

# **GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT**

**ANDOVER | BALTIMORE | CAVENDISH | CHESTER**

## **ANNUAL REPORT**



Artwork by GMUHS Student

**REPORTS FROM 2022-2023 & BUDGET PROPOSAL FOR 2024-2025**

**ANNUAL INFORMATIONAL HEARING  
THURSDAY, FEBRUARY 29, 2024**

## **Public Informational Hearing**

~Thursday, February 29, 2024 at 6:00 PM~  
Green Mountain Union High School - Library  
Zoom: <https://trsu.zoom.us/j/82364664202> phone: 646-876-9923

## **Annual Meeting**

~Thursday February 29, 2024 at 6:00 PM~  
Green Mountain Union High School Auditorium

## **Voting by Australian Ballot**

~Tuesday, March 5, 2024~  
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 CTES

**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/82364664202> Phone: 646-876-9923**

**Thursday, February 29, 2024 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 2024-2025.



# WARNING

## GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT

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### ANNUAL SCHOOL DISTRICT MEETING

Green Mountain Union High School  
Thursday, February 29, 2024 at 6:00 PM

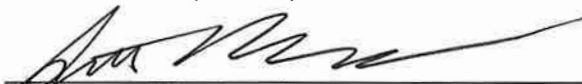
The legal voters of Green Mountain Unified School District, consisting of the towns of Andover, Baltimore, Cavendish and Chester are hereby warned to meet to transact at that time business not involving voting by Australian ballot or voting required by law to be by ballot. The business to be transacted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

- Article 1:** To elect a moderator for a one year term beginning July 1, 2024.
- Article 2:** To elect a clerk for a one year term beginning July 1, 2024.
- Article 3:** To elect a treasurer for a one year term beginning July 1, 2024.
- 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 **\$750.00**?
- 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, 2023.
- 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 18, 2024.

#### Board of Directors:

\_\_\_\_\_  
Rick Alexander (Chester)


  
\_\_\_\_\_  
Scott Kendall (Andover)

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

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

  
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Joshua Schroeder (Chester)

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Jeff Hance (Chester)

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

  
\_\_\_\_\_  
Steve Perani (Cavendish)

  
\_\_\_\_\_  
Lisa Sanders (Cavendish)

  
\_\_\_\_\_  
Adrienne Williams (Baltimore)

Received, filed and recorded this Jan 23, 2024

  
\_\_\_\_\_  
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 5, 2024**

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 5, 2024 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 \$17,440,030.00 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 \$13,079.03 per Long Term Weighted (LTW) equalized pupil.

Approved at a Duly Warned Meeting on January 18, 2024.

### Board of Directors:


\_\_\_\_\_  
Rick Alexander (Chester)


  
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Scott Kendall (Andover)

  
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Katie Murphy (Chester)


  
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Lois Perlah (Chester)

  
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Joshua Schroeder (Chester)

  
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Steve Perah (Cavendish)

  
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Lisa Sanders (Cavendish)

  
\_\_\_\_\_  
Adrienne Williams (Baltimore)

Received, filed and recorded on Jan 23, 2024

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

# Green Mountain Unified School District Board Public Informational Hearing Minutes

Thursday, March 2, 2023

GMUHS Library

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 2023-2024.

## I. ROLL CALL/CALL TO ORDER:

**Board:** Joe Fromberger, Lois Perlah, Deb Brown, Josh Schroeder, Dennis Reilly, Adrienne Williams, Steve Perani, Katie Murphy, Rick Alexander, Jeff Hance

**Staff:** Lauren Fierman, Cheryl Hammond, Keith Hill, Amber Wilson, Katherine Fogg

**Public:** Deb Aldrich, Diane McNamara, Jeanette Haight

Mr. Fromberger called the meeting to order at 6:16 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 noted that the goal of the FY24 budget is to support academic improvement and continued recovery efforts, while also limiting funding increases. She reminded the audience that inflation affects every aspect of the budget. The proposal is \$15,837,173, which represents a 7.7% increase over the approved FY23 budget. She outlined the primary drivers: \$357,000 increase in the TRSU assessment, \$190,000 increase in supplies and utilities, \$175,000 increase in salaries, and almost \$100,000 increase in the cost of benefits. She also explained that the increase in the TRSU budget was due to increases in special education costs as well as salaries and benefits. She also reported that over 61% of the GMUSD budget is salaries and benefits. She shared a pie chart of how the budget was broken down by various items. She also shared some historical data on prior budgets, based on line item. She also noted that this budget proposal includes a capital reserve amount of \$200,000. Since the bond didn't pass, they will need to locally fund some of the system repairs.

Ms. Fierman shared the budget breakdown by school, including historical data and outlined the major changes within each school. At CTES, there is a 1.13% decrease due to a reduction of one classroom teacher, increase 0.1 fte art and music, reduction of 2 para-educators, ground prep for playground. She also noted that the overall salary decrease was \$96,000 and the overall benefit increase was \$2,000. At CAES, there is a 4.97% increase, however there were no staffing changes for FY24, the salary increases were \$68,000, and the benefit increases were \$57,000. At GMUHS, there is a 4.04% increase which is due to a reduction of one classroom teacher, increase in the tech ed position from .67 to 1.0 fte, a shift in funding for the school to work coordinator. This represents an overall salary increase of \$130,000 and benefits increase of \$35,000.

Ms. Fierman shared the TRSU budget summary and history, as well as the main drivers to the special education budget. Student transportation increased from \$378,000 to \$516,000; elementary tuition increased from \$150,000 to \$215,000; more behavioral interventionist which increased the expense from \$203,000 to 301,700, due to increased student needs. The 1.0 fte special educator position that

was funded through covid money was moved to the general fund since the position is still needed. This is an added cost of \$102,500; and there is an added .5 fte out of district coordinator in order to meet student needs. She shared the savings realized from the TRSU special education programs: Autism-\$829,000 and Social Emotional Needs-\$349,000, or over \$1.1 million in what would be additional special education costs.

Ms. Hammond noted that while there are salary and benefit increases, but there are many other increases not related to salary—food and fuel costs, as well as cyber security insurance. There was discussion about national inflation rates and cost of living increases. Mr. Fromberger noted that this board as well as the TRSU board and the LMH board have looked at these costs and have found them necessary and unavoidable. Ms. Fierman reminded everyone that voting is happening on Tuesday and encouraged everyone to vote at their normal polling locations.

**III. ADJOURNMENT:**

Mr. Fromberger adjourned the meeting at 6:25 p.m.

Respectfully Submitted,

Amber Wilson  
Board Clerk





MINUTES OF THE GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT  
ANNUAL MEETING  
MARCH 2, 2023

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. He recognized the people present on zoom noting that they can observe but cannot participate.

The Moderator read the Warning. He also reminded the voters of the Australian ballot vote next week.

ARTICLE I: To elect a moderator for a one-year term beginning July 1, 2023. A motion was made by Diane McNamara to nominate William Dakin as Moderator. Seconded by Deb Brown. The motion passed.

ARTICLE II: To elect a clerk for a one-year term beginning July 1, 2023. A motion was made by Deb Brown 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, 2023. A motion was made by Joe Fromberger to nominate Wayne Wheelock as Treasurer. Seconded by Lois Perlah. 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 Rick Alexander. 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? Josh Schroeder noted that other school boards have a larger treasurer stipend. As such he would like to see the stipend at \$750. Katie Murphy moved to set the honorarium at \$500. Lauren Fierman seconded. Josh Schroeder moved to amend the motion to increase the honorarium to \$750 and explained the rationale for that increase. Rick Alexander seconded the amendment motion. The motion to amend the article passed. Mr. Dakin read the article as amended. The motion to set the honorarium at \$750 carried.

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 Joe Fromberger. Seconded by Katie Murphy. 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 Lois Perlah. 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, 2022. 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 Katie Murphy. 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 establish 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, February 29, 2024. 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.

Mr. Fromberger moved to adjourn at 6:15 p.m. Ms. Murphy seconded. The motion passed.

# GREEN MOUNTAIN UNIFIED SCHOOL DISTRICT ANNUAL REPORT

To the residents of ANDOVER, BALTIMORE, CAVENDISH and CHESTER

January 2024

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 February 29, 2024. 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 2024/2025 is \$17,440,030.00. As a result of Vermont's new funding formula, which doubles the number of students included in our district, our cost per student is \$13,079.03. 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 appointment of Lisa Sanders to replace Dennis Reilly and the election of Scott Kendall to replace Joe Fromberger and Kate Lamphere to replace Julia Gignoux.
- On January 18, 2023, the Board voted to hire Joey Blane as Principal for CAES.
- In February 2023 the Board approved a new three (3) year Support Staff contract that covers both TRSU and GMUSD support staff.
- On May 15, 2023, the Board voted to hire John Bradley as Principal for GMUHS.
- On May 18, 2023, the Board voted to hire Kate Leathe as Assistant Principal for GMUHS.
- On May 31, 2023, the Board voted to hire Dale Mann to be the Principal at CTES.
- The June 16, 2023, Green Mountain High School commencement was well attended and recognized some extraordinary accomplishments by our graduates.
- In July 2023 significant flooding affected our communities and recovery efforts have been ongoing. CAES lost use of its outbuilding and has rearranged classroom locations to manage the reduced space.

- In August 2023 the CTES Playground renovation was completed.

**Student Enrollment:**

Student enrollment at both Elementary Schools has decreased slightly with the January counts of 234 students at CAES and 77 students at CTES. Enrollment at the High School is also down slightly to 305.

**Budget Highlights:**

On January 18, 2024 the Board voted to submit to the voters a budget of \$17,440,030.00. We estimate that with this budget number, the District tax rate would be about \$1.426/100, which is a slight increase over the current rate of \$1.343/100. You can find additional budget information on the TRSU.org website.

We would urge voters to attend the Budget Informational meeting, either in person or via Zoom on Thursday, February 29, 2024, 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,  
Adrienne Williams  
Board Chair

**Green Mountain Unified School District Directors:**

- Rick Alexander– Chester
- Jeff Hance – Chester
- Scott Kendall – Andover
- Kate Lamphere – Cavendish
- Katie Murphy – Chester
- Steve Perani – Cavendish
- Lois Perlah – Chester
- Lisa Sanders – Cavendish
- Josh Schroeder – Chester
- Adrienne Williams - Baltimore

## **Message from the Superintendent**

Last year, through the now completed work on the Portrait of a Graduate, members of our educational community drafted a new vision statement. The TRSU board officially adopted this language in December 2023. I am very pleased to share it with all of you here:

**The Two Rivers Supervisory Union is committed to guiding students to be adaptable, empathetic, responsible, collaborative, strong communicators who engage in critical thinking and achieve academic excellence.**

This statement, which includes all the characteristics of a TRSU graduate, will guide the work of our schools in the coming years. The board further adopted the use of the motto you will start to see in all of our schools:

### **The Schools of the Two Rivers Supervisory Union**

**Striving for Excellence**

**All Students**

**All Staff**

**Every Day**

I am pleased to share with you information on the 2023-2024 work of all TRSU schools toward positive academic outcomes, positive social interactions, and positive emotional and developmental growth for all our students.

We have several new administrators who joined the team at TRSU on July 1, 2023. You will see their annual reports in the GMUSD and LMHUUSD booklets.

- **Dale Mann** is the new principal at Cavendish Town Elementary School
- **Joey Blane** is the new principal at Chester Andover Elementary School
- **John Broadly** is the new principal and **Kate Leathe** is the new assistant principal at Green Mountain Union High School
- **Deb Fishwick** is the new principal of Ludlow Elementary School

In other hiring news, Lauren Baker, who has been our dedicated Technology Director for many years, will be retiring from that position as of June 30, 2024. We are pleased to have Julie Parah, who has been the K-12 Math Coordinator for the past two years, stepping in to fill that role. We are restructuring the technology department so that it will coordinate more closely with our classroom teaching and learning expectations. Technology is integrated into all of our lives now – and into all of our schools.

Emma Vastola, who has been the K-6 Literacy Coordinator for the last two years, has been hired to continue her work in 2024-2025 as our new Curriculum Director. She has been supporting our K-6 teachers and students in their second year of implementation of our new Literacy Program. We are already seeing improvement in our students' reading skills and look forward to making continued gains. Julie and Emma have been working as a team for the last two years to provide support for new curriculum, instructional improvements and professional development. I am delighted that they will be able to continue to work together in their new roles.

Our professional development goals this year were centered on implementation of Multiple Layered Systems of Support (MLSS) in all schools, continued support for the new literacy program, and increased use of data to inform instruction at all levels. Connected to the MLSS work, Jess Kessler (mental health clinician for GMUHS) was awarded a Rowland Fellowship for this year. This prestigious honor comes with support for her research project into how to create a positive mental health and wellness environment within our schools. In order to be successful, our students sometimes need a wide variety of clinical assistance, both mental and physical. At the end of this year, Jess will have recommendations for ways to provide those wrap around supports for our students and families.

The budgets for the TRSU and both school districts this year are challenged by our increased special education needs as well as the 16.4% increase in health benefit costs. We have reduced expenses in transportation and in the salary costs at several of our schools. At the same time, because of those increases in special education expenses, the assessment from the TRSU to both districts is up by a considerable amount. We are hopeful that the MLSS work, designed to reduce the number of students who need special education support in the future, will eventually have the effect of lowering those expenses.

The change in the funding formula from the state for this year has wildly complicated discussion around our budgets. We have the ability, under the new formula, to increase our education spending without a corresponding level of increase to the base tax rate. This is in large part the result of being given credit for more students based on the needs of our population that live in poverty.

The GMUSD proposed budget is \$17,440,030. The cost per pupil is \$13,079.03. While the GMUSD budget represents an increase in spending over last year, the base tax rate, as a result of the new funding formula, will be only a \$0.0861 increase.

The LMHUUSD proposed budget is \$9,134,520. The cost per pupil is \$13,287.45 which is a 1.46% increase over last year's cost per pupil of \$13,096.72. Again, as a result of changes to the education funding formula, the overall budget represents only a .01 increase to the base tax rate.

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)).

As many of you are aware, June 30, 2024, will be my last day with the TRSU. It has been a pleasure beyond words to work with the dedicated families and students, the talented faculty and staff, and committed school board members who are part of our educational community. Despite broken water mains, global pandemics, PFAS and PCBs, it has been a joy to be part of this group of generous, flexible, and kind people, all making the vital work of public education happen. Thank you for all your support over the years.

Sincerely,  
Lauren Fierman  
Superintendent of Schools

## Special Education Report

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

Our Essential Early Education (EEE) program provides services to 3-5 year old preschool children with developmental delays, as well as preschoolers who are “at risk” for future school difficulties. The Two Rivers Supervisory Union participates in a Pre-School Collaborative to serve students in Baltimore, Cavendish, Chester and Andover. The collaborative includes the Little School in Weston, Chester Community Preschool (Headstart) in Chester, Stepping Stones in Cavendish, Suzy’s Little Peanuts in Springfield, As We Grow in Proctorsville, World of Discovery I in Perkinsville, The Grammar School in Putney, Happy Feet Childcare in Springfield, Mill River Unified Union School District, 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 Patterns of Behavioral Services from Keene, NH 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 receives consultation from Catherine Bell, Special Educator and the Vermont I-Team to assist in programming. The program is staffed by Emily Morton, Special Educator; and Lawrie Roundy and Alessandra Padilha, Registered Behavior Technicians. Other services are provided by Janet Kennedy Farmer, Speech-Language Pathologist Assistant, and Michelle Ahlcrona, Speech-Language Pathologist, Whitney Haber, Occupational Therapist, and Lorna Woodall, Physical Therapist

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

Rachel Root, Special Educator, serves as the SU leader for high school transition services. Cathy Herrick and Darren McIntyre, Special Educators, serve as the Out of District LEAs (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.

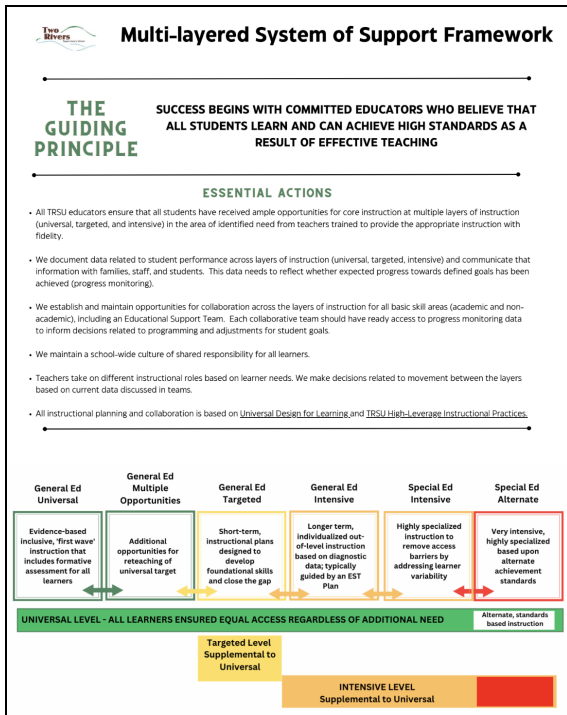
The students who receive special education services through the **Green Mountain Unified School District** attend the Preschool Collaborative, Cavendish Town Elementary School, Chester-Andover Elementary School, and Green Mountain Union High School. These students receive individualized instruction, according to their IEPs by a staff of educators, including Special Educators Catherine Siggins, Nancy McNally, Tracy Churchill, Amy Hamblett, Mary Pelkey, Susan Chelton, Caroline Comley, Mary DeSimone, Patrick Wheeler, , 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





Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching. Two Rivers is committed to the Guiding Principle of the [TRSU MLSS Framework](#) (MLSS) with a commitment to improving student outcomes through a continued focus on developing our data-driven culture and using [High-Leverage Instructional Practices that Empower Students to Own Their Learning](#). The academic areas of greatest need system-wide are in literacy and math. By focusing on these key cultural, instructional and academic areas more strategic, personalized and student-centered learning will occur and affect academic achievement and success.

The data presented in the sections below is focused on K-6 in part because the Vermont Agency of Education (VTAOE) has not yet released 2023 VTCAP data summaries for public dissemination.

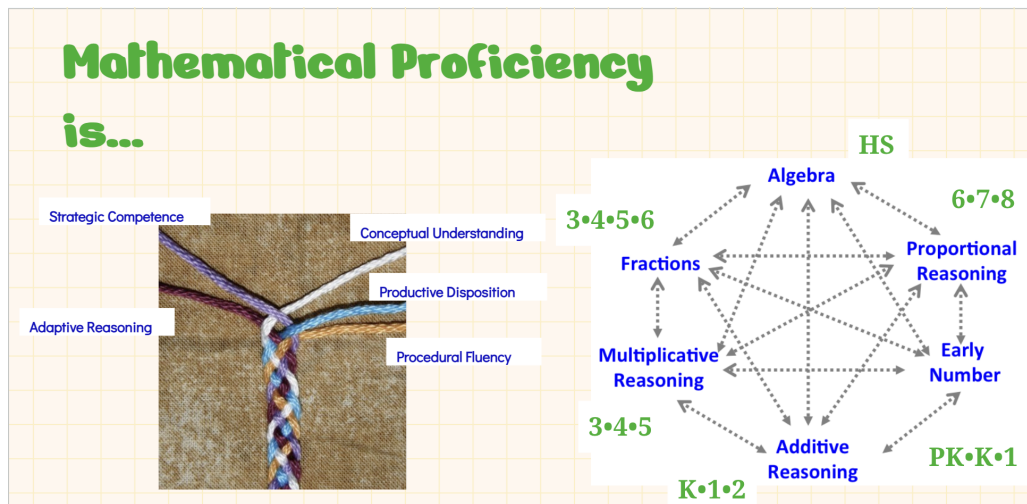
Julie Parah, K-12 Math Coordinator/Coach  
Emma Vastola, K-6 Literacy Coordinator/Coach

## ACADEMIC ACHIEVEMENT & SUCCESS: MATH

For the 2022-23 and 2023-24 academic years, federal COVID relief funds have made it possible for TRSU to have a K-12 Math Coordinator/Coach. During this time, progress has been made across three focus areas. First ①, shifting our math culture so that everyone believes they can learn and think mathematically. 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. In mathematics, “Striving for Excellence, All Students, All Staff, Every Day” looks like all adults in our system embracing 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.

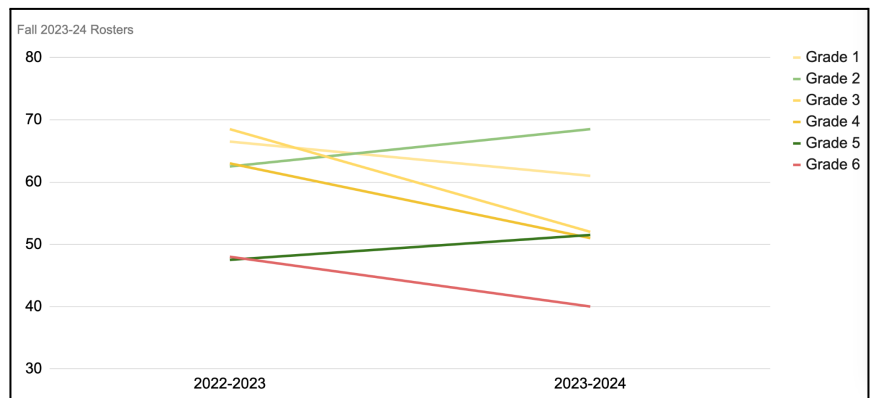
# Curriculum, Instruction & Assessment 2023-2024 Annual Report

The TRSU K-6 Math curriculum is implemented using [Everyday Mathematics, EM4 Edition](#)<sup>1</sup>. Everyday Math is a program based on more than 50 years of research in mathematics education. It provides a framework of assured learning experiences for our youngest learners that takes into consideration the prior knowledge and disposition students bring to school. The program is organized in a coherent design around how and what children should learn, and includes instructional tools supporting teachers to develop productive, adaptive math skills and knowledge for our students. Conceptual understanding in whole number and fraction number sense as well as additive and multiplicative reasoning in grades K-6 prepares students for development of proportional and algebraic reasoning in grades 7-12, completing the foundational math skills and knowledge students require to be college, career and life ready upon graduation.



The Mathematics Improvement Network, [Developing Mathematical Proficiency](#)

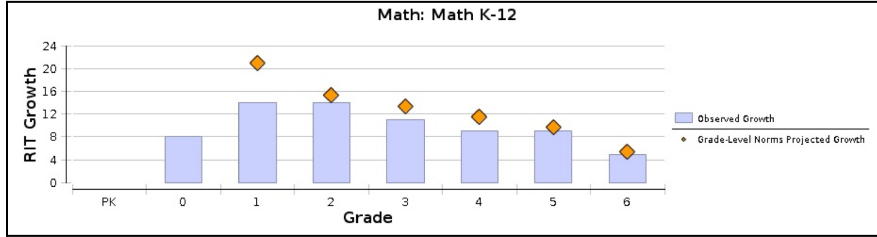
TRSU uses a [multi-layered system of support](#) to maximize student achievement. The goal is for 80% of students to be proficient in mathematics as a result of effective universal core instruction with the remaining 20% also receiving data-informed targeted or intensive intervention, as needed, to supplement core instruction. According to NWEA MAP Growth benchmark results, our K-6 system overall is currently performing in the 60th median achievement percentile across all buildings and grades. By grade level, the graph at right shows that students in Grades 2 and 5 have improved achievement levels when comparing Fall 2022 to Fall 2023 results, while achievement levels have declined over the same time



<sup>1</sup> Explanations for many of the common questions parents have about the Everyday Mathematics curriculum can be found at this website - <https://everydaymath.uchicago.edu/parents/understanding-em/index/>

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period for other grade levels. In addition to overall achievement measures, NWEA data measures growth performance which shows that Grades 2, 5 and 6 are at or near target growth levels, while Grades 3 and 4 are slightly below. Realizing our 80% goal will require observed growth that is above grade-level

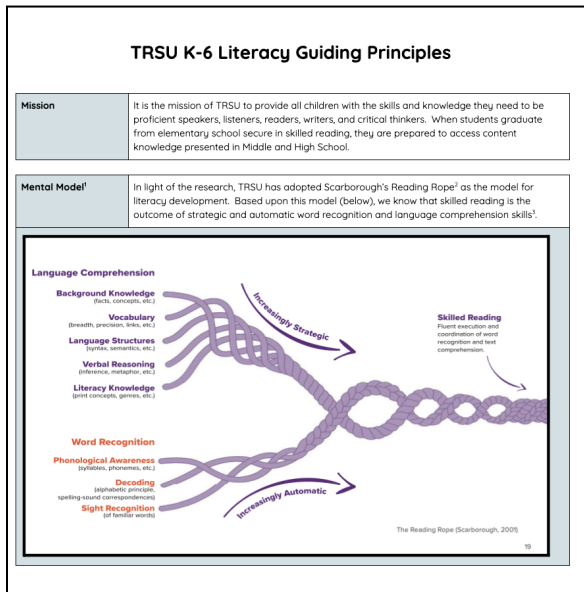


norms. This will be accomplished by continuing our shift toward teaching all students on grade level while specifically connecting back to targeted priority skills/knowledge to scaffold success. It will also rely on continued educator professional learning and collaboration to implement the TRSU [high-leverage instructional practices](#). While progress is being made, as evidenced by the improvements for Grades 2 and 5, the continuation of this essential work will both reverse the declining trend in other grade levels and support all students to become adaptable critical thinkers who can demonstrate their ability to apply mathematical content knowledge to real world situations.

## 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.



In June of 2023, the ELA Advisory Committee drafted the [TRSU K-6 Literacy Guiding Principles](#). This document outlines how we teach reading within Two Rivers. We are committed to ensuring equity so our students grow to love reading and experience their highest potential through literacy instruction that is grounded in evidence-based practices. When students graduate from elementary school secure in skilled reading, they are prepared to access content presented in Middle and High School.

Two Rivers has made a commitment to using a Structured Literacy approach to support students to become skilled readers. A Structured Literacy Instructional model emphasizes the highly explicit,



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scaffolded, diagnostic and systematic teaching of the structure of language. These language structures include phonology (the speech sound system), sound/symbol associations, syllable structures, orthography (the writing system), syntax (the structure of sentences), morphology (the meaningful parts of words), semantics (word meaning and the relationship among words), and the organization of spoken and written discourse.

Two Rivers K-6 ELA coordinated [curriculum](#) includes an adopted set of programs that are aligned with the current research on how students learn to read. We believe the use of high-quality instructional materials (HQIM) like the programs (Heggerty, Foundations, Geodes, EL Education) we have adopted:

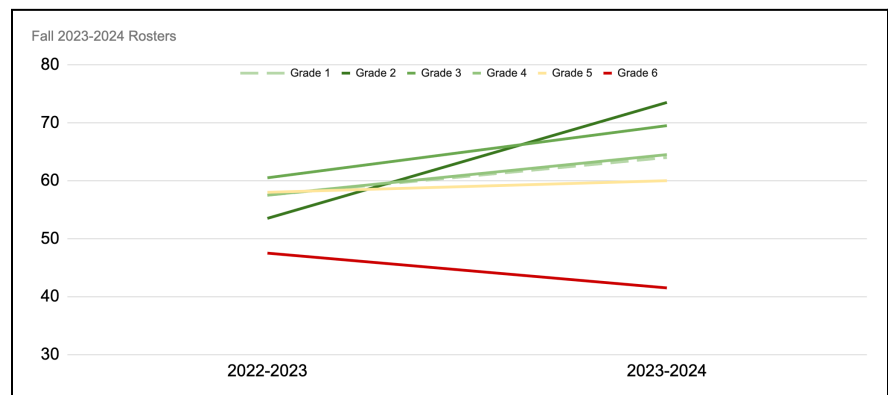
- Make greater access to grade-appropriate assignments an urgent priority for all students, no matter their race, income level, or current performance level;
- Give all students access to instruction that asks them to think and engage deeply with challenging material;
- Ensure educators enact high expectations for student success by seeing firsthand that students are capable of succeeding with more rigorous material.

Another critical element of Two Rivers approach to reading is a commitment to using [assessment tools](#) (formative, summative, and progress monitoring) to guide decision-making about student instructional needs. Assessment is one component of our Multi-Layered System of Support (MLSS) model for literacy instruction at TRSU. [MLSS](#) uses universal screenings, diagnostic assessments, progress monitoring tools, and outcome assessment to ensure all students reach their highest potential.

Upon the implementation of these programs, practices and assessment changes, Two Rivers overarching literacy goals are

- 80% of TRSU’s students are proficient in reading through first layer Universal Core Instruction.
- 90% of TRSU’s students are proficient or above in reading by the end of Grade 3 and remain proficient or above beyond Grade 3.

The Fall 2023 NWEA MAP Growth benchmark results state that our K-6 system overall is currently performing in the 64th median achievement percentile across all buildings and grades. By grade level, this Graph shows that students in Grades 1 through 5 have improved achievement levels when comparing Fall 2022 to Fall 2023 results, while achievement levels have

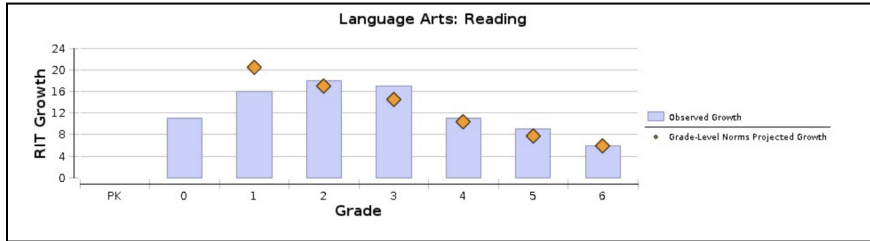




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declined over the same time period for Grade 6. The average achievement score of 64% is closer to but still far away from the Two Rivers goal of 80% of TRSU’s students are proficient in reading through first layer Universal Core Instruction.

In addition to overall achievement measures, NWEA data measures growth performance which shows that Grades 2 through 6 are at or above target growth levels, while Grade 1 is slightly below. Closing the gap to realize our 80% goal will require observed growth that is above grade-level norms. This will be accomplished by continuing our shift toward teaching all students on grade level while



specifically connecting back to targeted priority skills/knowledge to scaffold success.

To target our areas of growth, Two Rivers will continue to focus on

understanding the skills and knowledge (specifically the planning, practices and approach) occurring in Grades 1-5, and leverage these strengths to support growth and achievement in Grade 6. In addition, Two Rivers will celebrate our progress while continuing to build our collective efficacy, enhance the coherence of our adopted literacy programs, ensure the use of evidence-based practices and assessment in all schools in order to ensure equitable outcomes for all students.

# Principal Report

## Cavendish Town Elementary School 2023

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 (CTES) enrollment is currently 75 students (4 home school students included would be 79). As of this date, 25% of our student population is served on an Individualized Education Plan (IEP) both in the classroom and in our learning center. These students are academically served by Special Educators, Related Services Personnel, Classroom Teachers and Paraprofessionals. Through our Multi-Layered Systems of Support (MLSS) efforts, Education Support Plans (ESP) are developed to provide timely interventions for students. Currently, the following percent of students are on an ESP: 34% (Mathematics), 34% (English Language Arts) and 13% (Social/Emotional Counseling Support). 58% of students at CTES are on free and reduced lunch.

K	20
1	7
2	8(1)*
3	9
4	11
5	6(1)*
6	19(2)*
Total	80 (4)*

\*-homeschool students who attend only specials

### SECTION II – PERSONNEL

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Dale E. Mann	Principal
Donna Hamilton	Administrative Assistant
Holly Gauding	Teacher- Kindergarten
Amanda Gross	Teacher - Grade 1/2
Ellen Cameron	Teacher – Grade 3/4
Ashley Arvidson	Long-Term Substitute Teacher Grade 3/4
Ann Thompson	Teacher - Grade 5/6
Jennifer Harper	Teacher – Grade 5/6
Julie Kelley	Teacher -Physical Education and Art
Dawn Tyrrell	Teacher - General and Instrumental Music*
Tracy Churchill	Teacher - Special Education
Nancy McNally	Teacher - Special Education
Beth Salisbury	Teacher - Title I Reading Interventionist
Dennis Boskello	Teacher Grade 2 Math & Math Interventionist
Carol Lancaster	Planning Room
Lisa Merrill	Paraeducator
Janet Sager	Paraeducator*
Ann Marie Sheldon	Special Education /504 Paraeducator
Matt Neronsky	Personal Care Assistant
Kristie Palowski	Personal Care Assistant
Lorna Woodall	Physical Therapist*
Whitney Haber	Occupational Therapist*
Maureen Stevens	School Counselor
Jessica Pierce	School based Clinician*
Keith Slobodnjak	GMUSD IT Coordinator

Jerry Szawerda	Bus Driver
Jane Guerin	Food Service*
Lori Jones	Food Service Manager
Anthony LaBombard	Building Supervisor/ Head Custodian
Deborah Gruber	Evening Custodian*
Aaron Stephens	Evening Custodian*
Sam Parker	Speech and Language Clinician*
Marion Brody	Speech and Language Clinician*
Andria Donohue	Nurse

\* Denotes part-time

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

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CTES is a dynamic K-6 school that continues to be the community hub for the villages of Proctorsville and Cavendish, Vermont. CTES continues to provide students with the foundational skills to be highly successful in middle school and beyond.

Students in grades K-6 participate in art, general music, physical education and library/media class each week. Students in grades 3-6 can participate in chorus and instrumental music in grades 4-6. CTES will be continuing to expand after-school and extracurricular programming to meet the various interests of students. After-school programming will work to further connect students with school as they self select activities, clubs and teams to meet the varied needs of students.

The students take pride in their school and community. Each morning the entire school gathers by the flagpole at the front of the building. Sixth graders raise the flag and each class alternates leading the “Pledge of Allegiance” followed by the School Pledge. Students pledge to “do their best to be the best.” Each day students “will listen, follow directions, be honest, and respect the rights of others.” CTES students “can learn and will learn.” Students take ownership as they exclaim, “You see, I know it’s all up to me!” The school-wide morning meeting provides opportunities for the school community to celebrate birthdays, milestones and welcome any new members to our learning community. Both staff and students share announcements, upcoming events and other pertinent information.

The school-wide morning meeting is part of the Responsive Classroom Approach. The staff at CTES have embraced and fully implemented Responsive Classroom. This evidence-based approach to teaching and discipline focuses on engaging academics, positive community, effective management and developmental awareness. The staff provides a learning environment that is safe, joyful, and engaging. CTES students develop strong social and academic skills. This works to ensure every student can thrive and experience a high level of success as we focus on the whole child.

This year we moved from teacher exploration to implementation of RULER.(Recognizing, Understanding, Labeling, Expressing and Regulating emotions). Teachers are infusing RULER lessons to support students in recognizing and understanding their emotions and feelings. The teachers are integrating RULER lessons and program elements to complement Responsive Classroom. As reflective practitioners, we will review implementation efforts this year and make adjustments.

The Parent Teacher Group (PTG) continues to support Cavendish Town’s effort to engage families in events and activities that bring our community together. While not the intent, community activities raise additional funds to support educational programming. This year the PTG has already sponsored Trunk-or-Treat and Turkey Bingo. The PTG and school staff are continuing to diversify ways to further engage families. Virtual Principal Fireside Chats is an opportunity for parents to meet with the principal monthly to discuss topics, challenges and successes.

The Communities of Cavendish and Proctorsville support their local school. For example, the Cavendish Historical Society provides historical lessons related to the local community. Our local fire and rescue volunteer personnel provide an in-depth safety program for our students. Various businesses, churches and organizations contribute to families in need

of support. This was evident during the flooding this past summer and during the holiday season. CTES is committed to giving back to the community. CTES students and staff are ready to support the community. Students will continue to take advantage of and integrate service learning when opportunities or needs become available.

Our students are excited to participate in the Winter Ski Program. We are grateful that Mr. Jarrod Harper is continuing as our Snow Sports Coordinator. Seventy-three percent (73%) of our students will travel to Okemo Mountain to further develop skills in snowboarding and downhill skiing. Our community and parent volunteers come together with school staff to support the Snow Sports program.

Our Fifth and Sixth Graders will attend Keewaydin Environmental Education Center (KEEC) in Salisbury, Vermont.

The Instructional Staff is committed to Continuous School Improvement. Teachers at CTES are continuing to adjust to the Combination Class configurations. We are continuing efforts to fine tune our Multi-Layered Systems of Support (MLSS). Students who need additional support may receive direct support from our Reading or Math Interventionist. They may also receive additional practice during grade level “What I Need” (WIN) blocks embedded into the school day. Students also have access to district-provided resources such as IXL and Lexia. Ms. Maureen Stevens leads the Educational Support Team (EST). This team monitors intervention cycles based on student progress toward individualized student goals. The team also monitors students with social-emotional needs and monitors students who have on-time arrival and attendance patterns that negatively impact academic progress.

Teachers are fully implementing the Expeditionary Learning (EL) English Language Arts curriculum to provide students with content-rich lessons. Integrated lessons result in student centered instruction that results in high student engagement with complex text and performance-based instruction. Grades 1-3 continue to use Foundations as the primary curriculum for Foundational Literacy Instruction. K-2 Teachers and our Reading Specialist use Haggerty to increase phonemic awareness. Students are being assessed and progress monitored using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

CTES will continue to follow the local assessment plan. Students participate in the Measure of Academic Progress (MAP) Assessment in the fall, winter and spring. Kindergarten and certain students in First and Second grade will be participating in the Primary Number Operation Assessment (PNOA) for math. The State of Vermont will continue to require the administration of a Standards Based Assessment in the Spring. The students will once again take the Vermont Comprehensive Assessment Program (VTCAP). The assessments are used with other classroom assessments to guide educators to inform the delivery of content instruction and to measure a student’s ability to recall and apply learned content. Cavendish Town Staff meet weekly in data teams to review available data and make instructional decisions.

Finally, CTES celebrated the installation of our new playground! Our playground provides a variety of apparatuses that focus on upper-body and core strength, balance and coordination. It also facilitates student imagination and creative play. The completion of our playground was a joint effort with school and community volunteers working together to ensure this project came to fruition. Our students have access to fourteen varied, engaging play activities. The design included student input. From the Climbing Cubes, to the Whirl-a-Round, to the large climbing structure with climbing wall, three slides and rings. Our students are engaged in active play that includes major body movements. They play and have fun! Whether taking a brain break or during their designated recess, the students are exercising and learning valuable social skills.

As the new principal at CTES, I continue to be impressed with the instructionally sound, hardworking, student-centered, experienced staff who are dedicated to the success of each student. The CTES staff is committed to supporting each student in reaching his/her limitless potential. I am excited to support and lead our school community in achieving even higher levels of success. Go Patriots!!

Dale E. Mann  
Cavendish Town Elementary School



# Principal Report

## Chester-Andover Elementary School 2024

### SECTION I – PUPIL INFORMATION

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Grade	In Person
K	26
1	30
2	27
3	34
4	35
5	41
6	43
<b>Total</b>	<b>236</b>

### SECTION II – PERSONNEL

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Joey Blane	Principal
Nicole Luz	Assistant Principal
Beth Brothers	Administrative Assistant
Kim Leonard	Administrative Assistant
Stephanie Brown	Teacher - Kindergarten
Niki Olesky	Teacher - Kindergarten
Meghan Cenate	Teacher - Grade 1
Erin Matulonis	Teacher - Grade 1
Kali Santino	Teacher - Grade 2
Shanna McCarthy	Teacher - Grade 2
Rachel Bennett	Teacher - Grade 3
Jill Wilson	Teacher – Grade 3
BethAnn Drinker	Literacy
Kathy Cherubini	Teacher - Grade 4
Laurie Birmingham	Teacher - Grade 4
Jeremy Kelloway	Teacher - Grade 5/6
Frank Kelley	Teacher - Grade 5/6
Mackenzie Ramsdell	Teacher - Grade 5/6
Monica Schwartz	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
Caroline Comley	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
Kyle Giocomo	After School Program Director
Chuck 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
Mary Bauerband	Paraeducator
Ariann Beltran	Paraeducator
Scott Boucher	Paraeducator
Hailey Carlisle	Paraeducator
Traci Corrigan	Person Care Assistant
Allison Curtis	Paraeducator
Kim French	Paraeducator
Mary Ellen Haseltine	Paraeducator
Megan Haseltine	Paraeducator
Angela Hurd	Paraeducator
William Ingalls	Paraeducator
Denise King	Personal Care Assistant
Brenda Martin	Paraeducator
Elizabeth Matthews	Paraeducator
Kate Moeschler	Paraeducator
Amy Mulherin	Paraeducator
Claudia Shropshire	Paraeducator
Elizabeth Skinner	Paraeducator
Faith Thayer	Paraeducator
Melanie Zacarias	Paraeducator
Andrew More	Building Substitute
Betsy Hart	Medicaid Clerk
Andy Levesque	Food Service Director
Rebecca Blanchard	Food Service - Part time
Jim Spaulding	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 236 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 an Afterschool Program (ASP) which also runs for a full day for nine weeks during the summer as “Go Wild” camp.

Thanks to the hard work of our administrative team, our teachers and parent 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 ice skating at Okemo, 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. This 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 along with field trips within our town. 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. Our wellness program is headed up by Christine Keklak and Kata Welch, who provide us with healthy tips and treats and fun community building activities.

We are using a Multi-Layered Systems of Support (MLSS) 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, Student Support Team (SST) to monitor non-academic needs 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, **O**n Task, **A**ccountable and **R**espectful we all SOAR. Students start their day with a classroom meeting and have school-wide assemblies to celebrate their success as a school community.

The teachers and administrators of TRSU are committed to Continuous School Improvement, specifically in the areas of Literacy, Instructional Practices and Social Emotional Learning. This is the second year of EL Education, our new Literacy Curriculum. Teachers received varied levels of training last year to begin the implementation of the program and we are continuing to monitor and support them with the help of our coaching partner, Better Lesson. 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). We are in our second year of intentional scheduling and it has been successful in making sure all students receive strong and consistent core instruction along with all the extra assistance they may need in order to achieve their learning goals.

With the help of Julie Parah and Emma Vastola, teachers are involved in districtwide math and literacy committees. Julie and Emma also help guide our work during inservice, administrative teamwork and teacher coaching. Both have been an invaluable resource and support for teachers. We also have a leadership team within the building that has representation from all our teams. This group is helping to design professional development for winter sports days as well as looking at data to help write our Continuous Improvement Plan for the AOE for the upcoming year.

The changes in special education have allowed 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.

I am thrilled to be a new member of this incredibly talented, flexible and nurturing team. They have fostered an atmosphere that feels safe for children and full of joy. I look forward to years of collaboration with the members of the CAES community as we strive to always do work in the best interest of our students while balancing the demands of academic rigor and social emotional learning.

Sincerely,  
Joey Blane  
CAES Principal

# Principal Report

## Green Mountain Union High School 2023

### SECTION I – PUPIL INFORMATION

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#### Enrollment

Grade	Total
7	45
8	48
9	43
10	58
11	55
12	46
<b>Total</b>	<b>295</b>

### SECTION II – PERSONNEL

---

John Broadley	Principal
Kate Leathe	Assistant Principal
Pamela O'Neil	Director of Guidance / Counselor Grades 11-12
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	Counselor Grades 9-10
Landon Elliott-Knaggs	Guidance Counselor Grades 7-8
Jessica Kessler	School-Based Clinician
Brittney Merrill	Student Assistance Program Coordinator
Lisha Klaiber	Special Education Services Secretary
Karla Waite	Paraeducator
Melinda Monroe	Paraeducator
Renee Call	Paraeducator
Jeannie Spafford	Paraeducator
Janet VanAlstyne	TRSU Teacher – Special Education
Patrick Wheeler	TRSU Teacher – Special Education
Jennifer Parks	TRSU Teacher – Special Education
Justin Osier	TRSU Teacher – Special Education
Rachel Root	TRSU Teacher – Special Education
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
Anne Gardner	Teacher – Language Arts
Jason Rickles	Teacher – Language Arts
Dylan Bate	Teacher – Language Arts
Jillian Getman	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
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
Suzette Chivers	Teacher – Social Studies
Andy Jackins	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 / Transportation Director
Jonathan Rice	TRSU Bus Driver – Sub
Allan Garvin	TSSU Bus Driver – Sub
Stephanie Racz	Director of Preschool Collaborative GMUSD

### SECTION III - PROGRAM AND CURRICULUM

Dear Members of the GMUHS Community,

I hope this letter finds everyone happy and healthy. As principal of the Green Mountain Union High School, I continue to be proud to serve our school and the community as their leader. The students and staff's safety, academic, social, and emotional wellbeing and growth are always at the forefront of my mind.

We began the year with classroom management training and a system of accountability for students that has been working well. We also have students entering in the morning through our gym entrance. We have noticed that more students are eating in the morning prior to the school day starting. In addition to this we have also added a small break for high school students in the later morning to facilitate movement and have another opportunity to get food if they are hungry.

As we continue to follow proficiency based grading in Vermont, I will be working on an easier way for our stakeholders to understand their students' grades. This has been a request of some parents this year and having a new administration at GMUHS has been a listening and learning curve. The Vermont Agency of Education are working on the improvement and alignment of Proficiency Based Graduation Requirements (PBGR's), and that will be a small transition for GMUHS for our grading and reporting. This streamlined process will make this process easier for teachers, parents, and students to understand. **The 2023 Proficiency-Based Graduation Requirements, Critical Proficiencies and Priority**

**Performance Indicators** can be found at <https://education.vermont.gov/student-learning/proficiency-based-learning/proficiency-based-graduation-requirements> for further information. This will also fall into line with our new district Portrait of the graduate for TRSU. The proficiencies will also include numbers to help with a more common understanding. After listening to feedback these will include; Proficient with Distinction (PD, 4), Proficient (P, 3), Approaching Proficient (AP, 2), and Emerging (E, 1).

The process of our Personalized Learning Plan (PLP) at GMUHS is almost complete and beginning with the class of 2025, all students should be regularly adding to their PLP and identifying their areas of mastery and the need for their areas of growth. This year all grades had successful student-led conferences for those that attended, and in particular the middle school had a round robin approach for their core teachers to meet and have the students discuss their work in each class. Immediate feedback suggested that this was a very successful process. These conferences also contributed to our students' growth in their essential skills and dispositions of Collaboration, Communication, Creativity, and Self-Direction. Our middle school model continues to allow for common planning and meeting time every day.

On a brief note of our discovery of Polychlorinated Biphenyls (PCB's), after testing we have managed this situation very well, maintaining the safety for all who enter our building. I am confident that our remediation plan is in a good place, and with further testing we will be remediating this problem. Our facility management is second to none when discussing our handling of this situation and the safety of all inside of the building will continue to be paramount.

Next, in the area of enrichment for our students we will be offering two major trips this year. In early April 2024, the middle school students will be embarking on a trip to Washington DC. This will be a five day trip, staying in the DC area and visiting many sights that include but not limited to the US Capitol, Smithsonian Museums to name a few. Our high school students will be taking an eight day trip to France, finishing with a few days in London, before returning to Vermont. This trip is planned for the end of May 2024, and students will return in good time for graduation.

Students at GMUHS have many opportunities in extracurricular activities and sports. 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 Interact. The Environmental club continues to carry out our composting and recycling efforts. The drama club will be offering 'The Adamms Family' for this year's spring musical.

GMUHS continues to offer high quality programming for our students. With flexible pathways, our students continue to choose their courses as they plan, with the help of our Guidance office. We have many general core courses offered and well as Advanced Placement Courses, dual enrollment, early college, and work-based learning (in its development stages). Our students are also able to take advantage of our local technical center. River Valley Technical Center (RVTC) offers many courses that align with our graduation requirements, allowing students to choose their path.

Finally, students are well supported by our community and that helps our students to collectively grow. We continue to build meaningful relationships with our school and our community, and encourage students to give back whenever they can. Our community supports our students in so many different ways through attending events, contributing in fundraisers, donating time, material, and money, and our Booster Club continues to support our students in many ways too. We are grateful for Kids First making generous donations to families in need, and 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 and BRACC in their support of student support and service to our communities.

Thank you for taking the time to read about the exciting things happening at GMUHS. If you have any questions, please do not hesitate to reach out for further explanation.

Yours sincerely,  
John T. Broadley  
Principal, GMUHS

# GMUHS GUIDANCE REPORT

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

- Pamela O'Neil, Director of School Counseling and School Counselor (Grades 11-12)
- Allyson Oswald, School Counselor (9-10)
- Landen Elliott-Knaggs (Grades 7-8)
- 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 students who continue to want or need a virtual option as well as students who want to take classes not offered at Green Mountain 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. 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 and/or participate in the Early College Program. Currently, we have 13 students taking 16 different dual enrollment courses. We are also offering an in-house River Valley Community College dual enrollment Intro to Psychology course. 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	Northeastern University
American University	Norwich University
Berklee College of Music	NOVA Southeastern University
Binghamton University	Paul Smith's College
Boston University	Pratt Institute
Bridgewater State University	Princeton University
California PolyTech State	Providence College
Champlain College	Quinnipiac University
Clarkson University	Rensselaer Polytechnic Institute
College of the Atlantic	River Valley Community College
Colby-Sawyer College	Rochester Institute of Technology
Columbia University	Roger Williams University
Community College of VT	Russell Sage College
Drew University	Skidmore College
Drexel University	Southern New Hampshire University
Duke University	Saint Joseph's College Maine
Eastern Maine Community	St. Lawrence University
Endicott College	Southwestern University
Florida Atlantic University	Stonehill College
Florida Gulf Coast University	Suffolk University
Franklin & Marshall College	SUNY Oneonta/Plattsburgh
George Mason University	Syracuse University
Georgetown University	Thomas College
Hartford Art School	Trinity College
Hartt School of Theater	Tufts University
High Point University	Union College
Husson University	University of Maine
Ithaca College	University of Massachusetts
James Madison University	University of NC Wilmington
John Jay College	University of New England
Johnson & Wales	University of New Hampshire
Keene State College	University of Rhode Island
Lees McRea College	University of Southern Maine
LeHigh University	University of Vermont
Lesley University	Vermont State University
Lynchburg University	Wentworth College
Maine College Art/Design	West Virginia University
Middlebury College	Wheaton College
NE Institute of Technology	Worcester PolyTech
	Yale University





## 2022 - 2023 TRSU Afterschool and Summer Programs Report

The Two Rivers Afterschool and Summer Programs are a vital community service for the families and students we serve. This past year was a period of further rebuilding and greater stability as we moved out of the disruption from the Covid-19 pandemic. However, our students are still needing additional support from the continuing effects of learning loss. In March of 2023, I began as the new Afterschool Program Director and was able to conclude out the school year and supervise the 2023 summer programs. During the 22-23 school year we were able to serve students at programs operating at Chester-Andover, Mt. Holly, and Ludlow elementary schools. We continued to operate summer programs at both Chester-Andover and Ludlow Elementary. The summer programs were offered to all students within TRSU and community. While the afterschool program at Cavendish Elementary remained closed during the 22-23 school year due to staffing challenges, we were able to open the program on the first day of school for 23-24.

While there were continuing challenges with staffing at Cavendish. We had consistent support from the school day staff who make up the majority of afterschool staff working at CAES, LES, and Mt. Holly. These staff, who have strong relationships within each school, provide the backbone of programming at each site. All coordinators come from the school day teams. School day teachers have also led impactful programming from STEAM activities, drama, and Homework Clubs. We have continued to partner with organizations such as Farm and Wilderness, Youth Beatz, Endless Creations, Recreation Departments, and our local libraries. These partnerships broaden the opportunities and help maintain connections and collaboration with the larger community.

The Go Wild Summer Camp Programs continued to operate at both Chester-Andover and Ludlow Elementary Schools. We served a total of 74 students at CAES and 58 at LES. For this summer we changed the staffing model to have instructors leading daily STEM, Art and Literacy rotations, and counselors leading each individual group. This new model, while more resource intensive, allowed us to operate more seamlessly and provided us with additional staff to cover for staff absences. This also provided a focus to instruction in our summer programs. However this summer was not without its challenges, the programs and community were heavily impacted by the summer flooding and we had to cancel program during one of our planned weeks. I am happy to know that families came to depend on the summer program for meals (as we coordinated with the family summer meals program) and childcare while the larger community came together to rebuild.

Funding for all of our programs remained stable for the 22-23 school year and CAES received another 5 year 21C award, providing the base funding for the next cycle. We have also maintained a varied funding stream, with contributions from families, childcare, subsidies, local funds from both the school district and town funds. We received a one-year seed grant to help reopen the program at Cavendish and additional Act 76 funding to help support all our

programs. Looking ahead, we will be reapplying for the new round of 21C funding for LES, MHS, and including CTES on this application. We are hopeful that CTES will be brought back onto the 21C grants to continue running successfully into the future.

I am very much looking forward to our next report as this school year is filled with opportunities to bring more quality programs to the students and families of the TRSU elementary schools. I am sincerely grateful for the staff, who work long hours to bring expanded learning to our students and support for our working parents.

Warmly,

Kyle Giocomo  
Afterschool Program Director  
Two Rivers Supervisory Union  
415-730-4413  
kyle.giocomo@trsu.org



# RIVER VALLEY TECHNICAL CENTER

## Superintendent's Report

### 2022-23 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, 309 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 Management & Entrepreneurship, 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 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 that help fulfill their high school graduation requirements.

RVTC students participated in a variety of Career Technical Student Organizations including the Future Farmers of America, Future Business Leaders of America, Health Occupations Student of America, SkillsUSA, and Pro Start. RVTC student Gold Medal winners were:

- *HOSA* - Health Science Career Photography: Keronie Jones – Bellows Falls Union and Olivia Magliola – Compass School.
- *FBLA* - Accounting: Gavin Joy – Bellows Falls Union, Digital Video Production: Caleb Ghia - Bellows Falls Union, and John Hassett - Fall Mountain Regional, Computer Game and Simulation Programming: Eric Morey - Bellows Falls Union, Coding and Programming: Arman Kazarian and Damian Stagner - Springfield High School.
- *ProStart* - Management Competition: Victoria Feickert and Isabella Broome - Springfield High, and Grace Burns – Green Mountain Union, Culinary Competition: Jermaine Anders - Springfield High School, Annika Knudsen and Christopher Leary - home school student.

Seventeen 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 227 college credits. Students also earned 306 industry-recognized credentials. More than 98% of our graduates last year are either in post-secondary education, the military, or employed within six months following high school graduation with 62% of our students going on to post-secondary placements.

The COVID-19 Pandemic continued to have a lingering impact on our Cooperative Education program resulting in reduced participation for students as opposed to previous years resulting in 123 job shadow experiences, 14 paid and 53 unpaid work experiences, and 5 registered apprenticeships.

We are excited by the growth of the River Valley RADs Robotics team with approximately 20 middle and high school students on the team. They participated in various competitions including the 2023 Dragonfly Aerial Drone National Championship at Fairmont State University in Fairmont, West Virginia.

At our Annual Awards Night, we honored our students and awarded approximately \$30,000 in scholarships thanks to long-time support from the Tom Leever Foundation, the Kurt Dechen Memorial Fund and 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 a Licensed Nurse Assistance program. In partnership with Vermont Technical College's Continuing Education and Workforce Development Division, 3 courses were held in Advanced Manufacturing including the ability to earn college credits. Several of these students were referred to us by area businesses.

RVTC enjoys a high degree of student satisfaction with 97% 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 2023**

*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	4%	96%
3. While at RVTC, students treat each other with respect.	2%	98%
4. Students treat staff and teachers with respect.	1%	99%
5. I treat others students with respect.	0%	100%
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.	3%	97%
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.	41%	59%
13. Classroom and instructional equipment at RVTC are kept in safe, working order.	3%	97%
14. Students in my program use equipment safely.	0%	100%
15. I use equipment safely and properly.	1%	99%
16. Staff and teachers respond quickly and positively to discipline problems.	2%	98%
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.	2%	98%
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.	4%	96%
19. The teacher welcomes my opinions and ideas.	2%	98%
20. My teachers are encouraging, and caring.	1%	99%
21. My teacher treats all students fairly.	2%	98%
22. I am engaged in my program at RVTC.	2%	98%
23. My teacher challenges me to work to my potential.	2%	98%
24. My teacher recognizes my weaknesses and helps to improve them.	3%	97%
25. My teacher recognizes my accomplishments.	1%	99%
26. My teacher actively promotes teamwork in class.	3%	97%
27. RVTC's Classroom and instructional equipment is kept current.	5%	95%
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.	3%	97%
29. I understand how what I'm learning in my program is preparing me for college or for work after high school graduation.	3%	97%
30. There is at least one adult at RVTC that I feel comfortable seeking out for support or help.	3%	97%
31. I look forward to coming to RVTC.	3%	97%
32. Did anyone try to discourage you from attending RVTC?	3%	97%

District: <b>Green Mountain USD</b>		U077 Windsor County			Property dollar equivalent yield	Homestead tax rate per \$9,171 of spending per pupil
SU: <b>Two Rivers</b>		FY25 is the first year of Act 127 Long Term Weighted Average Daily Membership for pupil counts. Equalized pupils are shown for FY22 - FY24. LTWADM is required to be used for FY25			9,171	1.00
					10,227	Income dollar equivalent yield per 2.0% of household income
		FY2022	FY2023	FY2024		FY2025
<b>Expenditures</b>						
1.	<b>Adopted or warned union district budget</b> (including special programs and full technical center expenditures)	\$14,241,241	\$14,705,015	\$15,837,173		\$17,440,030
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-		
3.	<b>Adopted or warned union district budget plus articles</b>	\$14,241,241	\$14,705,015	\$15,837,173		\$17,440,030
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-		
5.	plus Prior year deficit repayment of deficit	-	-	-		
6.	<b>Total Union Expenditures</b>	\$14,241,241	\$14,705,015	\$15,837,173		\$17,440,030
7.	S.U. assessment (included in union budget) - informational data	-	-	-		
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-		
<b>Revenues</b>						
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$2,296,667	\$1,956,183	\$1,977,595		\$1,704,522
10.	<b>Total offsetting union revenues</b>	\$2,296,667	\$1,956,183	\$1,977,595		\$1,704,522
<b>Education Spending</b>		\$11,944,574	\$12,748,832	\$13,859,578		\$15,735,508
12.	Green Mountain USD pupils	686.84	679.28	668.16		1,203.11
<b>Education Spending per Pupil</b>		\$17,390.62	\$18,768.15	\$20,742.90		\$13,079.03
14.	minus Less net eligible construction costs (or P&I) per pupil	\$209.35	\$213.06	\$209.22		\$111
15.	minus Less share of SpEd costs in excess of \$66,446 for an individual (per pupil)	\$7.07	\$1.09	\$12.63		\$15
		based on \$60,000	based on \$60,000	based on \$66,206		based on \$66,446
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 pupil)	-	-	-		
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per pupil)	-	-	-		
18.	minus Estimated costs of new students after census period (per pupil)	-	-	-		
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil)	-	-	-		
20.	minus Less planning costs for merger of small schools (per pupil)	-	-	-		
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)	-	\$60.06	\$68.07		\$43
22.	minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-		
		threshold = \$18789	threshold = \$19,997	threshold = \$22,204		threshold = \$23,193
23.	Excess spending threshold	\$18,789.00	\$19,997.00	\$22,204.00		\$23,193.00
24.	plus Excess Spending per Pupil over threshold (if any)	suspended thru FY29	suspended thru FY29	suspended thru FY29		suspended thru FY29
25.	Per pupil figure used for calculating District Equalized Tax Rate	\$17,391	\$18,768	\$20,743		\$13,079.03
26.	Union spending adjustment (minimum of 100%)	153.668%	140.966%	134.319%		142.613%
		based on yield \$11,317	based on yield \$13,314	based on \$15,443		based on \$9,171
27.	Anticipated equalized union homestead tax rate to be prorated [\$13,079.03 ÷ (\$9,171 / \$1.00)]	\$1.5167	\$1.4097	\$1.3432		\$1.4261
		based on \$1.00	based on \$1.00	based on \$1.00		based on \$1.00
28.	Act 127 tax cap (FY25 - FY29 eligible)					\$1.4104
<b>Prorated homestead union tax rates for members of Green Mountain USD</b>		FY2022	FY2023	FY2024		FY2025
T004	Andover	1.5167	1.4097	1.3432		1.4104
T008	Baltimore	1.5167	1.4097	1.3432		1.4104
T043	Cavendish	1.5167	1.4097	1.3432		1.4104
T047	Chester	1.5167	1.4097	1.3432		1.4104
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
28.	Anticipated income cap percent to be prorated from Green Mountain USD [((\$13,079.03 ÷ \$10,227) x 2.00%)]	2.49%	2.35%	2.37%		2.56%
		based on 2.00%	based on 2.00%	based on 2.00%		based on 2.00%
<b>Prorated union income cap percentage for members of Green Mountain USD</b>		FY2022	FY2023	FY2024		FY2025
T004	Andover	2.49%	2.35%	2.37%		2.56%
T008	Baltimore	2.49%	2.35%	2.37%		2.56%
T043	Cavendish	2.49%	2.35%	2.37%		2.56%
T047	Chester	2.49%	2.35%	2.37%		2.56%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%
		-	-	-		0.00%

- Using the revised January 9th, 2024 Education Fund Outlook FY25 forecast, the FY25 education fund need results in a property yield of \$9,171 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$10,227 for a base income percent of 2.0%, and a non-residential tax rate of \$1.452. These figures use the estimated \$13,000,000 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%.

# FY25 Proposed Budget (Condensed)

## Green Mountain Unified School District

Board Approved 1/18/2024

	Actual 2019-2020	Actual 2020-2021	Actual 2021-2022	Budget 2022-2023	Actual 2022-2023	Current Year Budget 2023-2024	Proposed Budget 2024-2025
Revenue							
Subgrant - CFR LEA Grant	\$0	\$70,380	\$0	\$0	\$0	\$0	\$0
Prior Year Fund Balance	\$0	\$0	\$0	\$500,000	\$0	\$500,000	\$500,000
Tuition	\$111,665	\$1,045,440	\$1,035,128	\$968,000	\$912,068	\$978,628	\$1,112,531
Interest	\$5,352	\$529	\$412	\$1,000	\$3,406	\$1,000	\$3,500
Town of Chester - Williams/Ingalls	\$1,377	\$0	\$542	\$0	\$0	\$600	\$600
Town of Andover - Lease/Deed Interest	\$103	\$103	\$103	\$103	\$103	\$103	\$103
Rental	\$11,300	\$0	\$760	\$2,500	\$800	\$2,500	\$1,500
School to Work Reimbursement	\$20,862	\$0	\$0	\$0	\$0	\$0	\$0
From Transportation Reserve	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0
Miscellaneous Revenue	\$4,283	\$3,882	\$7,148	\$6,500	\$8,404	\$6,500	\$6,500
VSAAC Gear Up	\$669	\$3,663	\$3,488	\$0	\$3,107	\$0	\$0
General State Support Grant	\$11,315,807	\$11,589,952	\$11,707,568	\$12,518,297	\$12,518,297	\$13,632,161	\$15,512,186
Tech Center - On Behalf of	\$182,870	\$225,958	\$237,007	\$230,535	\$230,535	\$227,417	\$223,322
Tech - Unenrolled Residents	\$1,410	\$0	\$1,563	\$0	\$783	\$0	\$0
Merger Grant	\$52,772	\$52,772	\$52,772	\$52,772	\$52,772	\$52,772	\$0
ELL Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000
High School Completion	\$14,924	\$6,718	\$10,587	\$3,500	\$15,207	\$3,500	\$3,500
Driver's Ed Reimbursement	\$5,347	\$9,047	\$6,438	\$9,000	\$6,172	\$6,500	\$6,500
Adjustment to Prior Year	\$0	\$4,060	\$15,982	\$0	\$9,923	\$0	\$0
Medicaid Revenue	\$166,000	\$92,222	\$122,000	\$122,000	\$121,998	\$0	\$0
State Placed Student Reimb	\$18,357	\$0	\$0	\$0	\$0	\$0	\$0
MAC Reimbursement	\$369	\$0	\$0	\$0	\$0	\$0	\$0
Technology Repairs	\$675	\$0	\$7	\$0	\$0	\$0	\$0
Sales of Old Technology	\$8,150	\$34,380	\$11,995	\$0	\$4,430	\$0	\$0
Device Loss or Damage	\$4,350	\$6,894	\$11,344	\$0	\$5,904	\$0	\$0
E-Rate	\$2,603	\$21,910	\$0	\$0	\$0	\$0	\$0
Food Service	\$267,113	\$261,213	\$419,910	\$251,193	\$404,216	\$380,799	\$0
TRSU Reimbursement for Clinician	\$31,848	\$44,762	\$36,907	\$33,506	\$40,661	\$40,413	\$41,842
Prior Year Special Ed Reimbursement	\$5,248	\$5,258	\$6,492	\$0	\$3,287	\$0	\$0
Special Education Reimbursement	\$629,277	\$477,812	\$638,633	\$0	\$0	\$0	\$0
Preschool Collaborative				\$4,810	\$4,810	\$4,280	\$2,946
	\$12,912,731	\$13,956,953	\$14,326,786	\$14,705,015	\$14,346,882	\$15,837,173	\$17,440,030
							10.12%

\$15,512,186 GSSG  
 \$223,322 Tech Center  
 \$15,735,508 Education Spending  
 1203.11 LTWM

\$13,079.03 FY25 Cost per pupil

\*Detailed budgeted available on the TRSU website

# FY25 Proposed Budget (Condensed)

## Green Mountain Unified School District

Debt Service- 5090	\$173,082	\$160,266	\$143,491	\$157,729	\$137,111	\$152,795	\$143,855	-\$8,941	-5.85%
Preschool - 01/1101	\$226,007	\$156,691	\$199,997	\$225,370	\$226,945	\$272,104	\$281,600	\$9,496	3.49%
Elementary Education	\$2,328,601	\$2,525,683	\$2,675,054	\$2,682,844	\$2,655,693	\$2,764,164	\$2,968,003	\$203,838	7.37%
High School	\$3,001,708	\$3,111,450	\$3,305,022	\$3,312,071	\$3,366,757	\$3,477,478	\$3,694,835	\$217,358	6.25%
Library	\$185,705	\$135,885	\$206,626	\$246,833	\$239,183	\$265,716	\$246,971	-\$18,745	-7.05%
Guidance/ Mental Health	\$546,016	\$656,293	\$623,915	\$675,833	\$671,379	\$754,679	\$825,154	\$70,474	9.34%
Principal's Office	\$881,870	\$631,299	\$769,903	\$920,375	\$973,370	\$991,990	\$1,125,934	\$133,945	13.50%
Technology	\$354,182	\$392,165	\$427,015	\$450,472	\$425,624	\$467,241	\$473,950	\$6,709	1.44%
Maintenance 2610	\$1,218,176	\$1,201,544	\$1,311,933	\$1,402,628	\$1,440,837	\$1,793,819	\$2,308,346	\$514,527	28.68%
Special Education	\$2,310,974	\$2,029,696	\$2,526,968	\$2,511,828	\$2,149,943	\$2,783,847	\$3,385,527	\$601,679	21.61%
Title I	\$54,807	\$33,254	\$57,221	\$59,250	\$59,098	\$62,970	\$63,560	\$590	0.94%
Teacher Leader/Professional Developm	\$80,974	\$67,922	\$82,601	\$93,004	\$111,820	\$123,501	\$132,374	\$8,873	7.18%
Board of Education/ HRA Reserve	\$701,059	\$644,579	\$720,927	\$959,622	\$756,750	\$867,584	\$1,087,641	\$220,056	25.36%
Transportation/ Crossing Guard	\$281,094	\$278,022	\$269,625	\$336,515	\$184,599	\$275,483	\$192,946	-\$82,537	-29.96%
Food Service	\$387,746	\$328,103	\$459,788	\$369,211	\$635,427	\$462,838	\$146,565	-\$316,273	-68.33%
Nurse	\$177,906	\$192,373	\$204,733	\$301,430	\$316,056	\$320,963	\$362,770	\$41,807	13.03%
	\$12,909,907	\$12,545,226	\$13,984,820	\$14,705,014	\$14,250,593	\$15,837,173	\$17,440,030	\$1,602,857	10.12%

\*Detailed budgeted 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 30, 2024

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, 2023, 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 2025 Proposed Budget Summary

1/4/24  
 Board Approved

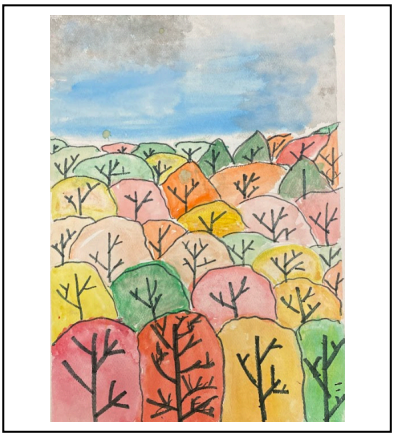
REVENUE:	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Approved Budget	FY25 Proposed Budget	Percent Change	Dollar Change
<b>Central Office</b>							
Central Office Assessed to Districts	\$ 884,872	\$ 984,451	\$ 1,039,493	\$ 1,159,195	\$ 1,407,533		
Tech Support Assessment	\$ -	\$ -	\$ -	\$ -	\$ 388,848		
Medicaid and MAC Reimbursement	\$ 28,635	\$ -	\$ -	\$ -	\$ -		
Fund Surplus	\$ -	\$ -	\$ -	\$ -	\$ 32,567		
Bank Interest, Erate & Misc. Revenue	\$ 18,486	\$ 3,912	\$ 4,714	\$ 5,300	\$ 6,000		
Federal Indirect Reimbursement	\$ 39,871	\$ 54,155	\$ 73,425	\$ 45,000	\$ 20,000		
<b>Special Ed</b>							
Special Ed Assessed to Districts	\$ 1,540,084	\$ 1,982,735	\$ 1,364,027	\$ 2,138,447	\$ 3,204,893		
Special Ed State Reimbursement	\$ 2,542,894	\$ 2,906,828	\$ 3,972,303	\$ 3,865,274	\$ 3,617,071		
Adjustments from Prior Year	\$ 41,790	\$ -	\$ 9,551	\$ -	\$ -		
Medicaid Reimbursement	\$ -	\$ 20,254	\$ 21,320	\$ -	\$ -		
Reimbursement from other LEA	\$ 13,825	\$ 22,356	\$ 131,898	\$ 72,045	\$ 65,115		
EEE Assessed to Schools	\$ 136,454	\$ 254,511	\$ 261,283	\$ 168,791	\$ 262,681		
EEE Block Grant	\$ 90,244	\$ 96,691	\$ 103,523	\$ 103,523	\$ 92,765		
EEE Extraordinary	\$ -	\$ -	\$ 57,634	\$ -	\$ -		
EEE Medicaid Reimbursement	\$ 12,000	\$ 12,000	\$ 12,000	\$ -	\$ -		
EEE Speech Reimbursement	\$ 42,980	\$ 57,883	\$ -	\$ 55,000	\$ -		
EEE Reimbursement for other LEA	\$ 27,497	\$ -	\$ -	\$ -	\$ -		
<b>Transportation</b>							
Transportation Assessed to Districts	\$ 217,450	\$ 301,190	\$ 251,624	\$ 290,900	\$ 140,040		
Transportation Aid Reimbursement	\$ 234,877	\$ 229,562	\$ 302,620	\$ 299,138	\$ 300,463		
Loan Proceeds	\$ 85,761	\$ -	\$ 11,578	\$ -	\$ -		
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>\$ 7,616,993</b>	<b>\$ 8,202,613</b>	<b>\$ 9,537,976</b>	<b>16.28%</b>	<b>\$ 1,335,363</b>
<b>Grants</b>							
IDEA-B	\$ 382,957	\$ 422,853	\$ 397,970	\$ 479,617	\$ 483,128		
Title I	\$ 376,234	\$ 442,676	\$ 381,539	\$ 436,946	\$ 508,386		
Title IIA	\$ 101,219	\$ 96,718	\$ 123,354	\$ 239,638	\$ 243,227		
Title IV	\$ 41,472	\$ 90,581	\$ 62,217	\$ 90,922	\$ 109,818		
21st Century Grant (After School)	\$ 184,580	\$ 147,086	\$ 197,306	\$ 138,500	\$ 181,951		
<b>Total Revenues</b>	<b>\$ 7,050,240</b>	<b>\$ 8,133,951</b>	<b>\$ 8,779,379</b>	<b>\$ 9,588,236</b>	<b>\$ 11,064,486</b>	<b>15.40%</b>	<b>\$ 1,476,250</b>
<b>EXPENSES:</b>							
<b>Central Office</b>							
General Administration	\$ 282,319	\$ 264,031	\$ 286,047	\$ 344,030	\$ 384,662		
Business Office	\$ 388,283	\$ 386,436	\$ 432,361	\$ 453,918	\$ 482,871		
Operations & Maintenance	\$ 41,290	\$ 42,228	\$ 41,755	\$ 44,933	\$ 46,051		
Building	\$ 33,132	\$ 34,939	\$ 37,237	\$ 37,100	\$ 41,900		
SU Technology	\$ 98,598	\$ 132,452	\$ 139,622	\$ 143,632	\$ 271,733		
Curriculum Director	\$ 92,070	\$ 102,427	\$ 106,650	\$ 102,169	\$ 143,620		







# District Artwork



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