

# GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT

ANDOVER | BALTIMORE | CAVENDISH | CHESTER

## ANNUAL REPORT



Artwork by CAES Student – 1<sup>st</sup> Grade

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

**ANNUAL INFORMATIONAL HEARING  
THURSDAY, MARCH 2, 2023**

## **Public Informational Hearing**

~Thursday, March 02, 2023 at 6:00 PM~

Green Mountain Union High School - Library

Zoom: <https://trsu.zoom.us/j/86753176425> phone: 646-876-9923

## **Annual Meeting**

~Thursday March 02, 2023 at 6:00 PM~

Green Mountain Union High School - Library

## **Voting by Australian Ballot**

~Tuesday, March 7, 2023~

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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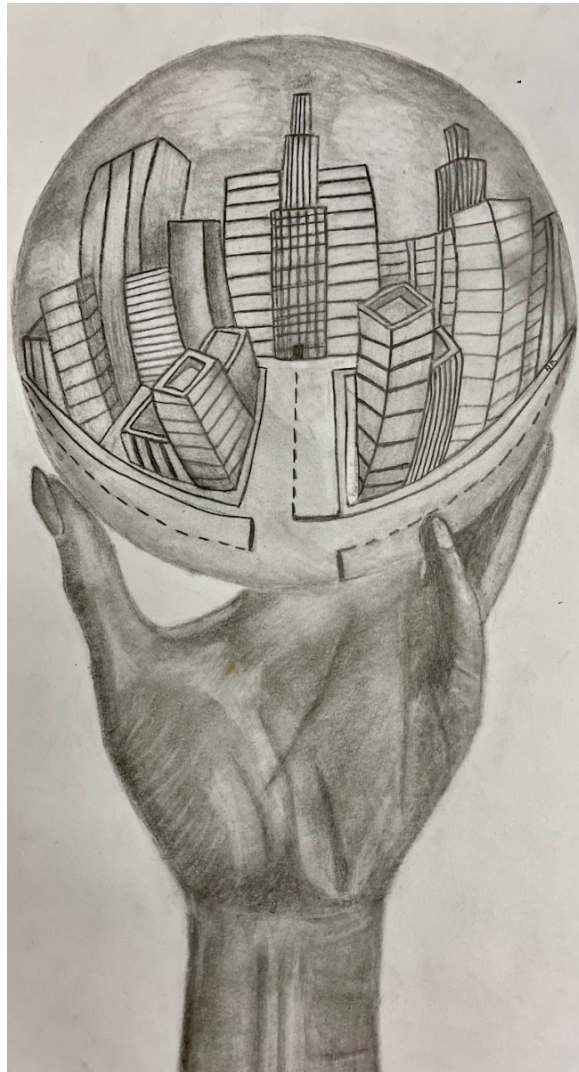
### PUBLIC INFORMATIONAL HEARING

Green Mountain Union High School - Library

Zoom: <https://trsu.zoom.us/j/86753176425> Phone: 646-876-9923

**Thursday, March 2, 2023 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 2023-2024.



GMUHS - Student

**WARNING**  
**GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT**

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**ANNUAL SCHOOL DISTRICT MEETING**


Green Mountain Union High School  
Thursday, March 2, 2023 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, 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 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, 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.
- Article 10:** To establish a new date for the annual meeting.

Approved at a Duly Warned Meeting on January 19, 2023.

**Board of Directors:**


  
Rick Alexander (Chester)

  
Deb Brown (Chester)

  
Joe Fromberger (Andover)

Julia Gignoux (Cavendish)


  
Jeff Hance (Chester)

  
Katie Murphy (Chester)

  
Steve Perani (Cavendish)

  
Lois Perlah (Chester)

Dennis Reilly (Cavendish)

  
Joshua Schroeder (Chester)

  
Adrienne Williams (Baltimore)

Received, filed and recorded this Jan 19, 2023

  
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

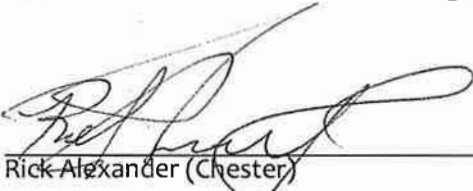
**Tuesday, March 7, 2023**

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 7, 2023 for the purpose of voting by Australian ballot. The business to be transacted includes the following:

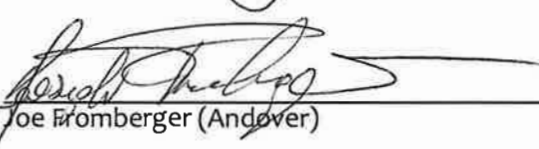
**Article I:** Shall the voters of Green Mountain Unified School District approve the School Board of Directors to expend \$15,837,173.00 which is the amount the school board of directors has determined to be necessary for the ensuing fiscal year? It is estimated that the proposed budget, if approved, will result in education spending of \$20,742.90 per equalized pupil.

Approved at a Duly Warned Meeting on January 19, 2023.

### Board of Directors:

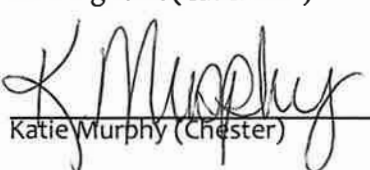
  
Rick Alexander (Chester)

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Deb Brown (Chester)

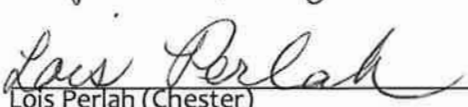
  
Joe Fromberger (Andover)

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Julia Gignoux (Cavendish)

  
Jeff Harce (Chester)

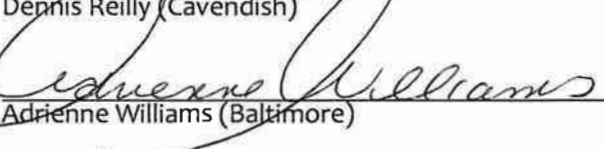
  
Katie Murphy (Chester)

  
Steve Perani (Cavendish)

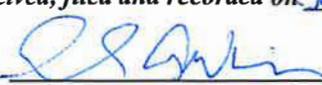
  
Lois Perlah (Chester)

  
Dennis Reilly (Cavendish)

  
Joshua Schroeder (Chester)

  
Adrienne Williams (Baltimore)

Received, filed and recorded on January 31, 2023

  
Amber Wilson, District Clerk

# Green Mountain Unified School District Board Public Informational Hearing Minutes

Thursday, February 24, 2022

Zoom: <https://trsu.zoom.us/j/81977839300> ; 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 2022-2023.

## I. ROLL CALL/CALL TO ORDER:

**Board:** Joe Fromberger, Wayne Wheelock, Lois Perlah, Deb Brown, Rick Alexander, Dennis Reilly, Josh Schroeder, Mike Studin, Katie Murphy, Abe Gross, Julia Gignoux

**Staff:** Lauren Fierman, Cheryl Hammond, Katherine Fogg, Keith Hill, Mike Ripley, Nicole Luz

Mr. Fromberger called the meeting to order at 6:00 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 the goal of this year's budget was to support Covid recovery efforts while limiting funding increases. Most of the recovery effort is funded through ESSR funds rather than through the general budget. She is recommending a budget of \$14,705,015 for the 2022-2023 school year. This represents a 3.26% increase over the approved 2021-2022 budget. The primary drivers of the increase are from the cost of salaries (\$255,782), the cost of benefits (\$164,711) and the cost of purchased services (\$116,829). She advised that 64.05% of the GMUSD budget is for salaries and benefits. She noted that within the purchased services, most of that is for salaries and benefits. She noted that in general, in most school districts, 65-75% of the budget is for salaries and benefits. She shared a pie-chart breakdown of the budget. She shared a breakdown of the increases by object line, noting that some object lines are down. CTES is up by 15% over last year, and the primary driver for that increase is due to the decision to change the principal structure in the elementary schools. The total increase to CTES is about \$91,000 and about \$43,000 of it is due to the administration structure change. She noted that there are also 3.75 fte new para-educator positions necessary due to student needs. They are also paying \$40,000 to the Cavendish Fletcher Library to cover some of the expenses generated by the library to provide library services to CTES students. She noted that the CAES portion of the budget is up about 6%, and the primary drivers for that increase are due to benefits, the change in the administration structure and 3 new para-educator positions needed to meet student needs.

Ms. Fierman reported that the GMUHS portion of the budget is down about 1%. This decrease is primarily due to decreases in salaries, as well as reductions in Baltimore tuition payments. She advised that this still includes the increase in the benefits line item. She noted that the district-wide portion of the budget is up about 2%, which is based in non-personnel increases in technology due to replacing some of the older devices in the district. She advised that the TRSU assessment is down about \$30,000 due to changes in the funding formula under act 173. She also noted that preschool enrollment is down, which results in almost \$30,000 savings. She also advised that the budget includes an additional 1.0 nurse (about \$50,000) which will support all of the schools.

Ms. Fierman reported that the TRSU budget is up about 8% and this increase is driven primarily by special education increases. The difference from last year to this year in special education expenses is about \$660,000. She reminded everyone that they are saving about \$800,000 in outplacement expenses by having the SU Autism and Social-Emotional Programs since the students are able to attend school within the SU rather than having to pay tuition and transportation to other programs.

Ms. Hammond reported that the anticipated tax rate is \$1.45 prior to the application of the CLA which is based on the yield of \$12,937 (erring on the side of caution based on the still undecided use of the \$90 million surplus at the state level. She shared the CLAs for the member district towns. (Andover -94.25%; Baltimore -84.36%; Cavendish -93.50%; Chester -96.61%). Ms. Hammond noted that the \$90 million will be returned to taxpayers, but it is not yet determined how it will be returned.

Ms. Fierman reminded everyone that the vote for this budget will happen on Tuesday March 1 in all of the towns. She advised that while some of the towns are delaying their town votes, the school district vote will still be held in all 4 of those towns on March 1 and she encouraged everyone to get out and vote next Tuesday. She invited anyone who is watching this meeting after the actual meeting time that has questions to reach out to her office. She noted that she felt that this budget does what they set out to do—maintain their programming and staff and make some improvements while keeping things at a reasonable cost. As they begin to work their way out of the Covid crisis they will look at other improvements that can be made. Mr. Fromberger urged every voter in every town to go to the polls and express their opinion. He hoped that they would approve the budget.

### **III. ADJOURNMENT:**

Mr. Fromberger adjourned the meeting at 6:12 p.m.

Respectfully Submitted,

Amber Wilson  
Board Clerk



MINUTES OF THE GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT  
ANNUAL MEETING  
MAY 26, 2022

The Moderator, Bill Dakin, called the meeting to order at 6:00 p.m. The pledge of allegiance was recited. The moderator advised that this meeting was for the citizens of the member towns of the GMUSD.

The Moderator read the Warning.

ARTICLE I: To elect a moderator for a one-year term beginning July 1, 2022. A motion was made by Debbie Aldrich to nominate William Dakin as Moderator. Seconded by Rick Alexander. The motion passed.

ARTICLE II: To elect a clerk for a one-year term beginning July 1, 2022. A motion was made by Debbie Aldrich to nominate Amber Wilson as Clerk. Seconded by Josh Schroeder. The motion passed.

ARTICLE III: To elect a treasurer for a one-year term beginning July 1, 2022. A motion was made by Josh Schroeder to nominate Wayne Wheelock as Treasurer. Seconded by Rick Alexander. 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 Amber Wilson. Seconded by Wayne Wheelock. 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 Joe Fromberger. Seconded by Amber Wilson. 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 Wayne Wheelock. Seconded by Rick Alexander. 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 Rick Alexander. Seconded by Joe Fromberger. 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, 2021. Mr. Dakin 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 Joe Fromberger. Seconded by Lois Perlah. 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 Joe Fromberger to set the annual meeting date for the Thursday before Town Meeting Day, March 2, 2023. Seconded by Deb Brown. There was discussion about this date, and the ability of the board to reset this date if needed, such as for an increase in pandemic related illnesses. The motion passed.

Joe Fromberger declared the meeting adjourned at 6:11 p.m.

# GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT ANNUAL REPORT

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

January 2023

This report is presented by your Board of School Directors and includes the proposed budget for your consideration at the annual District Information Hearing on March 2, 2023. The Board and Superintendent Fierman have worked to construct a spending plan that seeks to provide a superior education for our students and to anticipate the needs to keep the building infrastructure of all three School buildings functioning. The projected budget for 2023/2024 is \$15,837,173.00 which represents an increase of 7.7% over the current budget and a cost of \$20,743.00 per student. 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 Steve Perani to replace Abraham Gross, the election of Jeff Hance to replace Michael Studin and the appointment of Adrienne Williams to replace Wayne Wheelock.
- On March 2, 2022 the Board voted to hire Amy Bohren to be the Principal at CTES.
- In May 2022 the Board approved a new three (3) year Teacher contract that covers both LMH and GMUSD teaching staff.
- Also, in May, the Board voted to dismiss a staff member for conduct unbecoming a teacher.
- The June 17, 2022 Green Mountain High School commencement was well attended and recognized some extraordinary accomplishments by the 52 Graduates.
- On August 18, 2022 the Board voted to hire Ananda Donahue as Vice-Principal for GMUHS.
- On August 25, 2022 the Board members voted to seek voter approval for a Bond issue to repair and upgrade the mechanical infrastructure in all three School buildings.
- The LMH and the GMUSD Boards created a Joint committee to make recommendations to both Boards on the issue timing and scheduling Teacher professional development in all Schools.
- During the November general Election, the voters did not approve the requested Bond issue of \$20,474,354.00
- The process of finding a replacement for Katherine Fogg, the longtime principal at CAES is currently ongoing. After interviews with two finalists the Board made an offer of employment to Joanna Blane. We expect a contract to be agreed to shortly.

**Student Enrollment:**

Student enrollment at both Elementary Schools has remained fairly steady with the December counts of 264 students at CAES and 92 students at CTES. Enrollment at the High School has decreased slightly to 325, primarily due to graduations.

**Budget Highlights:**

On January 19, 2023 the Board voted to submit to the voters a budget of \$15,837,173.00 which represents an increase of 7.7% over the current budget and a cost of \$20,743.00 per student. 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 \$1.34/100, which is less than the current rate of \$1.41/100

We would urge voters to attend the Budget Informational meeting, either in person or via Zoom on Thursday, March 2, 2023, when detailed budget information will be available and questions will be answered. The required Annual Meeting of the District voters is held the same day following the Informational Hearing.

Respectfully submitted,  
Joseph Fromberger  
Board Chair

**Green Mountain Unified School District Directors:**

- Rick Alexander– Chester
- Deb Brown – Chester
- Joseph Fromberger – Andover
- Julia Gignoux – Cavendish
- Jeff Hance – Chester
- Katie Murphy – Chester
- Steve Perani – Cavendish
- Lois Perlah – Chester
- Dennis Reilly – Cavendish
- Josh Schroeder – Chester
- Adrienne Williams - Baltimore

## 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](http://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](http://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 the Two River 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 in Proctorsville, World of Discovery I in Perkinsville, Vermont Achievement Center in Rutland, Little Lambs/ Good Shepherd ELC in Rutland, Shrewsbury Elementary PreK, Wallingford Elementary PreK, Playworks in N. Springfield, Nature’s Point Preschool in Chester, and World of Discovery III in Springfield.

Services to these children are provided by EEE Coordinator Catherine Siggins, Speech-Language Pathologist Marion Brody, 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. Any one or a combination of these services may be necessary in order to address the needs of the whole child. These services have enabled many students to realize their potential within their home schools. Special transportation and/or special school placements are sometimes necessary to provide appropriate programs for students with more intensive needs.

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

In 2018 the Supervisory Union developed an Intensive Needs/Autism Program to serve students within the Supervisory Union. The program is located at Ludlow Elementary School. It utilizes the principles of Applied Behavior Analysis to provide assessment and individualized educational programming to meet each student’s needs. Two Rivers SU works collaboratively with 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 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 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 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 Catherine Siggins, Cathy Herrick, Tracy Churchill, Amy Hamblett, Mary Pelkey, Susan Chelton, Mary DeSimone, Patrick Wheeler, Nancy Martin, Janet VanAlstyne, Justin Osier, Susan Mordecai, and Jennifer Parks; Elizabeth Craig, Samuel Parker, 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 and behavior interventionists 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 Jessica Pierce, 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 principals, 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: ANNUAL REPORT

## CURRICULUM, INSTRUCTION, & ASSESSMENT 2022-2023

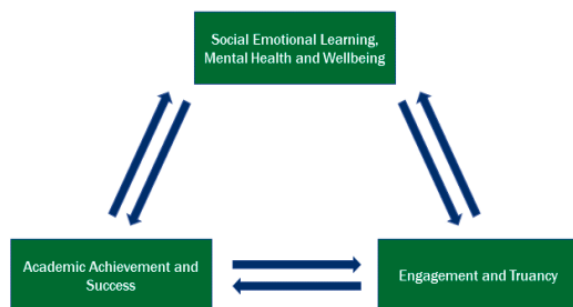
Anne Gardner, Curriculum and Recovery Coordinator

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.

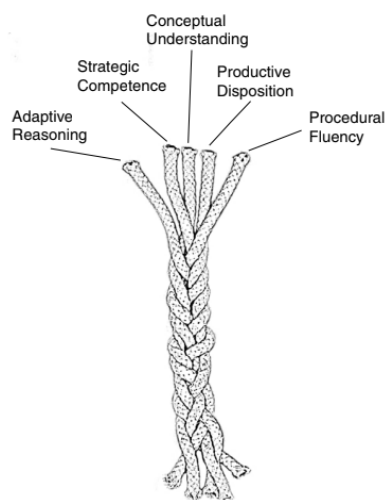
## **TO REVIEW THE FULLY FUNDED ESSER I, ESSER II, ARP ESSER, AND STAKEHOLDER ENGAGEMENT DOCUMENTS, PLEASE VISIT TRSU.ORG.**

- 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. →

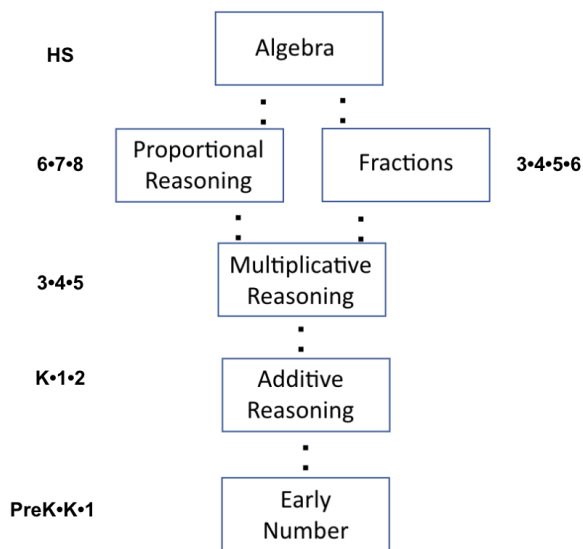
Adaptive reasoning is the ability to explain and defend your thinking. Strategic competence means good problem solving skills. Productive disposition is understanding that grappling is a worthwhile part of learning and believing that you can be mathematically proficient. Procedural fluency is about doing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

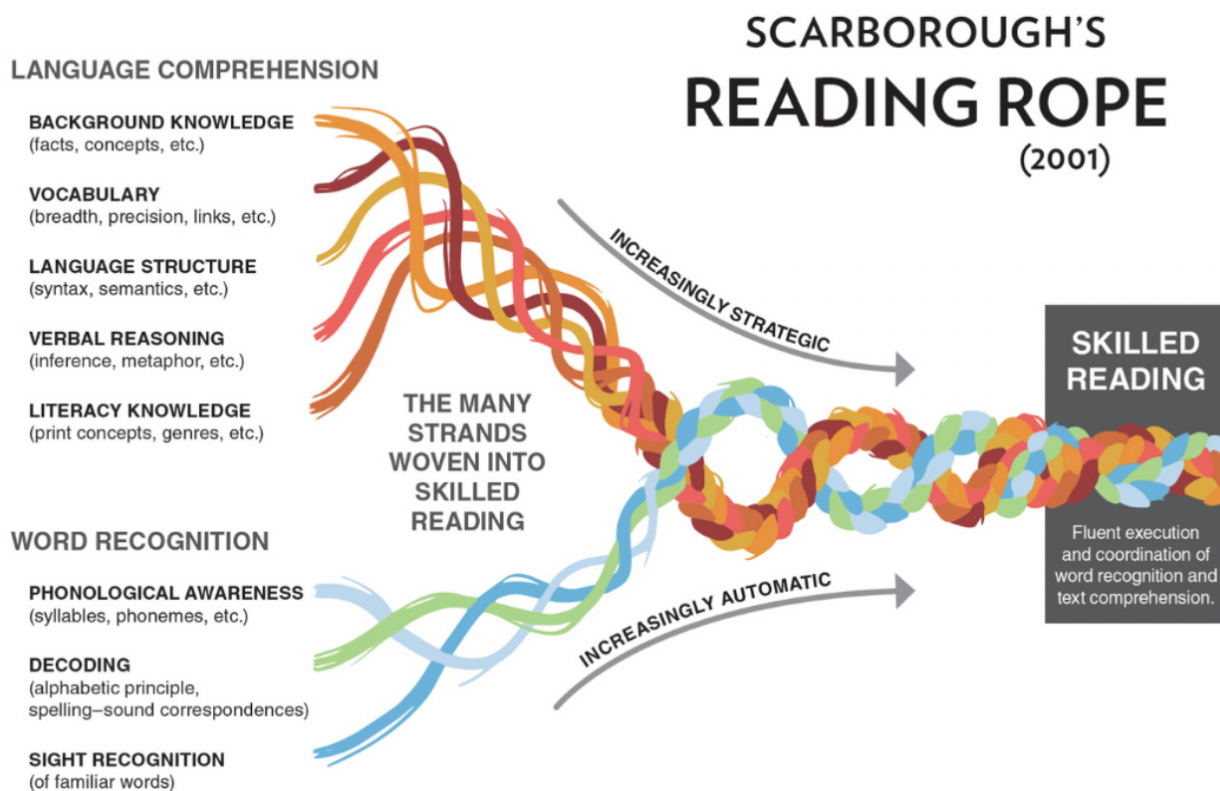
## ACADEMIC ACHIEVEMENT & SUCCESS: K-6 LITERACY

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.

# Principal Report

## Cavendish Town Elementary School 2022

This annual school report is submitted as a cooperative effort by the Green Mountain School Board, the Principals, the Superintendent, and the staff in the Office of the Superintendent of Schools.

### SECTION I – PUPIL INFORMATION

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Cavendish Town Elementary School's enrollment is currently 75 students (5 homeschool students included would be 80). As of this date, 29% of our student population is served on an educational support plan both in the classroom and in our Learning Center. These students are academically served by Special Educators, Title I and classroom teachers under an IEP, 504 or Title I educational plans. Nine percent of the students are on an Educational Support Plan, 43% of students are on free or reduced lunch.

K	7
1	9
2	9
3	10
4	8(2)*
5	13(1)*
6	19(2)*
Total	75 (80)*

\*-homeschool students who attend only specials

### SECTION II – PERSONNEL

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Amy Bohren	Principal
Donna Hamilton	Administrative Assistant
Holly Gauding	Teacher- Kindergarten
Amanda Gross	Teacher - Grade 1
Maureen Stevens	Teacher - Grade 2 EL
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*
Julie Kelley	Physical Education*
Dawn Tyrrell	Teacher - General and Instrumental Music*
Tracy Churchill	Teacher - Special Education
Cathy Herrick	Teacher - Special Education
Beth Salisbury	Teacher - Title I Reading Interventionist
Dennis Boskello	Teacher Grade 2 Math & Math Interventionist
Patricia Reilly	Planning Room
Lisa Merrill	Personal Care Assistant
Becky Plunkard	Paraeducator*
Leann LaClair	Paraeducator*
Michelle Messina	Paraeducator
Barb Davis	Paraeducator
Meghan Call	Paraeducator
Janet Sager	Paraeducator

Dawn Tyrrell	Paraeducator
Matt Neronsky	Personal Care Assistant
Lorna Woodall	Physical Therapist*
Whitney Haber	Occupational Therapist
Maureen Stevens	School Counselor
Jessica Pierce	School-Based Clinician*
Bob Williams	Bus Driver*
Jane Guerin	Food Service*
Lori Jones	Food Service*
Amy McMullen	Librarian*
Todd LaPlante	Maintenance Supervisor
Deb Gruber	Custodian
Randy Gruber	Custodian
Marion Brody	Speech Services*
Sam Parker	Speech Services*
Gerrit Knopf	Speech Services*
Andria Donohue	Nurse*

\* Denotes part-time

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

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Cavendish Town Elementary School (CTES) is a vibrant small K-6 school that is an integral part of the Proctorsville and Cavendish town cultures. The area’s roots date back to the 1760’s and both the overall community and school community are proud of their town heritage.

Ensuring students feel a strong sense of community and connectedness at CTES, our students take turns making the morning announcements and raising and lowering the flag each day. We also have an “Academies” program where students are grouped with students across grade levels with adults from across campus. Academies complete team building games, participate in assemblies together, and more. This year, we had a Circus themed assembly in Academies and have a dance troupe from New York and another assembly planned for this winter that will both focus on an anti-bullying and kindness approach!

All students at CTES attend Library, Music, Physical Education, Art, Guidance.

Our Parent Teacher Group (PTG) is a huge support for our school. They raise funds, sponsor activities, and support educational programming. This year, the PTG helped to kick off the school year by sponsoring a “Hollywood” themed first day breakfast. Additionally, one of the group’s favorite traditions is to sponsor the Trunk or Treat event. There was a haunted walk, a bonfire and snacks for purchase thanks to the town and many volunteers. The Cavendish Historical Society continues to be instrumental in providing the school enriching historical lessons to all students. These enrichment opportunities help our children become informed, caring and responsible citizens 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.

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. 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 L.L.Bean. We are grateful to Donna Hamilton for her dedication to this work and for helping us to remember to take care of ourselves during the school year.

We are working towards an approach that utilizes Multi-Layered Systems of Support (MLSS) to ensure the success of each and every child where our systems and strategies will provide support for both academics and behavior. 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. CTES also has a Student Support Team (SST) that focuses on addressing the needs of students who may be struggling with behavioral or socio emotional needs.

The teachers and administrators of TRSU are committed to Continuous School Improvement. We have adopted a new English Language Arts Curriculum, EL. All teachers completed the first module of EL by December 1st. We are moving to full implementation in the 2023-2024 school year. We also continue to be focused on Proficiency Based Education and Personalized Learning. This year, we have continued our work with the Tarrant institute and have been refining our Student Led Conferences and structure of Personalized Learning Plans with teachers in grades 3-6th. Teachers of grades K-2nd have focused on early literacy, trauma-informed practices and data-driven decision making. We continue to make use of data and inquiry cycles to improve student outcomes using individual, grade level and a school wide focus. As part of trauma-informed practices, CTES is implementing the RULER approach to restorative practices. This year, RULER is being implemented amongst the adults on campus; the plan is to implement RULER approaches with students next year and families the following year.

This year CTES 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.

CTES has also been hard at work with plans for a new playground. The new playground will have eight new play pieces that will be installed in August 2023. The playground pieces were carefully selected to be inclusive of all students and to provide the most benefit to all students' physical growth and development. Many thanks to the CTES playground committee and PTG group for the many hours spent on designing and planning for the playground.

I have enjoyed being the new Principal of CTES and look forward to the teamwork we have ahead to ensure that every student maximizes their potential.

Amy Bohren

Cavendish Town Elementary School Principal



# Principal Report

## Chester-Andover Elementary School 2023

### SECTION I – PUPIL INFORMATION

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	In Person
K	28
1	22
2	32
3	36
4	39
5	40
6	30
<b>Total</b>	<b>227</b>

### 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	Literecy
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
Kata Welch	Library/Media
Mallory Figoras	Music Teacher
Brenda Sheere	Teacher - Art
Elise Lisle	Teacher - Physical Education
Mackenzie Thurston	Guidance
Amy Hamblett	Teacher - Special Education
Susan Chelton	Teacher - Special Education

Mary Pelkey	Teacher - Special Education
Mary DeSimone	Teacher - Special Education
Lizzy Craig	Speech - Language Pathologist
Alicia Hammond	Speech Assistant – Part time
Miriam MacDonald	Title 1 Literacy
Christine Keklak	Math – School Wide
Amelia Carson	School Nurse
Darcy Noble	School Nurse – Part time
Theresa Serr	After School Program Director
Charles Atwater	After School Program Site Director
Lisa Holderness	GMUSD STEAM Coordinator -Part time
Keith Slobodnjak	GMUSD IT Coordinator
Ann Tarmey	Clinician
Stephanie Alexander	Occupational Therapy
Robin Varga	Occupational Therapy
Lorna Woodall	Physical Therapy
Charles Atwater	PBIS Coordinator
Mary Bauerband	Para-Professional
Ariann Beltran	Para-Professional
Leidyana Chaves	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
Julie Heath	Para-Professional
Angela Hurd	Para-Professional
William Ingalls	Para-Professional
Denise King	Personal Care Assistant
Brenda Martin	Para-Professional
Elizabeth Matthews	Para-Professional
Tristin Montgomery	Para-Professional
Amy Mulherin	Para-Professional
Claudia Shropshire	Para-Professional
Melanie Zacarias	Para-Professional
Betsy Olsen	Medicaid Clerk
Andy Levesque	Food Service Director
Ginger Mauger	Food Service-Part time
Angie Cooley	Food Service-Part time
Mary Spaulding	Food Service
Keith Cyr	Maintenance Director
David Willard	Custodian
Camryn Cyr	Custodian – Part time

### SECTION III - PROGRAM AND CURRICULUM

Chester-Andover Elementary School (CAES) is a K-6 school of 225 students and 71 employees. 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 Afterschool Program (ASP) which also runs for a full day for nine weeks during the summer. In addition to our typical after-school summer “Go Wild” camp, last summer students had access to a 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 our collaboration with the CAES Parent Teacher Group and many volunteers we are happy that our students will once again be participating in the winter sports program at Okemo Mountain. The seven-week program includes snowboarding and downhill ski instruction and practice. This year we are also offering swimming at Edgar May in Springfield, sledding at the Chester Pinnacle and a K/1 enrichment program as options for those who do not wish to ski. Our teachers typically offer additional enrichment activities throughout the school year such as Student Council, Geo Bee, Girls on the Run, Kids on the Trail, Baton and Flag teams and Drama. Every other year our 5th and 6th grade classes attend the Keewaydin Environmental Education Center (KEEC), which is located on Lake Dunmore in Salisbury. The week spent at KEEC is a full, active, exciting learning experience. Living away from home with teachers and friends fosters independence and creates a sense of class cohesiveness.

Our staff and students are strongly supported by the CAES 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, Kids First and the Chester Grange. 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 L.L.Bean. We are grateful to Shanna McCarthy and Kata Welch for their dedication to this work and for helping us to remember to take care of ourselves during these last couple of very stressful school years.

While we have used a Multi-Tiered Systems of Support (MTSS) for many years to ensure the success of each and every child, the fact that we have had little teacher turnover has enabled us to strengthen and fine-tune the work of our teams to nurture the needs of the whole child. We know that we need to meet all of the needs of a student before they will be ready to learn. We believe it is important to model, teach and reteach expected behaviors and essential skills for learning. We utilize an Educational Support Team (EST) to monitor academic progress and a Positive Behavioral Interventions and Support Team (PBIS) to monitor behavior. CAES is recognized as an Exemplar School by the Vermont state PBIS team. At CAES we are known as the CAES Eagles who SOAR at learning. When we are **Safe, On Task, Accountable and Respectful** we all SOAR. Students start their day with a classroom meeting and have school-wide assemblies to celebrate their success as a school community.

The teachers and administrators of TRSU are committed to Continuous School Improvement, specifically in the areas of Literacy, Instructional Practices and Personalized Learning and Social Emotional Learning. This year we adopted EL Education as our new Literacy Curriculum. Teachers received varied levels of training over the summer or during inservice to begin the implementation of the program. Our data teams meet weekly to monitor student progress and to engage in collaborative discussions and problem solving in order to meet students where they are and help them achieve maximum academic growth. They also work to create student grouping and targeted skills work which takes place during What I Need (WIN). All of these changes required us to create intentional scheduling so that all students are guaranteed to receive strong and consistent core instruction along with all the extra assistance they may need in order to achieve their learning goals.

Teachers in grades three through six are working with the Tarrant Foundation to create Student Learning Portfolios. This endeavor has resulted in our students having a better understanding of themselves as learners and has motivated them to be more engaged in creating and reflecting on their learning goals. This work is tied to the Essential Skills and Dispositions which include: Collaboration, Communication, Creativity and Self-Direction. Students were able to showcase their hard work recently during our student-led conferences.

We are at a critical juncture in education as we shift from a multi-tiered system to a Multi-layered system of support for all children. This shift is best explained by thinking about all students being able to access all adults in our building. With the changes that are coming in special education it allows us to think differently about who has access to assistance. We

can think of all of the students belonging to everyone which makes it everyone's responsibility to make sure that all students succeed. Our teachers work in grade level teams, multi-grade level data teams and district-wide teams. We are committed to data driven decision making at the district level all the way down to the classroom level. Luckily this year we have two additional resources, Emma Vastola and Julie Parah, who have taken on new leadership positions to help guide our work with leading inservice work, committee work, administrative teamwork and teacher coaching.

The changes in education are challenging, but I am proud to say that with the things we have implemented this year we are way ahead of the game when it comes to the timeline for requirements. The teachers have had a heavy lift and have done amazing work for the benefit of our children. Since we are all learning as we go, we often say that we are "building the aircraft while flying it".

I am proud to be working with the extremely talented, flexible and collaborative teachers and staff at CAES. I am extremely proud of how hard working our children are and how willing they are to talk about their work with me. I am also very grateful to our families and community for their continued partnership and support of our school 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</b>	<b>51</b>
<b>8</b>	<b>49</b>
<b>9</b>	<b>59</b>
<b>10</b>	<b>60</b>
<b>11</b>	<b>49</b>
<b>12</b>	<b>60</b>
<b>Total</b>	<b>328</b>

### SECTION II – PERSONNEL

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Keith D. Hill II	Principal
Ananda Donohue	Associate Principal
Pamela O’Neil	Director of Guidance / Counselor Grades 10-12
Todd Parah	Facilities / 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
Andy Levesque	Food Services – Director
Elizabeth Connor	Food Services
Alana Connor	Food Services
Diane Whittaker	GMUSD IT Coordinator
Keith Slobodnjak	GMUSD IT Coordinator
Katrina Boissonnault	School Nurse
Patricia Rumrill	Guidance Secretary
Allyson Oswald	Restorative Practices Coordinator
Landon Elliott-Knaggs	Guidance Counselor Grades 7-9
Jessica Kessler	School-Based Clinician
Brittney Merrill	Student Assistance Program Coordinator
Lisha Klaiber	Special Education Services Secretary
Karla Waite	Paraprofessional
Melinda Monroe	Paraprofessional
Renee Call	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
Justin Osier	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 Education
Catherine Siggins	Teacher – Early Essential Education Ages 3-6
Dylan Glunt	Teacher – Spanish Language
Elizabeth Filskov	Teacher – French Language
Sharon Jonynas	Teacher – Language Arts
Angela Sabo	Teacher – Language Arts
Jason Rickles	Teacher – Language Arts
Dylan Bate	Teacher – Language Arts
Michele Farrar	Teacher – Language Arts
Telesa Nicholes	Teacher – Library Media Specialist
Rebecca Bushey	Teacher – Math
Linda Ewens	Teacher – Math
Theresa Buskey	Teacher – Math
Kristi Flack	Teacher – Math
Gerrit Bollin	Teacher – Math
Alex Brady	Teacher – Band/Chorus/Drama
Carolynn Hamilton	Teacher – Physical Education/Health
Scott Renfro	Teacher – Physical Education
Angela Hutchins	Teacher – Science
Brett Mastrangelo	Teacher – Science
Allan Garvin	Teacher – Science
Andrew Malaby	Teacher – Science
Michael Ripley	Teacher – Science / Transportation Director
Suzette Chivers	Teacher – Social Studies
Abigail Bullen	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.

Teachers and students have collaborated around a new motto for GM. We started the year introducing “Relationship, Respect, Responsibility, and Academic Excellence” as the words that encapsulate that goal. Students were asked to engage with and reflect on what they felt each one of these words meant for them and to discuss what they believed a school community had to do to live by these words. Each of these words connects to what we believe is essential in building a sense of belonging for our school. Relationships are the foundation,

the connection between school and self. Respect is the act of recognizing the humanity in others and honoring that. Responsibility is the act of accepting your role within the school community and meeting the expectations that align with that role. Students and teachers are not only responsible for themselves, but for those around them and acknowledge that all actions impact others. Academic excellence is the result of building that sense of belonging and engaging students in challenging work with highly skilled educators.

GM has started the implementation of Restorative Practices (RP) as a model for school improvement. The RP model emphasizes the building of community and relationships as the foundation of change. The goal in this model is to engage students in feeling connected to their school and to build a sense of belonging. When students feel connected to their school, engagement and participation increase. These efforts will support an environment of academic risk taking and skill development. We have hired Ally Oswald as the Restorative Practices Coordinator for this year. Her work is to support and lead professional development for our teachers. Professional learning is an essential part of the RP model. Implementation of this work will take place on a 3-5 year timeline.

Proficiency Based Education continues to be a hallmark of the educational programming offered at GM. Each standard is clearly delineated in a series of rubrics that teachers have worked to create as a roadmap for mastery. 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.

GMUHS is in the process of fully integrating Personalized Learning Plans (PLPs). We have continued professional development for our teachers in grades 7-9 in order to build support and implementation of the PLP process in our classrooms. Students in grades 7-9 have all developed their first personal learning plans. Students use PLPs as a means to make decisions about course selection, goal setting, and future planning. The PLP will work 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 Collaboration, Communication, Creativity, and Self-Direction. 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.

This PLP work has allowed us to begin the implementation of student-led conferences. These conferences have been a result of the professional development work we are doing with the Tarrant Institute for Innovative Education from the University of Vermont. Student-led conferences are designed to be facilitated by the students. During this conference the student shares their learning with their parents. They discuss their educational goals for the year and for their future. Through the process of building a PLP and leading a conference students will be able to identify their areas of mastery and areas in need of growth. This allows students to identify how they learn and to set goals for future learning.

The middle school has experienced several changes in the last year. Long time math teacher Linda Ewens has taken on the role of MS Coordinator. We also have a new 8th grade ELA teacher and Global Citizenship teacher. 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.

We have seen the return of student travel to GM in this past year. The middle school ran a successful trip to Washington DC in April of 2022. During this trip students have the opportunity to see the national capitol at its finest. The trip includes tours of the national monuments, the US Capitol, Smithsonian Museums, and excursions to raft the Shenandoah River, visit Luray Caverns, and catch a show at the Kennedy Center. This trip is exactly the type of broader cultural experience we want for our students. There is an incredible amount of

learning that happens when a student can experience the world outside the classroom. Middle school teachers Sharon Jonynas and Linda Ewens coordinate the trip on a bi-annual basis.

The leadership team here at GM includes myself, Ananda Donohue (Associate Principal), Pamela O'Neil (Guidance Director), Jessica Kessler (School Clinician) and the department coordinators. This year, our coordinators are Allan Garvin (Science), Becky Bushey (Math), Michele Farrar (English/Language Arts), Melissa Palmer (Social Studies), Christa Valente (Electives), and Linda Ewens (Middle School). Our goal as a team continues 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.

Students have the opportunity to engage in competitive sports as well. These include, soccer, basketball, track and field, baseball, softball, cross country, and cheerleading. 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. The Environmental club continues to carry out our composting and recycling efforts. The drama club brought *The Complete Works of William Shakespeare, Abridged* to the GM stage this fall. Currently they are in rehearsal for the spring musical, *Mamma Mia*

GMUHS continues to make state of the art technology a central part of our work with students. We continue to offer a 1-1 technology program for our students. We have also spent the past year building our in class technology base. Our technology department has continued to 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.

We are in our second year of the Community Service project requirement at GM. Students have taken on a variety of impressive community based service projects. We will continue this program in an effort to continually support our students and our communities. Students will need a total of 50 hours, gathered over grades 7-12, in order to complete graduation requirements. 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. Our Flexible pathways coordinator continues to provide our students the opportunity to engage in online and distance learning. Our upper level students continue to have the ability 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.

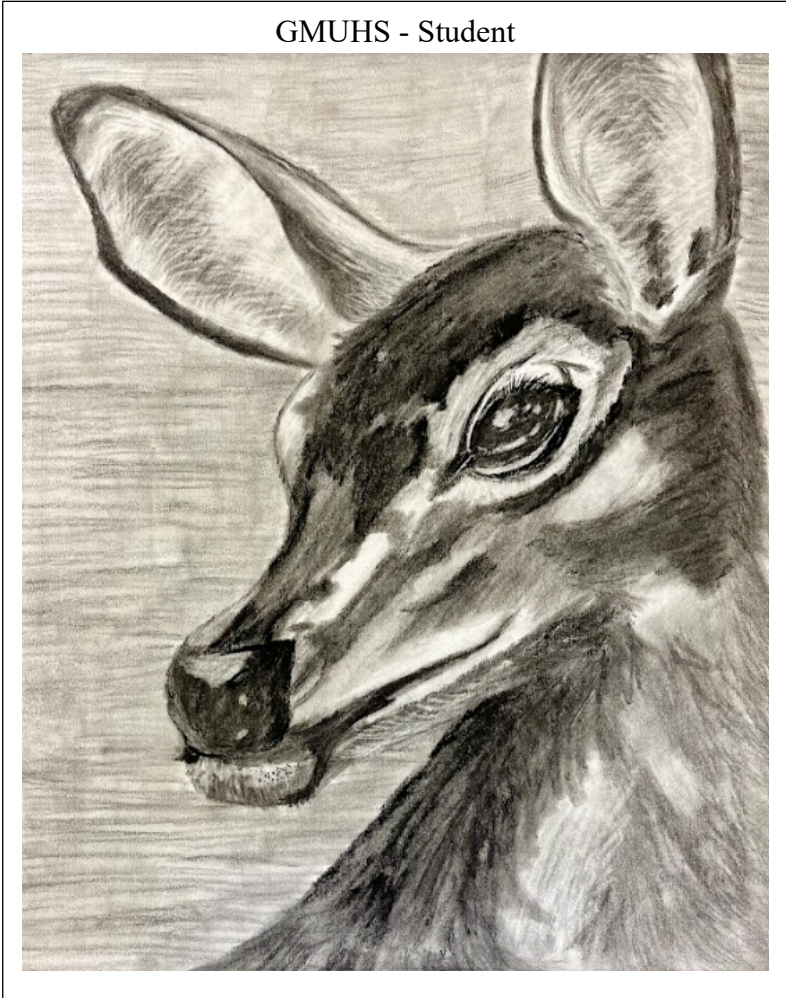
GMUHS would not be able to grow, change, and improve the experiences of our students without the continued support of our communities. We are proud to serve our families and our students. The GM Booster Club continues to support the efforts of our students and teachers with donations for our athletics and much needed classroom resources. We are grateful for Kids First making generous donations to families in need. 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 students, 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 10-12)
- Allyson Oswald, School Counselor- Resortative Justice Coordinator
- Landen Elliott-Knaggs (Grades 7-9)
- Jessica Kessler, School-Based Clinician
- Brittnay Merrill, Student Assistant Professional
- John Donarum, School to Work Coordinator
- Daryll Kale, Flexible Pathways Coordinator
- Patricia Rumrill, Administrative Assistant

We continue to partner and offer Vermont Virtual Learning Cooperative (VTVLC) courses to all of our students. This provides opportunities for those who continue to want or need a virtual option as well as students who want to take classes not offered in person or have a scheduling conflict. This has been a valuable program that supports all students in all learning environments.

We continue to implement and grow our students 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 13 students taking 16 different dual enrollment courses. 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 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.

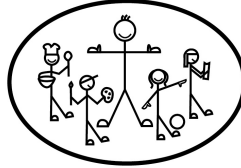
As we continue to foster the growth of the children in our district, I encourage you to contact me with any questions about the services we provide. I can be reached at 802-875-4155 or by email at [pam.oneil@trsu.org](mailto:pam.oneil@trsu.org).

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:

Alfred University	Northern VT University
American University	Norwich University
Bennington College	Paul Smith's College
Berklee College of Music	Pensacola Christian College
Binghamton University	Plymouth State College
Boston University	Portland State University
Bridgewater State University	Pratt Institute
California PolyTech State	Princeton University
Castleton University	Providence College
Champlain College	Quinnipiac University
Clarkson University	Rensselaer Polytechnic
Colby-Sawyer College	River Valley C. C.
Columbia University	Rochester Institute of Tech
Community College of VT	Roger Williams University
DePaul University	Russell Sage College
Drew University	Skidmore College
Drexel University	Southern NH University
Duke University	St. Lawrence University
Eastern Maine Comm. College	Southwestern University
Emerson College	Stonehill College
Endicott College	Suffolk University
Florida Atlantic University	SUNY Oneonta
Franklin & Marshall College	Syracuse University
George Mason University	Thomas College
Georgetown University	Trinity College
Hartford Art School	Tufts University
Hartt School of Theater	Union College
Hesser College	University of CO
High Point University	University of ME
Hudson Valley C. C.	University of MA
Husson University	University of NC Wilmington
Ithaca College	University of MT
James Madison University	University of NE
John Jay College	University of NH
Johnson & Wales University	University of RI
Keene State College	University of Southern ME
Lees McRea College	University of VT
Lehigh University	Vermont Technical College
Lesley University	Wentworth College
Lynchburg College	West Virginia University
Lyndon State College	Wheaton College
Middlebury College	Williams College
Northeastern University	Worcester Polytechnic Inst.
NE Institute of Technology	Yale University

# 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@trsu.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

CAES



CTES



GMUHS

GMUHS



GMUHS



CEAS



CAES





District: <b>Green Mountain USD</b>		<b>U077</b>		Property dollar equivalent yield	15,479	<--See bottom note	Homestead tax rate per \$15,479 of spending per equalized pupil	1.00
SU: <b>Two Rivers</b>		Windsor County			17,600		Income dollar equivalent yield per 2.0% of household income	
<b>Expenditures</b>		<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>			
1.	<b>Adopted or warned union district budget</b> (including special programs and full technical center expenditures)	\$14,108,968	\$14,241,241	\$14,705,015	\$15,837,173	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>	\$14,108,968	\$14,241,241	\$14,705,015	\$15,837,173	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 Expenditures</b>	\$14,108,968	\$14,241,241	\$14,705,015	\$15,837,173	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.)	\$2,222,678	\$2,296,667	\$1,956,183	\$1,977,595	9.		
10.	<b>Total offsetting union revenues</b>	\$2,222,678	\$2,296,667	\$1,956,183	\$1,977,595	10.		
<b>Education Spending</b>		<b>\$11,886,290</b>	<b>\$11,944,574</b>	<b>\$12,748,832</b>	<b>\$13,859,578</b>	11.		
12.	Green Mountain USD equalized pupils	706.60	686.84	679.28	668.16	12.		
<b>Education Spending per Equalized Pupil</b>		<b>\$16,821.81</b>	<b>\$17,390.62</b>	<b>\$18,768.15</b>	<b>\$20,742.90</b>	13.		
14.	minus Less net eligible construction costs (or P&I) per equalized pupil	\$210.13	\$209.35	\$213.06	\$209	14.		
15.	minus Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$25.50	\$7.07	\$1.09	\$13	15.		
16.	minus Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per eqpup)	-	-	-	-	16.		
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-	17.		
18.	minus Estimated costs of new students after census period (per eqpup)	-	-	-	-	18.		
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-	19.		
20.	minus Less planning costs for merger of small schools (per eqpup)	-	-	-	-	20.		
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	\$48.90	\$50.31	\$60.06	\$68	21.		
22.	minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-	-	22.		
23.	Excess spending threshold	threshold = \$18756 \$18,756.00	threshold = \$18,789 \$18,789.00	threshold = \$19,997 \$19,997.00	threshold = \$22,204 \$22,204.00	23.		
24.	plus Excess Spending per Equalized Pupil over threshold (if any)	-	-	2 year suspension	suspended thru FY29	24.		
25.	Per pupil figure used for calculating District Equalized Tax Rate	\$16,822	\$17,391	\$18,768	\$20,742.90	25.		
26.	Union spending adjustment (minimum of 100%)	152.953% based on yield \$10,998	153.668% based on yield \$11,317	140.966% based on \$13,314	134.007% based on \$15,479	26.		
27.	Anticipated equalized union homestead tax rate to be prorated [\$20,742.90 ÷ (\$15,479 / \$1.00)]	\$1.4895 based on \$1.00	\$1.5167 based on \$1.00	\$1.4097 based on \$1.00	\$1.3401 based on \$1.00	27.		
<b>Prorated homestead union tax rates for members of Green Mountain USD</b>		<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>	<b>FY22 Pe</b>		
T004	Andover	1.4895	1.5167	1.4097	1.3401	100.00%		
T008	Baltimore	1.4895	1.5167	1.4097	1.3401	100.00%		
T043	Cavendish	1.4895	1.5167	1.4097	1.3401	100.00%		
T047	Chester	1.4895	1.5167	1.4097	1.3401	100.00%		
		-	-	-	-	25100.00%		
		-	-	-	-	25100.00%		
		-	-	-	-	25100.00%		
		-	-	-	-	25100.00%		
		-	-	-	-	25100.00%		
		-	-	-	-	25100.00%		
28.	Anticipated income cap percent to be prorated from Green Mountain USD [((\$20,742.90 ÷ \$17,600) x 2.00%)]	2.42% based on 2.00%	2.49% based on 2.00%	2.35% based on 2.00%	2.36% based on 2.00%	28.		
<b>Prorated union income cap percentage for members of Green Mountain USD</b>		<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>	<b>FY23 Pe</b>		
T004	Andover	2.42%	2.49%	2.35%	2.36%	100.00%		
T008	Baltimore	2.42%	2.49%	2.35%	2.36%	100.00%		
T043	Cavendish	2.42%	2.49%	2.35%	2.36%	100.00%		
T047	Chester	2.42%	2.49%	2.35%	2.36%	100.00%		
		-	-	-	-	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 \$1.00 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)

## Green Mountain Unified School District

	Actual 2019-2020	Actual 2020-2021	Budget 2021-2022	Actual 2021-2022	Approved Budget 2022-	Proposed Budget 2023-
Revenue						
Subgrant - CFR LEA Grant	\$0	\$70,380	\$0	\$0	\$0	\$0
Prior Year Fund Balance	\$0	\$0	\$0	\$0	\$500,000	\$500,000
Tuition	\$111,665	\$1,045,440	\$1,120,000	\$1,035,128	\$968,000	\$978,628
Interest	\$5,352	\$529	\$5,000	\$412	\$1,000	\$1,000
Town of Chester - Williams/Ingalls	\$1,377	\$0	\$1,300	\$542	\$1,300	\$600
Town of Andover - Lease/Deed Interest	\$103	\$103	\$103	\$103	\$103	\$103
Rental	\$11,300	\$0	\$2,500	\$760	\$2,500	\$2,500
School to Work Reimbursement	\$20,862	\$0	\$0	\$0	\$0	\$0
From Transportation Reserve	\$50,000	\$0	\$0	\$0	\$0	\$0
Miscellaneous Revenue	\$4,283	\$3,882	\$6,500	\$7,148	\$6,500	\$6,500
VSAC Gear Up	\$669	\$3,663	\$0	\$3,488	\$0	\$0
General State Support Grant	\$11,315,807	\$11,589,952	\$11,707,566	\$11,707,568	\$12,518,297	\$13,632,161
Tech Center- On Behalf of	\$182,870	\$225,958	\$237,007	\$237,007	\$230,535	\$227,417
Tech - Unenrolled Residents	\$1,410	\$0	\$0	\$1,563	\$0	\$0
Merger Grant	\$52,772	\$52,772	\$52,772	\$52,772	\$52,772	\$52,772
High School Completion	\$14,924	\$6,718	\$3,500	\$10,587	\$3,500	\$3,500
Driver's Ed Reimbursement	\$5,347	\$9,047	\$5,500	\$6,438	\$9,000	\$6,500
Adjustment to Prior Year	\$0	\$4,060	\$0	\$15,982	\$0	\$0
Medicaid Revenue	\$166,000	\$92,222	\$122,000	\$122,000	\$122,000	\$0
State Placed Student Reimb	\$18,357	\$0	\$0	\$0	\$0	\$0
MAC Reimbursement	\$369	\$0	\$0	\$0	\$0	\$0
Technology Repairs	\$675	\$0	\$0	\$7	\$0	\$0
Sales of Old Technology	\$8,150	\$34,380	\$0	\$11,995	\$0	\$0
Device Loss or Damage	\$4,350	\$6,894	\$0	\$11,344	\$0	\$0
E-Rate	\$2,603	\$21,910	\$0	\$0	\$0	\$0
Food Service	\$267,113	\$261,213	\$267,366	\$419,910	\$251,193	\$380,799
TRSU Reimbursement for Clinician	\$31,848	\$44,762	\$31,799	\$36,907	\$33,506	\$40,413
Prior Year Special Ed Reimbursement	\$5,248	\$5,258	\$0	\$6,492	\$0	\$0
Special Education Reimbursement	\$629,277	\$477,812	\$678,328	\$638,633	\$0	\$0
Preschool Collaborative					\$4,810	\$4,280
	\$12,912,731	\$13,956,953	\$14,241,241	\$14,326,786	\$14,705,015	\$15,837,173

\$13,632,161  
 \$227,417  
 \$13,859,578

668.16 FY24 Equalized Pupil

\$20,742.90 FY24 Cost per Pupil

\$22,204 FY24 Threshold

\$1,132,158 7.70% Increase

\* Detail budgets available on the TRSU website

# FY24 Proposed Budget (Condensed)

Green Mountain Unified 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	\$173,082	\$160,266	\$158,792	\$143,491	\$157,729	\$152,795	-\$4,933	-3.13%
Preschool	\$226,007	\$156,691	\$254,010	\$199,997	\$225,370	\$272,104	\$46,734	20.74%
Elementary Education	\$2,328,601	\$2,525,683	\$2,597,781	\$2,675,054	\$2,682,844	\$2,754,397	\$71,553	2.67%
High School	\$3,001,708	\$3,111,450	\$3,382,085	\$3,305,022	\$3,312,071	\$3,473,078	\$161,007	4.86%
Library	\$185,705	\$135,885	\$210,170	\$206,626	\$246,833	\$265,716	\$18,883	7.65%
Guidance/ Mental Health	\$546,016	\$656,293	\$634,265	\$623,915	\$675,833	\$738,737	\$62,904	9.31%
Principal's Office	\$881,870	\$631,299	\$794,547	\$769,903	\$920,375	\$966,984	\$46,608	5.06%
Technology	\$354,182	\$392,165	\$412,787	\$427,015	\$450,472	\$460,456	\$9,984	2.22%
Maintenance	\$1,218,176	\$1,201,544	\$1,393,876	\$1,311,933	\$1,402,628	\$1,776,404	\$373,775	26.65%
Special Education	\$2,310,974	\$2,029,696	\$2,416,224	\$2,526,968	\$2,511,828	\$2,732,744	\$220,917	8.80%
Title I	\$54,807	\$33,254	\$62,741	\$57,221	\$59,250	\$62,970	\$3,720	6.28%
Teacher Leader/Professional Development	\$80,974	\$67,922	\$90,034	\$82,601	\$93,004	\$123,501	\$30,497	32.79%
Board of Education/ HRA Reserve	\$701,059	\$644,579	\$937,514	\$720,927	\$959,622	\$1,010,668	\$51,046	5.32%
Transportation/ Crossing Guard	\$281,094	\$278,022	\$358,918	\$269,625	\$336,515	\$275,483	-\$61,032	-18.14%
Food Service	\$387,746	\$328,103	\$326,466	\$459,788	\$369,211	\$452,373	\$83,162	22.52%
Nurse	\$177,906	\$192,373	\$211,030	\$204,733	\$301,430	\$318,762	\$17,332	5.75%
	\$12,909,907	\$12,545,226	\$14,241,241	\$13,984,820	\$14,705,014	\$15,837,173	\$1,132,158	7.70%

\* 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 27, 2023

School Board of Directors  
Green Mountain Unified School District

Re: Annual Certified Public Audit

The Green Mountain Unified 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

<b>REVENUE:</b>	<b>FY21 Actual</b>	<b>FY22 Actual</b>	<b>FY23 Approved Budget</b>	<b>FY24 Proposed Budget</b>	<b>Percent Change</b>	<b>Dollar Change</b>
<b>Central Office</b>						
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		
<b>Special Ed</b>						
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	\$ -	\$ -	\$ -		
<b>Transportation</b>						
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	\$ -	\$ -		
<b>TRSU Local Budgets Total</b>	<b>\$ 5,963,777</b>	<b>\$ 6,934,037</b>	<b>\$ 7,228,001</b>	<b>\$ 8,202,613</b>	<b>13.48%</b>	<b>\$ 974,612</b>
<b>Grants</b>						
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		
<b>Total Revenues</b>	<b>\$ 7,050,240</b>	<b>\$ 8,133,951</b>	<b>\$ 8,390,387</b>	<b>\$ 9,588,236</b>	<b>14.28%</b>	<b>\$ 1,197,849</b>
<b>EXPENSES:</b>						
<b>Central Office</b>						
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	\$ -	\$ -		
	<b>\$ 971,864</b>	<b>\$ 1,042,517</b>	<b>\$ 1,102,800</b>	<b>\$ 1,209,495</b>	<b>9.67%</b>	<b>\$ 106,695</b>
<b>Special Education</b>						
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		
	<b>\$ 4,447,767</b>	<b>\$ 5,353,259</b>	<b>\$ 5,530,655</b>	<b>\$ 6,403,081</b>	<b>15.77%</b>	<b>\$ 872,426</b>

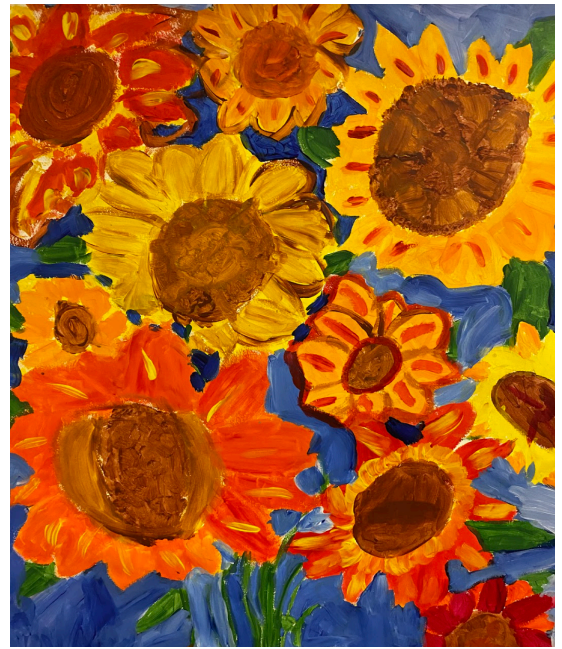
<b>Transportation</b>									
Salaries and Benefits	\$	242,817	\$	274,277	\$	319,905	\$	305,668	
Training; Radios; Testing	\$	6,175	\$	6,559	\$	8,640	\$	7,310	
Repairs & Maintenance	\$	19,932	\$	25,737	\$	35,000	\$	41,500	
Fuel	\$	23,882	\$	52,110	\$	47,500	\$	58,500	
Insurance	\$	3,872	\$	5,334	\$	5,860	\$	6,060	
Supplies & Advertising	\$	3,893	\$	6,366	\$	11,639	\$	8,150	
Bus Payment	\$	243,572	\$	167,879	\$	166,002	\$	162,850	
	\$	<b>544,143</b>	\$	<b>538,262</b>	\$	<b>594,546</b>	\$	<b>590,038</b>	-0.76% \$ (4,508)
TRSU Local Budgets Total	\$	<b>5,963,774</b>	\$	<b>6,934,037</b>	\$	<b>7,228,001</b>	\$	<b>8,202,614</b>	13.48% \$ 974,613
<b>Grants</b>									
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	
<b>Total Expenses</b>	\$	<b>1,086,463</b>	\$	<b>1,199,914</b>	\$	<b>1,162,386</b>	\$	<b>1,385,623</b>	
<b>Net TRSU Proposed Budget</b>	\$	<b>7,050,240.16</b>	\$	<b>8,133,950.54</b>	\$	<b>8,390,387</b>	\$	<b>9,588,236</b>	14.28% \$ 1,197,849 Increase

\*Detailed budgets available on the TRSU website

# District Artwork



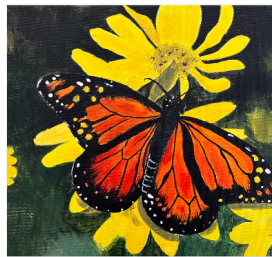
CTES



CAES



GMUHS



GMUHS



CAES



CTES



GMUHS

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