

LUDLOW-MOUNT HOLLY UNIFIED UNION SCHOOL DISTRICT

ANNUAL REPORT



Artwork by a LES Grade 6 Student

REPORTS FROM 2021-2022 & BUDGET PROPOSAL FOR 2023-2024

**ANNUAL INFORMATIONAL HEARING
TUESDAY, FEBRUARY 28, 2023**

Public Informational Hearing

~Tuesday, February 28, 2023 at 6:00 PM~

Mount Holly Elementary School

ZOOM – <https://trsu.zoom.us/j/87915266624> Phone 646-876-9923

Annual Meeting

~Tuesday, February 28, 2023 at 6:00 PM~

Mount Holly Elementary School

Voting by Australian Ballot

~Tuesday, March 7, 2023~

Ludlow Town Hall - 10:00am – 7:00pm

Mount Holly Town Office - 10:00am – 7:00pm



Artwork by Mount Holly Grade 4 Student

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

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WARNING

LUDLOW-MOUNT HOLLY UNIFIED UNION SCHOOL DISTRICT

PUBLIC INFORMATIONAL HEARING

Mount Holly School

ZOOM: <https://trs.u.zoom.us/j/87915266624> Phone: 646-876-9923

Tuesday, February 28, 2023 at 6:00pm

The legal voters of Ludlow-Mount Holly Unified Union School District, consisting of the towns of Ludlow and Mount Holly, are hereby warned to meet for a Public Informational Hearing on the proposed budget for 2023-2024.



WARNING


LUDLOW-MOUNT HOLLY UNIFIED UNION SCHOOL DISTRICT

ANNUAL SCHOOL DISTRICT MEETING Mount Holly School Tuesday, February 28, 2023 at 6:00pm

The legal voters of Ludlow-Mount Holly Unified Union School District, consisting of the towns of Ludlow and Mount Holly, are hereby warned to meet at Mount Holly Elementary School, in the Town of Mount Holly, Vermont, on February 28, 2023 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, 2023.
- Article 2:** To elect a Clerk for a one year term beginning July 1, 2023.
- Article 3:** To elect a Treasurer for a one year term beginning July 1, 2023.
- Article 4:** Shall the voters of the Ludlow-Mount Holly Unified Union School District approve the annual honorarium for each of its School Board Directors at \$1000.00 per board member?
- Article 5:** Shall the voters of the Ludlow-Mount Holly Unified Union School District approve the annual honorarium for its School District Clerk at \$125.00?
- Article 6:** Shall the voters of the Ludlow-Mount Holly Unified Union School District approve the annual honorarium for the Treasurer at \$1200.00?
- Article 7:** Shall the voters of the Ludlow-Mount Holly Unified Union School District authorize its Board of School Directors to borrow money, pending receipt of payments from member districts as provided in Title 16, Chapter 11, § 711, by issuance of notes of money orders, payable not later than one year from date, for the purpose of paying its expenses?
- Article 8:** To hear and act on the reports of the Ludlow-Mount Holly Unified Union School District Directors for the year ending June 30, 2022.
- 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.

Board of Directors:




Sebastian Frank (Mount Holly)


Maria Gamino (Ludlow)




David Martin (Mount Holly)



Courtney McGuire (Ludlow)




Paul Orzechowski (Ludlow)



Judith Pullinen (Ludlow)

Kelly Tarbell (Mount Holly)



David Venter (Mount Holly)

Received, filed and recorded Jan 27, 2023
Ulla Cook, District Clerk



WARNING

LUDLOW-MOUNT HOLLY UNIFIED UNION SCHOOL DISTRICT

Voting By Australian Ballot

LUDLOW TOWN HALL and MOUNT HOLLY TOWN OFFICE

Tuesday, March 7, 2023

10:00am to 7:00pm

The legal voters of Ludlow-Mount Holly Unified Union School District, consisting of the towns of Ludlow Town and Mount Holly, are hereby warned to meet at the respective polling places on Tuesday, the 7th day of March for the purpose of voting by Australian ballot. The business to be transacted to include:

Article I: Shall the voters of Ludlow-Mount Holly Unified Union School District approve the School Board of Directors to expend \$7,668,103.00, 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 \$22,204.46 per equalized pupil.

Article II: Election of School Directors.

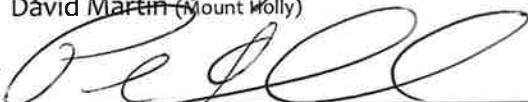
Approved at a Duly Warned Meeting on January 25, 2023.

Board of Directors:

Sebastian Frank (Mount Holly)



David Martin (Mount Holly)



Paul Orzechowski (Ludlow)

Kelly Tarbell (Mount Holly)

Maria Gambino (Ludlow)



Courtney McGuire (Ludlow)

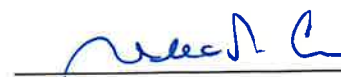


Judith Pullinen (Ludlow)



David Venter (Mount Holly)

Received, filed and recorded 1/27, 2023



Ulla Cook, District Clerk

ANNUAL MEETING MINUTES
LUDLOW MOUNT HOLY UNIFIED UNION SCHOOL DISTRICT
MAY 11, 2022
LUDLOW ELEMENTARY SCHOOL

Present: 10

Non voters: 3

The meeting was called to order at 6:00 PM by Cheryl Hammond, Moderator.

Article 1: To elect a Moderator for a one year term beginning July 1, 2022

Judy Pullinen nominated Chery Hammond, second by Kelly Tarbell. There were no other nominations. The motion was voted and passed.

Article 2: To elect a Clerk for a one year term beginning July 1, 2022.

Judy Pullinen nominated Ulla Cook, second by Courtney McGuire. There were no other nominations. The motion was voted and passed.

Article 3: To elect a Treasurer for a one year term beginning July 1, 2022.

Judy Pullinen nominated Ulla Cook, second by Kelly Tarbell. There were no other nominations. The motion was voted and passed.

Article 4: Shall the voters of the Ludlow-Mount Holly Unified Union School District approve the annual honorarium for each of its School Board Directors at \$1000.00 per board member?

Ulla Cook made the motion to approve, second by Courtney McGuire. Ulla Cook asked how long has it been since this amount was raised. Cheryl Hammond responded long time. Ulla Cook then wanted to amend the article to increase the amount to 1,200.00, second by Judy Pullinen. The amended article was voted and passed. Cheryl Hammond then amended the article further to raise the honorarium for the chair to 1,500.00, second by Ulla Cook. There was no further discussion. The motion for the amendment was voted and approved.

Article 5: Shall the voters of the Ludlow-Mount Holly Unified Union School District approve the annual honorarium for its School District Clerk at \$125.00?

Judy Pullinen made the motion to approve, second by Sebastain Frank. There was no discussion. The motion was voted and approved.

Article 6: Shall the voters of the Ludlow-Mount Holly Unified Union School District approve the annual honorarium for the Treasurer at \$1,200.00?

Courtney McGuire made the motion to approve, second by Kelly Tarbell. There was no discussion. The motion was voted and passed.

Article 7: Shall the voters of the Ludlow-Mount Holly Unified Union School District authorize its Board of Directors to borrow money, pending receipt of payments from member district 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?

Kelly Tarbell made the motion to approve, second by Judy Pullinen. There was no discussion. The motion was voted and passed.

Article 8: To hear and act on the reports of the Ludlow-Mount Holly Unified Union School District Directors for the year ending June 30, 2021.

Paul Orzechowski made the motion to approve, second by Sebastain Frank. There was no discussion. The motion was voted and passed.

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

There was no discussion. Motion to adjourn at 6:12 made by Kelly Tarbell, The meeting adjourned.

Respectfully submitted,



Ulla Cook, Clerk

Message from the Board of Directors

Dear Ludlow and Mount Holly Residents,

I am Happy to say that the 2022 school year is back to normal. It is great to see all the involvement from the community now that all the restrictions have been lifted.

This year the Two Rivers Supervisory Union (TRSU) Board created a Curriculum Super Team consisting of a Curriculum Director, Math Coordinator and Literacy Coordinator. Their jobs involve providing support to all teachers in the TRSU in order to improve instruction. They help plan professional development, coordinate the purchase and delivery of program materials and resources, and go into classrooms to observe and coach.

On the school board front, the Green Mountain and Ludlow Mt. Holly boards held a one-day board retreat. One of the main goals is to develop a vision statement. To help with that process, we are working with Portrait of a Graduate. We also discussed right sizing our classrooms and decided to recommend class sizes of between 13 and 18 students per classroom. As teachers retire, rather than hire a new one, we will combine grades to achieve these numbers. This will help us to provide a better learning environment for our students and also save money for the taxpayers. This year we supported a decision to combine grades 3 and 4.

If you would like to attend our monthly board meetings, they are held on the second Wednesday of every month at 6:00 p.m. They will be held as hybrid meetings, virtually with Zoom and also with a physical location that changes monthly, so go to www.trsu.org and the meeting listings will be on the left side of the page titled Upcoming Events. Also, you can email me at paul.orzechowski@trsu.org if you have any questions, concerns or ideas.

Sincerely,

Paul Orzechowski
Board Chair

LMHUUSD Board

Sebastian Frank – Mount Holly

David Venter – Mount Holly

David Martin – Mount Holly

Judith Pullinen – Ludlow

Maria Gambino – Ludlow

Courtney McGuire – Ludlow

Paul Orzechowski Chair - Ludlow

Kelly Tarbell – Mount Holly

Message from the Superintendent

It gives me great pleasure to share with all of you information on the work of our schools in 2022-2023. Everyone in our TRSU community continues to strive for excellence in all we do. We work to have positive academic outcomes, positive social interactions, and positive emotional and developmental growth for all our students. It is wonderful to move away from being public health officials and again have teaching and learning at the forefront of our efforts.

We began the implementation of a new Literacy Program for our K-6 students starting this fall. Full rollout of this new curriculum will be ongoing through next year. These resources are from EL Education, a national non-profit company from which we have purchased materials for a scientifically research-based curriculum (more information about EL can be found on their website, eleducation.org). Anne Gardner (Curriculum Coordinator) and Emma Vastola (K-6 Literacy Coordinator) are leading this work to have the four TRSU elementary schools using a shared approach to improve reading outcomes for all our students.

Our professional development goals this year were centered on support for the new literacy program, continued work on student portfolios in grades 3 through 9, work on student-led conferences, implementation of restorative practices at GMUHS, and implementation of Multiple Tier System of Support (MTSS) in all schools. There is additional information about all of these goals in the reports from our principals and our curriculum coordinator.

The budgets for the TRSU and both school districts this year are challenged by nationwide inflation. We work to keep our costs as low as possible while maintaining our programs and necessary services for students. We have reduced staff at both CTES and GMUHS by one classroom position and two paraeducator positions in response to lower student numbers. Our special education costs, however, continue to rise. The two special TRSU programs housed at LES -- one for students with social/emotional learning needs and one for students with Autism -- saved our 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.

At a national level, Social Security reports an overall cost of living increase of 8.7% – this increase in the cost of all goods and services affects the cost of running our school. Our new literacy program and our additional coaches and coordinators are part of the Covid recovery work that is funded by the federal recovery grants (ESSER and ARP ESSER) – so we do not have those expenses in our general budget. Despite this, the 12.7% increase in the cost of health insurance, as well as increases in special education expenses, leave us with budgets that reflect the rising costs of goods and services seen throughout the country.

The GMUSD proposed budget is \$15,837,137 which is a 7.7% increase in spending over last year. The LMHUUSD is \$7,668,103 which is a 3.45% increase in spending. The details of all our expenses are available at the end of this booklet as well as online through the TRSU website (trsu.org).

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

- **Amy Bohren** began as the new principal at Cavendish Town Elementary School on July 1, 2022. She is a welcome addition to the TRSU administrative team. Her first annual report appears in the GMUSD booklet.
- **Julie Parah** took on the role of K-12 Math Coordinator starting July 1, 2022. She has been working with Anne Gardner and Emma Vastola in creating our Professional Development

calendar and services for the year, researching plans for SU wide improvement of our math curriculum, and running a math advisory committee to review both curriculum and teaching improvements.

- **Emma Vastola** started as the K-6 Literacy Coordinator for the TRSU on July 1, 2022. She is providing leadership and coaching support for the rollout of the new EL Literacy curriculum as well as working with Anne and Julie on the PD calendar and services.
- **Kyle Giocomo** will begin working as the new After School Program director on February 1, 2023. His first couple of months will be partly virtual and partly in person as he makes the transition with his family from New York. Theresa Serr, our outgoing director, is continuing part time online to provide support during the transition.

It continues to be an honor and privilege to work with the Two Rivers Supervisory Union community. Our faculty and staff give their all to support our students, their families, and each other. The members of the GMUSD and LMHUUSD boards put in lengthy time and effort to improve our schools, as do the parents and families whose children attend those schools. This work – making public education happen – is vital to the wellbeing of students and to the wellbeing of our nation. I am proud to be a member of this educational community that strives for excellence, works to meet the needs of all its students, and, always, is generous, flexible, and kind.

Sincerely,

Lauren Fierman
Superintendent of Schools

Special Education Report

The special education programs provided by 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 Green Mountain Union high School.

Our Essential Early Education (EEE) program at Ludlow Elementary School and Mount Holly Elementary school provide Service to 3-5 year old preschool children with developmental delays, as well as preschoolers who are “at risk” for future school difficulties. These preschool children are fully included with all of the preschoolers attending Ludlow Elementary School and Mount Holly Elementary School. Services to these children are provided by EEE Coordinator Devin Brown, Speech-Language Pathologist Michelle Ahlcrona, Physical Therapist Lorna Woodall and Occupational Therapist Whitney Haber. 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 receive resource room services, speech and language therapy, occupational therapy, physical therapy, and/or counseling. Any one, or a combination, of these services may be necessary in order to address the needs of the whole child. These services have enabled many students to realize their potential within their home schools. Special transportation and/or special school placements are sometimes necessary to provide appropriate programs for students with more intensive needs.

Programs are supported by local, state, and federal funds, including the federal IDEA-B grant, the Vermont EEE block 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 (HCRS) 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 and Alessandra Padilha, Registered Behavior Technicians, and a behavior interventionist from HCRS. In addition services are also provided by Janet Kennedy-Farmer, Speech-Language Pathologist Assistant, and Michelle Ahlcrona, 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 enables 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; Courtney Slobodnjak, Mental Health Clinician; James O'Neil and Kayla Bixby, Paraeducators and a Behavior Interventionist from HCRS.

Rachel Root and Catherine Bell, Special Educators, serve 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 alternate school programs as well as at the Vermont Adult Learning Program.

The **Ludlow-Mount Holly Unified Union School District** provides a variety of special education services to meet the special needs of its student population. The eligible students receive special education services according to their Individual Education Plans for EEE and grades K through 6 by a staff of educators including Devin Brown, EEE Coordinator; Debra Neubert, Marcy Gillam, Elizabeth Chase, and Melissa Pyenta, Special Educators; Michelle Ahlcrona and Darlene Remy, Speech-Language Pathologists; Whitney Haber, Occupational Therapist; Lorna Woodall, Physical Therapist; and their regular classroom teachers, at Ludlow Elementary School and Mount Holly School. An additional resource is Courtney Slobodnjak and Jessica Pierce Mental Health Clinicians who work with students and their families to provide emotional support and counseling. 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. In addition, some students are assisted by paraeducators, who reinforce instruction, implement behavior management plans, and provide emotional support to these students.

In addition to programs within the Ludlow-Mount Holly 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. 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.

Many thanks to parents, superintendent, principals, teachers and support staff, the Two Rivers Supervisory Union Board and the Ludlow-Mount Holly Unified Union School District Board and the communities of Ludlow and Mount Holly for the valuable support and input we receive.

Mary Barton
Director of Student Support Services

TWO RIVERS SUPERVISORY UNION: ANNUAL REPORT

CURRICULUM, INSTRUCTION, & ASSESSMENT 2022-2023

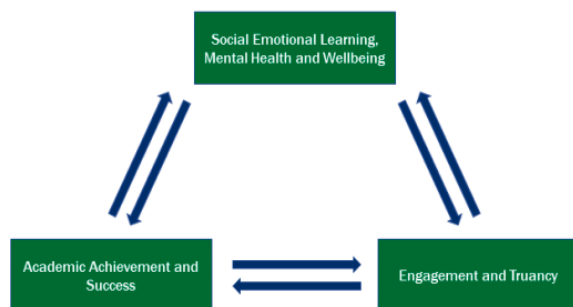
Anne Gardner, Curriculum and Recovery Coordinator

Julie Parah, K-12 Math Coordinator/Coach

Emma Vastola, K-6 Literacy Coordinator/Coach

The scope of work for Curriculum, Instruction, and Assessment has grown during the Recovery Period to include significant stakeholder engagement and ongoing initiatives from the Vermont Agency of Education. These measures are targeted to support whole school communities as well as educators and, most importantly, students.

OVERVIEW OF RECOVERY & CONTINUOUS IMPROVEMENT OUTCOME AREAS:



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.

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.

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.

[Two Rivers Supervisory Union Recovery Plan \(available on the trsu.org website\)](#)

The purpose of the Two Rivers Supervisory Union Recovery Plan is to form a cohesive plan for both Recovery Planning and continuous improvement. The work focuses on three main areas of

growth. These are Social-Emotional Learning, Student Engagement, and Academic Growth. These are not three different initiatives, but rather elements of all strong learning environments. The well-being of our learners directly impacts the level of learner engagement and academic growth.

Achieving these outcomes is organized around these five goals for professional work:

- MLSS (Multi-layered Systems of Support): All learners will have access to the targeted supports they need in order to be successful.
- Purposeful Collaborative Arrangements: Teachers, specialists, and administrators will work together to ensure equitable access for all learners.
- Attention to academic, behavioral, and social-emotional well-being.
- A culture of data-informed decision-making.
- Assuring high-quality professional learning.

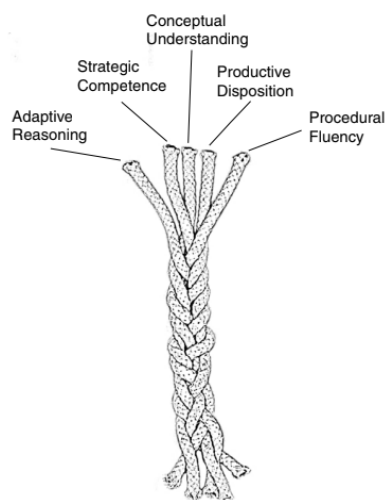
TO REVIEW THE FULLY FUNDED ESSER I, ESSER II, ARP ESSER, AND STAKEHOLDER ENGAGEMENT DOCUMENTS, PLEASE VISIT TRSU.ORG.

- Continued outreach to stakeholders as amendments are made to the ESSER grants. This is currently on pause until January as the Agency of Education works to complete reviews of all ESSER grants.
- Additional ESSER grant funds are available at the state and federal level to support ongoing needs. This includes a wide variety of supports for assessments and professional development opportunities, facilities updates, and after school program opportunities that are not 21st Century funded. These grants are competitive and we are pursuing relevant funding.
- The Agency of Education has recently announced a new state-wide assessment for Vermont students from COGNIA for students in grades 3-9. This will replace SBAC testing. We are expecting that more information will be available in January or February. Both teachers and administrators will receive training when it is available.
- Coaching and mentoring programs remain in place to support our teachers. We have been fortunate to fill most positions. In general, new hires receive both coaching and mentoring services for either one or two years. This means that new people have support in both high quality instructional practices within Two Rivers Supervisory Union and support in becoming reflective practitioners.
- We are working on the establishment of data-driven instruction across all schools to effectively serve our students.

ACADEMIC ACHIEVEMENT & SUCCESS: MATH

For the 2022-23 and 2023-24 academic years, federal COVID relief funds make it possible for TRSU to have a K-12 Math Coordinator/Coach. The purpose for creating this position is improving math proficiency for all students. Math proficiency has five parts shown in the model here. →

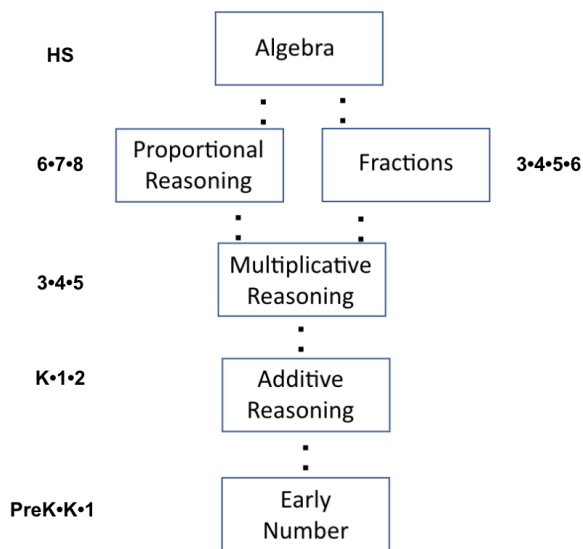
Adaptive reasoning is the ability to explain and defend your thinking. Strategic competence means good problem solving skills. Productive disposition is understanding that grappling is a worthwhile part of learning and believing that you can be mathematically proficient. Procedural fluency is about doing math accurately and with ease. Conceptual understanding means making sense of the math.



Intertwined Strands of Proficiency

(Kilpatrick et al., Adding it up: Helping Children Learn Mathematics 2009).

Proficiency builds across grade levels through different types of mathematical reasoning, as shown in this



← model. For more information on how student learning progresses through these concepts, visit Graham Fletcher’s Progression Videos website (<https://gfletchy.com/progression-videos/>).

Advancing math proficiency for all students is happening in three focus areas. First ①, *shifting our math culture* so that everyone believes they can learn and think mathematically. No more do we hear students or adults saying “I’m just not a math person.” Everyone can and must learn mathematics, just like everyone can and must learn to read. Second ②, *meeting the diverse needs of our learners* with *both* age-appropriate high quality instruction *and* layered supports to complete unfinished learning for some students, while enriching beyond the core instruction

experience for others. And third ③, *building the collective efficacy of TRSU math educators* - that is, the shared belief of teachers in their ability to positively affect student outcomes. Math educators are building collective efficacy by: a) going deep with their content knowledge for teaching to make math accessible for all students, b) understanding how students learn mathematics, and c) using instructional strategies that develop the five strands of math proficiency. This is being accomplished with our math classroom teachers, math interventionists and special educators through a combination of teacher collaboration, professional learning, and instructional coaching. However, we need **all** adults in our system to embrace the culture shift that allows **all** of our students to believe they can be capable, curious, and courageous mathematical thinkers. This includes not just math educators, but also classroom teachers for other disciplines, paraprofessionals, support staff, family members, caregivers, and community members.

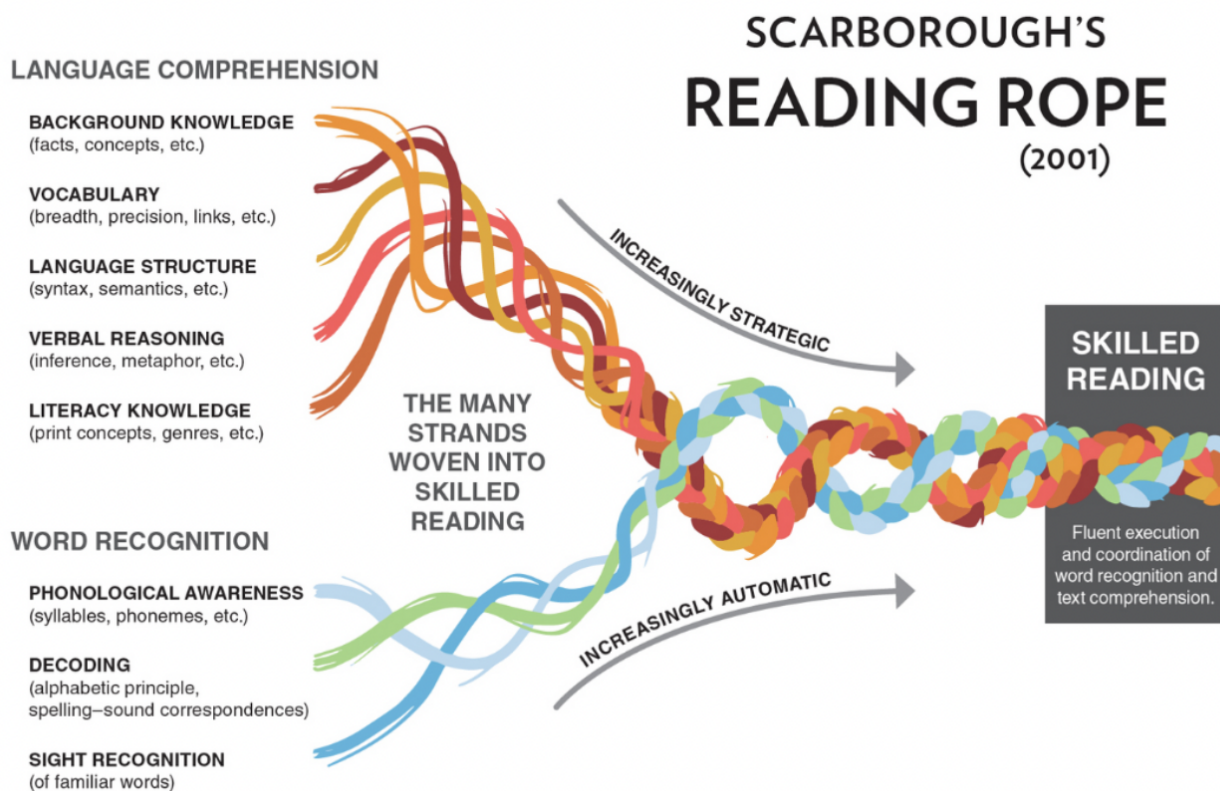
ACADEMIC ACHIEVEMENT & SUCCESS: K-6 LITERACY

For the 2022-23 and 2023-24 academic years, federal COVID relief funds make it possible for TRSU to roll-out a coordinated ELA curriculum, provide needs based professional development and to have a K-6 Literacy Coordinator/Coach. This funding addresses the need to improve literacy skills and achievement K through grade 6 for each and every student in TRSU. It also builds capacity SU wide to effectively support literacy development K through grade 6.

The foundation of the TRSU Literacy Action Plan is influenced by an understanding of the science of how children learn to read. Two of the most well-known, concise and grounded literacy models are the Simple View of Reading and Scarborough’s Reading Rope.



The Simple View of Reading, developed by Philip B. Gough and William E. Tunmer in the 1980s, identifies two key areas of proficiency for literacy development: word recognition and language comprehension. When these two factors come together, successful reading comprehension is the result.



Scarborough's Reading Rope is another literacy acquisition model that identifies the skills necessary for learning how to read. Developed by Hollis Scarborough in 2001, it extends the Simple View of identifying subskills in both language comprehension and word recognition. Both the Simple View of Reading and Reading Rope Models work in tandem to improve reading instruction and provide a framework of the coordinated ELA curriculum.

Beginning in the 2022-2023 school year, all students in grades K-6 are engaging in reading and writing instruction through the EL Language Arts Curriculum, newly adopted by the TRSU. In combination with our Foundations and Geodes program, the EL Language Arts Curriculum teaches and formally assesses all required ELA/literacy standards for each grade level and addresses all strands of the Reading Rope.

The grades K–2 EL Language Arts Curriculum offers two hours per day of strong, active literacy instruction grounded in compelling topics. Students participate in four modules over the course of the school year. Each module incorporates science and social studies content– from the study of trees in kindergarten to exploring the sun, moon, and stars in first grade to learning about how fossils tell the story of Earth in second grade. Through their studies students build their knowledge of the world, reading comprehension ability, vocabulary, and communication skills.

At grades 3-6, students also engage in module studies. As is true in grades K-2, the modules allow students to build important content knowledge based on a compelling topic using rich, authentic texts throughout. During the current academic year, third and fourth grade students began by examining learning challenges near and far, fifth graders studied human rights and sixth graders began with a study on Greek mythology.

While the focus for the current academic year has been on implementing this knowledge building Module component of the EL Curriculum, beginning in the 2023-2024 school year the focus will shift to a focus on the implementation of Skills and All Block components of the curriculum. The Skills Block uses a structured phonics approach and is meant to ensure that, by the end of Grade 2, students acquire the depth of skills they need in the Reading Foundations standards to navigate grade-level text independently. The ALL Block responds to upper elementary students’ need for greater independence and mastery as learners. These blocks of instructional time are influenced instructionally by the word recognition component of the Simple View of Reading And Reading Rope models.

The implementation of this coordinated English Language Arts curriculum addresses an expanded definition of student achievement that builds students’ academic knowledge and skills, habits of character, and capacity to create high-quality work. This curriculum, along with professional development and the coordinator position, strengthen the capacity to improve K-6 literacy instruction and support; therefore improving and increasing literacy development and achievement K through grade 6.

Ludlow Elementary School

Principal Report

This annual school report is submitted as a cooperative effort by the Ludlow-Mount Holly Unified Union School Board, the Principals, the Superintendent, and the staff in the Office of the Superintendent of Schools.

SECTION I - PUPIL INFORMATION

Last year Ludlow Elementary School's enrollment was 88 students. At this writing, Ludlow Elementary School's enrollment is 88 Students. We are projecting 88 students for the next school year. As of this report 42% of our school's population qualifies for free or reduced breakfast and hot lunch. This figure is down by 15 percentage points over last year. As of this date, 55% of our student population is served on an educational support plan both in the classroom and in our Resource Room. These students are academically served by Special Educators, Math Recovery and Title 1 and classroom teachers under IEP, EST, 504 or Title I educational plans.

Enrollment

PK	15
K	6
1 st	11
2 nd	11
3 rd	8
4 th	8
5 th	18
6 th	11
Total	88

SECTION II - PERSONNEL

Ludlow Elementary School

Cathy Farman	Principal
Diana Chimbolo	Executive Administrative Assistant
Lisa Schmidt	Teacher – Preschool
Jacob Parker	Teacher – Kindergarten
Jennifer Gregory	Teacher – Grade 1
Melissa Ryan	Teacher – Grade 2
Lisa Marks	Teacher – Grade 3/4
Samantha Martignetti	Teacher – Grade 5
Heidi Baitz	Teacher – Grade 6
Sondra Farbman	Teacher – Title I Math/shared Position with MHS
Suzy Buckley	Teacher – Title I Reading /shared Position with MHS
Marla Capossela	School Counselor
Rachel Karner	Teacher – LMHUUSD Art/shared Position with MHS
Ted Panasci	Teacher – Physical Education/ shared Position with MHS

Mary Barron	Teacher LMHUUSD Music/shared Position with MHS
Julie Goraj	LMHUUSD Librarian/shared Position with MHS
Kristin Veysey	LMHUUSD Nurse/shared Position with MHS
Shona Trimboli	Paraeducator – Special Education
Vera Conroy	Paraeducator – Special Education
Bruce Patterson	Paraeducator – Special Education
LeeAnn Herrington	Paraeducator – Preschool
Debra Neubert	Special Educator – TRSU Special Education
Marcy Gillam	Special Educator – TRSU Special Education
Cortney Slobodnjak	School Based Clinician
Michelle Ahlcrona	Speech Language Pathologist TRSU /shared position with MHS
Janet Kennedy-Farmer	TRSU SLPA/shared position with MHS
Mike Tuomisto	Maintenance/Custodian
Chet Gates	Custodian
Justus Pingree	Custodian
Todd Parah	Facilities Director – TRSU
Ryan Chimbolo	Crossing Guard
Dane Tabor	Bus Driver
Steve DeLisle	LMHUUSD IT Manager
Darlene Phillips	LMHUUSD Food Service Manager

SECTION III - PROGRAM AND CURRICULUM

The programs available at Ludlow Elementary School include:

- All-day Kindergarten
- Universal Preschool
- Grant-funded Afterschool program
- Guidance classes grades K-6
- 1:1 iPads grade K-6
- Cross-Country team grades 1-6
- Thespian Club grades 3-6
- Chorus and Band grades 3-6
- Weekly Essential Arts Programs - Music, Physical Education, and Art
- Winter Sports Program

The Ludlow community has been generous in supporting the school over the years. This is a year of many ‘firsts’ since 2019. We had our first spring concert and our first holiday concert since the Coronavirus Pandemic began. Our community has made it possible for all of our students to participate in a fun, healthy winter sports program with their generous donations of equipment and money. Families were supportive in helping me to navigate my first year as Principal at Ludlow Elementary School by offering information about the school and community. It is all greatly appreciated. Ludlow Elementary School wants to thank the families, local organizations, businesses, and community members for their continued support.

This year Ludlow Elementary School will continue to follow our local assessment plan. Students will participate in the Measure of Academic Progress (MAP) assessment in the fall, winter and spring. Grades kindergarten through second grade will be participating in the Primary Number Operation Assessment (PNOA) for math. The State of Vermont will continue to require administration of a Standards Based Assessment in the Spring however, it will no longer be the Smarter Balanced Assessment (SBAC). The assessments are used to guide educators to inform the delivery of content instruction and to measure a student’s ability to recall and apply learned content. These assessments show students’ growth over time and their ability to generalize and apply their knowledge.

Ludlow Elementary School continues to host two intensive special education programs for the Two Rivers Supervisory Union. Having our students remain in our Supervisory Union to attend a school in or near their home community saves the communities tax dollars. In addition, these programs allow all students to participate with their peers in a diverse community of learners. The faculty and staff work together to ensure all students participate in the general education classroom. I sincerely appreciate the value our community places on our children's education.

Kayla Bixby	Paraeducator- TRSU Emotional Learning Center
James O’Neil	Paraeducator – TRSU Social/Emotional Learning Program
Lawrie Roundy	Paraeducator- TRSU Autism Program
Alessandra Padilha	Paraeducator- TRSU Autism Program
Emily Morton	Special Educator – TRSU Special Education
Emily Burlett	Special Educator – TRSU Special Education

I have enjoyed my second year serving as principal of Ludlow Elementary School and look forward to many more years to come. The school has many assets that include a dedicated faculty and staff, community support and families who are devoted to their children's education. Thank you for giving me the opportunity to serve the Ludlow community.

Best regards,

Cathy Farman
LES Principal

Mount Holly School Principal Report

This annual school report is submitted as a cooperative effort by the Mount Holly School Board, the Principal, the Superintendent, and the staff in the Office of the Superintendent of Schools.

SECTION I - PUPIL INFORMATION

Our enrollment at this time last year was 112 students. At this writing we have 112 students enrolled as follows:

Enrollment

PK	-	17	3 rd	-	13
K	-	11	4 th	-	23
1 st	-	12	5 th	-	12
2 nd	-	12	6 th	-	12
		Total			112

Projected enrollment - based on Town Birth Records, EEE, Census, School & Community Sources:

2021 = 112
2022 = 112
2023 = 113

SECTION II - PERSONNEL

Craig Hutt Vater	Principal
Raye Lin Collins	Office Manager
Jenna Laslow	Teacher - Preschool
Devin Brown	PreK Special Education-EEE*
Noelle Craver	Teacher - Kindergarten
Darcy Gibney	Teacher - Grade 1/2
Suzanne Kennedy	Teacher - Grade 1/2
Hannah Coburn	Teacher – Grade 3/4
Margaret Dunne	Teacher - Grade 3/4
Lindsey Panasci	Teacher - Grade 5/6
Bob Ruley	Teacher - Grade 5/6
Mary Barron	Teacher - Music*
Ted Panasci	Teacher - Physical Education*
Rachel Karner	Teacher – Art*
Julie Goraj	Librarian* French*
Becky Tobey	Teacher – Title 1 Reading
Amanda Pagano	Teacher – Title 1 Reading
Jessica Pierce	School Based Clinician*
Michelle Ahlcrona	Speech-Language Pathologist*
Melissa Pyenta	Special Education
Beth Chase	Special Education*
Sandy Farbman	Math Interventionist*
Kristin Veysey	Nurse*
Nicole Lewis	Guidance Counselor*
Joe Wimley	Preschool Paraeducator
Zoe Trimboli	Paraeducator
Naomi Sherman	Paraeducator
Heidi Demers	Paraeducator
Patti Romano	Paraeducator

Dennis Cointreau	Bus Driver*
Al Lewis	Custodian

* Denotes part-time

SECTION III - PROGRAM AND CURRICULUM

The administrators, teachers and support staff work very hard to offer a well-rounded and academically rigorous curriculum. In addition to receiving a strong foundation in the core subjects, all students participate in physical education, music, and art. Math and Title 1 Reading, speech and language and special education services are available to students as needed. Some aspects of the Mount Holly School's (MHS) curriculum that are special include:

- All-day kindergarten and universal preschool.
- Comprehensive music classes for all grades which include both instrumental and choral instruction for students grades 4-6.
- Computers in every classroom and technology instruction for all students. Each classroom has a Smart Board and a high-speed internet connection. Students also have access to a range of electronic devices including Chromebooks and iPads.
- A winter sports program at Okemo Mountain which includes snowboarding, downhill and cross country skiing instruction and practice.
- A grant-funded after school program available to students grades K-6 that offers students a plethora of activities from homework assistance to culinary arts classes.
- Weekly all-school meetings on Friday afternoons at 2:30p.m. Community members and parents are encouraged to attend. Classes rotate the responsibility of leading the meeting which fosters public speaking and leadership skills while providing an avenue for students to share their work with the wider community.
 - French language classes each week for students in grades 1-6.
 - Mentoring Program that serves MHS Students in grades K-6.
 - Girls on the Run and Boys on the Trail programs for students in grades 3-6.

Over the past nineteen years, Mount Holly students have performed at or above the state average for proficiency on the annual state assessments. In the past year, our students continued to meet or exceed the state averages in all subject areas tested including reading, writing, math and science. In some areas, we exceeded state averages. We are continuing to implement a comprehensive, research based language arts program called Foundations. Teachers in the Preschool through Sixth grade are engaged in training and implementation efforts that will likely lead to even better outcomes for all of our students. Last year we added the Geodes reading program in grades PreK through Second grade. This year we are implementing the EL Education literacy program throughout the grade levels. We are also continuing to implement school wide approaches to proficiency based and personalized learning. Students are actively engaged in taking the lead in driving their own learning including facilitating their own parent/teacher conferences beginning in Preschool. Students are building Personal Learning Portfolios (PLP's) and continue to participate in the social and emotional learning approach developed at Yale University called RULER.

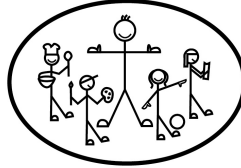
The economic challenges that our families and community members continue to face have been very difficult. Over the past fourteen years we have kept the budget as close to level funding as possible. Our goal is to balance fiscal responsibility with a high quality educational program. As we move forward we will

continue to search for ways to save money and stretch our dollars. We have written numerous grants and organized fundraisers in order to keep the amount of money raised by taxes as low as possible.

The people of Mount Holly support Mount Holly School in so many different ways. We deeply appreciate your ongoing support. This is truly a special school and community.

Craig Hutt Vater, Principal.

TRSU



AFTER SCHOOL

PROGRAMS

TRSU After school Programs have continued to both be important social, emotional, and academic supports to students, while also facing the same constraints, social, and economic challenges of our communities and nation. The economic, emotional, and physical toll of Covid-19 and other illnesses coursing through our schools continue to affect our student's well being, academic success, and sometimes ability to access programs. Most notably, the program at Cavendish has been unable to operate due to the inability to hire a Site Coordinator and adequately staff the program.

In spite of what could be a very limiting backdrop, staff are still providing much needed services to a wide array of students both school year and summer. School year programs at Chester-Andover, Ludlow, and Mount Holly have continued to thrive. Utilizing grants, community partnerships were cultivated with the purpose of providing resources not within the schools and connecting students to their communities. Organizations such as Farm & Wilderness, Recreation Departments, and libraries provided on site and off site programs and resources to both school year and summer programs. These partnerships create rich opportunities to spark curiosity and collaborations.

Summer camps were expanded to include programs at both Ludlow and Chester-Andover elementary schools. A requirement of our 21st Century Community Learning Center (21C) investment is to maintain a connection to the experience of the school year, as well as to the resources available within each school campus. Summer camps at the schools, all of which have amazing natural and community resources (they are in Vermont, after all). Field trips were expanded at both program sites, special guests, and plenty of time in the natural environment were the base of both camp programs.

Moving forward, there are a few paradigm shifts, or questions to answer, that will ensure the sustainability of our school year and summer programs. The first is to acknowledge that while the ASP may serve a function of providing supervision to students while parents work, that is not the sole purpose of the program. As 21C programs, our primary purpose is to support the academic, social, and emotional needs of students by extending and complementing the school day. This is an important distinction, because if families believe that their children only need an after school program if there is not an adult at home, then they are not understanding that their child will miss out on rich programs and supports if they stay home. They will miss participating in enriching activities that are not available to them at home.

Secondly, summer is a part of the school year program. As afterschool is an extension of the school day, summer is an extension of the school year. That does not mean that

summer camp is summer school. Far from it. What it means is that the staff and students who support and enjoy program during the school year continue that relationship, program, and skill development during the summer. This is not only a requirement of our 21C funds, but also a baseline of quality program and community development.

Lastly, while our programs are optional for some families, and vital for others (if they do not have an adult at home afterschool), we cannot provide 365 days of programming for families. Vermont, unfortunately, does not have very many programs for families and youth. This has created the curious, and not typical, expectation for schools to provide 12 hour, 365 day services to students. We do not have the capacity to do that. Nor should we. If the same staff who work the school day are also working the afterschool and summer programs (as is required by 21C), we cannot in good conscience ask them to work from 7:30 in the morning to 5:00 at night, and to do this all year long. Work life balance is critical for healthy individuals and communities. Our staffing is at best fragile. If we do not take care of our staff, they will not be available to work and take care of our students. Moving forward, it will be important to engage the community and foster additional programs and resources outside of the scope of schools.

Writing this is bittersweet. I have moved, my family needs have changed, and I needed to find work closer to home. I will continue to support our programs in a part-time capacity until the new Program Director is on-boarded. I wish all of our families and community members the best for the New Year, and thank you all for your support through the past year.

Warmly,

Theresa Serr
Afterschool Program Director
Two Rivers Supervisory Union
802-875-6429
theresa.serr@trsuo.org

RIVER VALLEY TECHNICAL CENTER

Superintendent's Report

2021-22 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, 283 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.

RVTC completed a Comprehensive Local Needs Assessment (CLNA); this is a requirement from the federal government as part of the Carl D. Perkins Career and Technical Education Act V of 2019. The CLNA process included input from multiple stakeholder groups via six unique surveys, analysis of labor market information (both current and future), and an analysis and review of each program offering. The goal is to ensure RVTC is offering relevant and quality programming to the students of our service area.

RVTC 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 continued to have a significant impact on our Cooperative Education program resulting in reduced participation for students as opposed to previous years resulting in 101 job shadow experiences, 10 paid, and 69 unpaid work experiences. Skills USA Vermont state competitions resulted in RVTC student winners: from Springfield High, Augustus Burke, Emma Dana, Thomas Czwakiel, Alicia Ostrom along with John Sherrill from Bellows Falls Union earned a gold medal for Quiz Bowl; Emma Dana earned a gold medal in Technical Math; John Hassett from Fall Mountain Regional teamed up with Caleb Ghia from Bellows Falls Union earned a gold medal in Audio-Radio Production. Sixteen students were inducted into the RVTC Chapter of the National Technical Honor Society. Many students earned college credits through dual enrollment with area colleges resulting in students earning 119 college credits. Students also earned 168 industry-recognized credentials. More than 99% of our graduates last year are either in post-secondary education, the military, or employed within six months following high school graduation with 42% percent of our students going on to post-secondary placements.

At our Annual Awards Night we honored our students on a beautiful June evening. We were able to award approximately \$30,000 in scholarships to our students thanks to long-time support from the Tom Leever Foundation, the Kurt Dechen Memorial Fund and most recently, Kelly Flynn for establishing the "James Gould – Tools of the Trade" Fund and the Jan E. Fersing Scholarship.

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, 4 classes were held in Advanced Manufacturing including the ability to earn college credits with 25 unique enrollments. Several of these students were referred to us by area businesses.

RVTC enjoys a high degree of student satisfaction with 96% of our students reporting that they look forward to coming to RVTC. 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
Spring 2022**

The purpose of this anonymous survey was to solicit student opinions about the learning environment at the River Valley Technical Center. A total of 140 students responded to the survey. The results are expressed as the percentage of student responses to each statement.

School Climate Statements	Disagree	Agree
1. My program teacher treats my classmates with respect.	1%	99%
2. The students in my program treat me with respect	6%	94%
3. While at RVTC, students treat each other with respect.	6%	94%
4. Students treat staff and teachers with respect.	6%	94%
5. I treat others students with respect.	2%	98%
6. I treat staff and teachers with respect.	1%	99%
7. Staff and teachers treat each other with respect.	1%	99%
8. I feel like I am a member of the RVTC community.	5%	95%
9. I feel safe in the hallways at RVTC.	2%	98%
10. I feel safe and comfortable in my program at RVTC.	2%	98%
11. I feel safe and comfortable in the hallways and classrooms.	3%	97%
12. I feel comfortable on the bus ride to and from RVTC from my home school.	7%	93%
13. Classroom and instructional equipment at RVTC are kept in safe, working order.	2%	98%
14. Students in my program use equipment safely.	2%	98%
15. I use equipment safely and properly.	0%	100%
16. Staff and teachers respond quickly and positively to discipline problems.	4%	96%
17. Harassment in any of the following protected categories is handled promptly and effectively: race, color, creed, disability, sex or gender, national origin, marital status, sexual orientation, or gender identity.	3%	97%
18. I do not experience discrimination at RVTC based upon my race, color, creed, disability, sex, national origin, marital status, sexual orientation, or gender identity.	1%	99%
19. The teacher welcomes my opinions and ideas.	1%	99%
20. My teachers are encouraging, and caring.	1%	99%
21. My teacher treats all students fairly.	1%	99%
22. I am engaged in my program at RVTC.	3%	97%
23. My teacher challenges me to work to my potential.	2%	98%
24. My teacher recognizes my weaknesses and helps to improve them.	5%	95%
25. My teacher recognizes my accomplishments.	3%	97%
26. My teacher actively promotes teamwork in class.	4%	96%
27. RVTC's Classroom and instructional equipment is kept current.	3%	97%
28. In my program, the equipment, tools, and/or technology are in keeping with what I will need to know how to use in employment or college.	4%	96%
29. I understand how what I'm learning in my program is preparing me for college or for work after high school graduation.	2%	98%
30. There is at least one adult at RVTC that I feel comfortable seeking out for support or help.	12%	88%
31. I look forward to coming to RVTC.	4%	96%
32. Did anyone try to discourage you from attending RVTC?	4%	96%

District Artwork

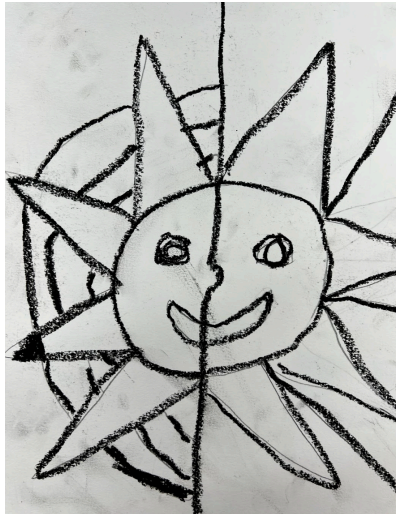
LES Grade - 5



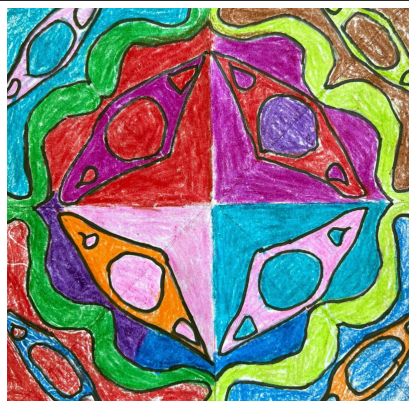
MHS Grade - 1



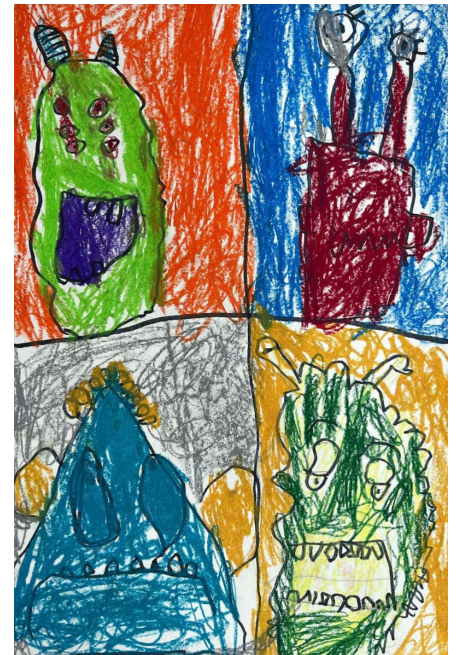
LES Grade - 1



LES Grade - 1



MHS Grade - 5



MHS Grade - K

District: Ludlow Mt. Holly UUSD SU: Two Rivers		U083 Windsor County		Property dollar equivalent yield 15,479	<--See bottom note	Homestead tax rate per \$15,479 of spending per equalized pupil 1.00
				17,600		Income dollar equivalent yield per 2.0% of household income
Expenditures		FY2021	FY2022	FY2023		FY2024
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	\$7,288,496	\$7,235,089	\$7,412,147		\$7,668,103
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-		-
3.	Adopted or warned union district budget plus articles	\$7,288,496	\$7,235,089	\$7,412,147		\$7,668,103
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-		-
5.	plus Prior year deficit repayment of deficit	-	-	-		-
6.	Total Union Expenditures	\$7,288,496	\$7,235,089	\$7,412,147		\$7,668,103
7.	S.U. assessment (included in union budget) - informational data	-	-	-		-
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-		-
Revenues						
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$647,093	\$810,023	\$652,319		\$378,602
10.	Total offsetting union revenues	\$647,093	\$810,023	\$652,319		\$378,602
Education Spending		\$6,641,403	\$6,425,066	\$6,759,828		\$7,289,501
12.	Ludlow Mt. Holly UUSD equalized pupils	354.10	342.69	339.21		328.29
Education Spending per Equalized Pupil		\$18,755.73	\$18,748.92	\$19,928.15		\$22,204.46
14.	minus Less net eligible construction costs (or P&I) per equalized pupil	\$124.62	\$128.63	\$68.33		\$67
15.	minus Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$89.52	\$10.58	\$34.99		\$43
16.	minus Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per eqpup)	-	-	-		-
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-		-
18.	minus Estimated costs of new students after census period (per eqpup)	-	-	-		-
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-		-
20.	minus Less planning costs for merger of small schools (per eqpup)	-	-	-		-
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	\$26.27	\$38.78	\$45.46		\$51
22.	minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-		-
23.	Excess spending threshold	threshold = \$18,756 \$18,756.00	threshold = \$18,789 \$18,789.00	threshold = \$19,997 \$19,997.00		threshold = \$22,204 \$22,204.00
24.	plus Excess Spending per Equalized Pupil over threshold (if any)	-	2 year suspension	2 year suspension		suspended thru FY29
25.	Per pupil figure used for calculating District Equalized Tax Rate	\$18,756	\$18,749	\$19,928		\$22,204.46
26.	Union spending adjustment (minimum of 100%)	170.538% based on yield \$10,998	165.670% based on yield \$11,317	149.678% based on \$13,314		143.449% based on \$15,479
27.	Anticipated equalized union homestead tax rate to be prorated [\$22,204.46 ÷ (\$15,479 ÷ \$1.00)]	\$1.6654 based on \$1.00	\$1.6367 based on \$1.00	\$1.4968 based on \$1.00		\$1.4345 based on \$1.00
Prorated homestead union tax rates for members of Ludlow Mt. Holly UUSD						
		FY2021	FY2022	FY2023		FY2024 FY22 Pe
T115	Ludlow	1.6654	1.6367	1.4968		1.4345 100.00%
T133	Mt. Holly	1.6654	1.6367	1.4968		1.4345 100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
28.	Anticipated income cap percent to be prorated from Ludlow Mt. Holly UUSD [((\$22,204.46 ÷ \$17,600) × 2.00%)]	2.71% based on 2.00%	2.69% based on 2.00%	2.50% based on 2.00%		2.52% based on 2.00%
Prorated union income cap percentage for members of Ludlow Mt. Holly UUSD						
		FY2021	FY2022	FY2023		FY2024 FY23 Pe
T115	Ludlow	2.71%	2.69%	2.50%		2.52% 100.00%
T133	Mt. Holly	2.71%	2.69%	2.50%		2.52% 100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%
		-	-	-		- 25100.00%

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

- Final figures will be set by the Legislature during the legislative session and approved by the Governor.

- The base income percentage cap is 2.0%.

FY24 Proposed Budget (Condensed)

Board Approved 1/11/23

Ludlow Mount Holly Unified Union School District

	Actual 2019-2020	Actual 2020-2021	Budget 2021-2022	Actual 2021-2022	Approved Budget 2022-2023	Proposed Budget 2023-2024
Revenue						
MTH Prek ASP	\$8,708	\$125	\$0	\$3,640	\$0	\$0
Adjustment to Prior Year	\$6,096	\$3,815	\$0		\$0	\$0
Prior Year Fund Balance	\$0	\$0	\$272,999		\$284,702	\$0
Transfer into Transportation Reserve	\$0	\$9,500	\$0	\$5,000	\$0	\$0
Tuition	\$95,822	\$27,495	\$21,996	\$37,832	\$37,607	\$66,570
Interest	\$2,534	\$232	\$2,500	\$93	\$500	\$250
Rental	\$9,000	\$15,000	\$31,000	\$30,630	\$30,000	\$36,630
Contributions/Donations	\$334	\$600	\$500	\$40	\$500	\$500
Refund of Prior Year Expense				\$87,687	\$0	\$0
Town of Ludlow	\$22,000	\$0	\$0	\$0	\$0	\$0
Miscellaneous Revenue	\$35,473	\$23,229	\$7,500	\$677	\$7,500	\$1,000
Insurance Reimbursement	\$25,197	\$0	\$0	\$68,625	\$0	\$0
Transition Money	\$11,901	\$29,130	\$0	\$0	\$0	\$0
General State Support Grant	\$6,344,911	\$6,519,649	\$6,319,599	\$6,319,300	\$6,670,591	\$7,226,638
Tech Center- On Behalf of	\$122,677	\$121,754	\$105,467	\$105,766	\$89,237	\$62,863
Tech - Unenrolled Residents	\$14,013	\$0	\$0	\$10,751	\$0	\$0
Merger Grant	\$131,426	\$131,426	\$131,426	\$131,426	\$131,426	\$131,426
State Place Student -Regular Ed Tuition	\$0	\$0	\$0	\$16,600	\$0	\$0
High School Completion	\$3,005	\$3,210	\$0	\$0	\$0	\$0
US Forest Grant	\$0	\$0	\$0	\$2,224	\$0	\$0
BR Bond Escrow	\$2,634	\$24,351	\$23,561	\$23,561	\$23,178	\$21,962
Medicaid Revenue	\$47,450	\$47,450	\$47,450	\$47,450	\$47,450	\$0
Transportation Interest	\$5	\$4	\$0	\$5	\$0	\$0
MAC Reimbursement	\$6,000	\$5,000	\$5,000	\$5,000	\$0	\$0
Computer Tech Reimbursement	\$4,465	\$4,778	\$0	\$285	\$0	\$0
Device Loss or Damage	\$100	\$0	\$0	\$0	\$0	\$0
Sale of Old Technology	\$0	\$900	\$0	\$500	\$0	\$0
E-Rate	\$5,652	\$0	\$0	\$0	\$0	\$0
Food Service	\$132,228	\$93,572	\$90,000	\$138,013	\$89,457	\$120,264
Special Education Reimbursement	\$218,324	\$118,545	\$176,091	\$151,508	\$0	\$0
	\$7,249,954	\$7,179,763	\$7,235,089	\$7,186,613	\$7,412,147	\$7,668,103

\$7,226,638 GSSG
 \$62,863 Tech Center
 \$7,289,501 Education Spending
 328.29 FY24 EP
 \$22,204.46 FY24 Cost per Pupil
 \$22,204.00 FY24 Threshold

\$255,956 3.45% Increase

*Detailed budget available on the TRSU Website

FY 24 Proposed Budget (Condensed)

Ludlow Mount Holly Unified Union School District

Object Category	Actual 2019-2020	Actual 2020-2021	Budget 2021-2022	Actual 2021-2022	Approved Budget 2022-2023	Proposed Budget 2023-2024	Difference	% increase/decrease
Debt Service	\$212,924	\$51,734	\$54,079	\$43,651	\$26,678	\$25,462	-\$1,215	-4.56%
Preschool	\$269,650	\$234,192	\$244,428	\$222,983	\$227,207	\$227,986	\$779	0.34%
Elementary Education	\$1,468,399	\$1,626,859	\$1,547,577	\$1,465,928	\$1,544,784	\$1,567,015	\$22,231	1.44%
High School	\$1,395,436	\$2,168,016	\$2,210,172	\$2,281,945	\$2,421,248	\$2,313,228	-\$108,020	-4.46%
Library	\$145,303	\$88,231	\$92,617	\$90,221	\$92,818	\$102,774	\$9,956	10.73%
Guidance/ Mental Health	\$286,839	\$159,613	\$129,624	\$145,305	\$145,834	\$159,548	\$13,713	9.40%
Principal's Office	\$581,404	\$438,127	\$421,044	\$418,354	\$421,406	\$448,641	\$27,236	6.46%
Technology	\$209,652	\$155,120	\$165,991	\$165,888	\$167,549	\$184,011	\$16,462	9.82%
Home to School	\$59,763	\$61,941	\$64,472	\$66,249	\$67,171	\$71,799	\$4,628	6.89%
Maintenance	\$779,790	\$513,481	\$494,221	\$631,035	\$563,136	\$622,441	\$59,305	10.53%
Special Education	\$1,033,432	\$886,081	\$1,038,105	\$1,184,194	\$904,424	\$1,109,186	\$204,762	22.64%
Title I	\$56,644	\$1,265	\$63,700	\$51,689	\$53,164	\$56,828	\$3,664	5.75%
Teacher Leader/Professional Development	\$47,497	\$19,062	\$37,990	\$22,573	\$39,520	\$49,829	\$10,309	26.08%
Board of Education/ HRA Reserve	\$367,968	\$365,449	\$398,138	\$365,847	\$476,328	\$465,816	-\$10,512	-2.21%
Transportation/ Crossing Guard	\$51,400	\$29,498	\$90,816	\$77,906	\$81,709	\$67,623	-\$14,086	-17.24%
Food Service	\$138,297	\$131,570	\$118,425	\$138,730	\$114,632	\$127,597	\$12,964	11.31%
Nurse	\$62,632	\$62,114	\$63,688	\$62,653	\$64,539	\$68,320	\$3,782	5.86%
	\$7,167,030	\$6,992,355	\$7,235,089	\$7,435,149	\$7,412,147	\$7,668,103	\$255,955	3.45%



Lauren Fierman
Superintendent of Schools

Cheryl A. Hammond
Business Manager

Mary Barton
Director of Student Services

January 27, 2023

School Board of Directors
Ludlow-Mount Holly Unified Union School District

Re: Annual Certified Public Audit

The Ludlow-Mount Holly Unified Union School District annual audit report and financial statements for the year ending June 30, 2022, have been completed by RHR Smith & Company. 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 black ink, appearing to read "Lauren Fierman", written in a cursive style.

Lauren Fierman, Superintendent

**Two Rivers Supervisory Union
FY 2024 Proposed Budget Summary**

1/5/23
Board Approved

REVENUE:	FY21 Actual	FY22 Actual	FY23 Approved Budget	FY24 Proposed Budget	Percent Change	Dollar Change
Central Office						
Central Office Assessed to Districts	\$ 884,872	\$ 984,451	\$ 1,039,493	\$ 1,159,195		
Medicaid and MAC Reimbursement	\$ 28,635	\$ -	\$ -	\$ -		
Fund Surplus	\$ -	\$ -	\$ 37,807	\$ -		
Bank Interest, Erate & Misc. Revenue	\$ 18,486	\$ 3,912	\$ 5,500	\$ 5,300		
Federal Indirect Reimbursement	\$ 39,871	\$ 54,155	\$ 20,000	\$ 45,000		
Special Ed						
Special Ed Assessed to Districts	\$ 1,540,084	\$ 1,982,735	\$ 1,631,029	\$ 2,138,447		
Special Ed State Reimbursement	\$ 2,542,894	\$ 2,906,828	\$ 3,524,635	\$ 3,865,274		
Adjustments from Prior Year	\$ 41,790	\$ -	\$ -	\$ -		
Medicaid Reimbursement	\$ -	\$ 20,254	\$ 21,320	\$ -		
Reimbursement from other LEA	\$ 13,825	\$ 22,356	\$ 30,625	\$ 72,045		
EEE Assessed to Schools	\$ 136,454	\$ 254,511	\$ 162,522	\$ 168,791		
EEE Block Grant	\$ 90,244	\$ 96,691	\$ 103,523	\$ 103,523		
EEE Medicaid Reimbursement	\$ 12,000	\$ 12,000	\$ 12,000	\$ -		
EEE Speech Reimbursement	\$ 42,980	\$ 57,883	\$ 45,000	\$ 55,000		
EEE Reimbursement for other LEA	\$ 27,497	\$ -	\$ -	\$ -		
Transportation						
Transportation Assessed to Districts	\$ 217,450	\$ 301,190	\$ 365,720	\$ 290,900		
Transportation Aid Reimbursement	\$ 234,877	\$ 229,562	\$ 228,827	\$ 299,138		
Loan Proceeds	\$ 85,761	\$ -	\$ -	\$ -		
Prior Year	\$ 237	\$ -	\$ -	\$ -		
ASP Transportation Reimbursement	\$ 5,820	\$ 7,510	\$ -	\$ -		
TRSU Local Budgets Total	\$ 5,963,777	\$ 6,934,037	\$ 7,228,001	\$ 8,202,613	13.48%	\$ 974,612
Grants						
IDEA-B	\$ 382,957	\$ 422,853	\$ 397,970	\$ 479,617		
Title I	\$ 376,234	\$ 442,676	\$ 381,539	\$ 436,946		
Title IIA	\$ 101,219	\$ 96,718	\$ 123,354	\$ 239,638		
Title IV	\$ 41,472	\$ 90,581	\$ 62,217	\$ 90,922		
21st Century Grant (After School)	\$ 184,580	\$ 147,086	\$ 197,306	\$ 138,500		
Total Revenues	\$ 7,050,240	\$ 8,133,951	\$ 8,390,387	\$ 9,588,236	14.28%	\$ 1,197,849
EXPENSES:						
Central Office						
General Administration	\$ 282,319	\$ 264,031	\$ 312,048	\$ 344,030		
Business Office	\$ 388,283	\$ 386,436	\$ 391,081	\$ 453,918		
Operations & Maintenance	\$ 41,290	\$ 42,228	\$ 44,929	\$ 44,933		
Building	\$ 33,132	\$ 34,939	\$ 40,200	\$ 37,100		
SU Technology	\$ 98,598	\$ 132,452	\$ 136,741	\$ 143,632		
Curriculum Director	\$ 92,070	\$ 102,427	\$ 98,227	\$ 102,169		
English as a 2nd Language	\$ 36,172	\$ 37,626	\$ 40,697	\$ 43,484		
SU Building, Grounds Security Director	\$ -	\$ 39,161	\$ 38,877	\$ 40,229		
Professional Development - Gen Ed	\$ -	\$ 3,217	\$ -	\$ -		
	\$ 971,864	\$ 1,042,517	\$ 1,102,800	\$ 1,209,495	9.67%	\$ 106,695
Special Education						
1 Out of District Case Management	\$ 83,707	\$ 87,829	\$ 89,500	\$ 153,516		
2 Speech Language Pathologists	\$ 427,461	\$ 477,065	\$ 492,371	\$ 571,281		
3 TRSU Special Ed Transportation	\$ 216,050	\$ 399,648	\$ 418,505	\$ 559,735		
4 Intensive Needs Program	\$ 179,771	\$ 183,502	\$ 272,726	\$ 281,032		
5 Social Emotional Classroom	\$ 365,516	\$ 180,174	\$ 224,214	\$ 257,000		
6 Medicaid Clerks	\$ 46,524	\$ 49,232	\$ 49,041	\$ -		
7 Early Essential Education in Schools	\$ 266,282	\$ 382,192	\$ 278,045	\$ 272,314		
8 Special Ed - K- 6	\$ 1,297,182	\$ 1,576,806	\$ 1,425,640	\$ 1,644,700		
9 Special Ed - 7- 12	\$ 1,209,204	\$ 1,533,335	\$ 1,696,642	\$ 1,985,403		
10 Mental Health Counselors	\$ 120,694	\$ 173,291	\$ 181,143	\$ 184,383		
11 Physical Therapist & Summer OT	\$ 51,027	\$ 77,937	\$ 86,455	\$ 94,066		
12 Director of Special Ed	\$ 169,978	\$ 211,709	\$ 286,914	\$ 363,733		
13 Professional Development & Mentors	\$ 14,371	\$ 20,539	\$ 29,459	\$ 35,918		
	\$ 4,447,767	\$ 5,353,259	\$ 5,530,655	\$ 6,403,081	15.77%	\$ 872,426

Transportation									
Salaries and Benefits	\$	242,817	\$	274,277	\$	319,905	\$	305,668	
Training; Radios; Testing	\$	6,175	\$	6,559	\$	8,640	\$	7,310	
Repairs & Maintenance	\$	19,932	\$	25,737	\$	35,000	\$	41,500	
Fuel	\$	23,882	\$	52,110	\$	47,500	\$	58,500	
Insurance	\$	3,872	\$	5,334	\$	5,860	\$	6,060	
Supplies & Advertising	\$	3,893	\$	6,366	\$	11,639	\$	8,150	
Bus Payment	\$	243,572	\$	167,879	\$	166,002	\$	162,850	
	\$	544,143	\$	538,262	\$	594,546	\$	590,038	-0.76% \$ (4,508)
TRSU Local Budgets Total	\$	5,963,774	\$	6,934,037	\$	7,228,001	\$	8,202,614	13.48% \$ 974,613
Grants									
IDEA-B	\$	382,957	\$	422,853	\$	397,970	\$	479,617	
Title I	\$	376,234	\$	442,676	\$	381,539	\$	436,946	
Title IIA	\$	101,219	\$	96,718	\$	123,354	\$	239,638	
Title IV	\$	41,472	\$	90,581	\$	62,217	\$	90,922	
21st Century Grant (After School)	\$	184,580	\$	147,086	\$	197,306	\$	138,500	
Total Expenses	\$	1,086,463	\$	1,199,914	\$	1,162,386	\$	1,385,623	
Net TRSU Proposed Budget	\$	7,050,240.16	\$	8,133,950.54	\$	8,390,387	\$	9,588,236	14.28% \$ 1,197,849 Increase

*Detailed budgets available on the TRSU website

District Artwork

LES – Grade K



LES – GRADE 2



MHS – GRADE 6



LES – GRADE 6



MHS – GRADE 2



LES – Grade 3



MHS – GRADE K



MHS – GRADE 5



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