002			
	\$	<b>544,143</b>	\$	<b>606,718</b>	\$	<b>594,546</b>	-2.01%	\$	(12,172)
TRSU Local Budgets Total	\$	<b>5,963,774</b>	\$	<b>6,548,038</b>	\$	<b>7,228,001</b>	10.38%	\$	679,963
<b>Grants</b>									
IDEA-B	\$	382,957	\$	394,995	\$	397,970			
Title I	\$	376,234	\$	397,294	\$	381,539			
Title IIA	\$	101,219	\$	95,327	\$	123,354			
Title IV	\$	41,472	\$	94,362	\$	62,217			
21st Century Grant (After School)	\$	184,580	\$	239,114	\$	197,306			
<b>Total Expenses</b>	\$	<b>1,086,463</b>	\$	<b>1,221,093</b>	\$	<b>1,162,386</b>			
<b>Net TRSU Proposed Budget</b>	\$	<b>7,050,237</b>	\$	<b>7,769,131</b>	\$	<b>8,390,387</b>	8.00%	\$	621,256 Increase

\*Detailed budgets available on the TRSU website

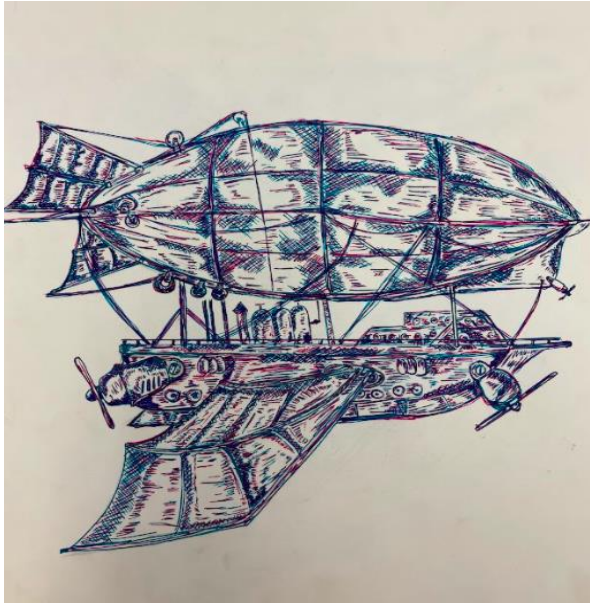


# District Artwork





# District Artwork



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