



2023-2024 Annual Report

Enosburgh-Richford Unified Union School District

Cold Hollow Career Center
Enosburg Falls Elementary School
Enosburg Falls Middle & High School
Richford Elementary School
Richford Jr-Sr High School

Northern Mountain Valley Unified Union School District

Bakersfield Elementary Middle School
Berkshire Elementary School
Montgomery Elementary School
Sheldon Elementary School

FNESU Special Programs

Flexible Pathways Academy
LEAPS Afterschool & Summer Programs
STEPS - Student Therapeutic Educational Placement Program
RISE - Reaching Independence through Structured Environments
TAPS - Transition to Adult Program Services

www.fnesu.org



NORTHERN MOUNTAIN VALLEY UUSD ANNUAL MEETING Wednesday, February 21, 2024 and Tuesday, March 5, 2024

The legal voters of the Northern Mountain Valley Unified Union School District, consisting of the Towns of Bakersfield, Berkshire, Montgomery, and Sheldon, are hereby warned and notified to meet at the Bakersfield Elementary School in Bakersfield, Vermont, on **Wednesday, February 21, 2024**, at 7:00pm, to transact the following business, viz:

Articles 4 through 6 will be voted on by Australian ballot in the respective polling places and times hereinafter named on Tuesday, March 5, 2024.

- ARTICLE 1. To elect a Moderator.
- ARTICLE 2. To elect a Clerk.
- ARTICLE 3. TShall the Northern Mountain Valley UUSD vote to elect all officers by Australian ballot?
- ARTICLE 4. To elect one (1) school director for a three-year term, ending March 2027, who resides in the Town of Berkshire.
To elect one (1) school director for a three-year term, ending March 2027, who resides in the Town of Montgomery.
To elect one (1) school director for a three-year term, ending March 2027, who resides in the Town of Sheldon.
- ARTICLE 5. Shall the voters of the District approve the school board to expend \$22,864,306, which is the amount the school board has determined to be necessary for the ensuing fiscal year?
- ARTICLE 6. Shall the voters of the District authorize the Board of Directors to borrow money not in excess of anticipated revenue for the school year, pursuant to Title 16 V.S.A. 562(9)?

Said voters are further notified and warned that an informational hearing will be held on **Tuesday, February 27, 6:00pm, at Berkshire Elementary School** to discuss Articles 4-6, which will be voted on by Australian Ballot on **March 5, 2024**.

Polling Places and Times

- Bakersfield Residents – Bakersfield Town Hall, polls open at 10:00am and close at 7:00pm.
- Berkshire Residents – Berkshire Town Office, polls open at 10:00am and close at 7:00pm.
- Montgomery Residents – Montgomery Grange Hall, polls open at 10:00am and close at 7:00pm.
- Sheldon Residents – Sheldon Elementary School, polls open at 7:00am and close at 7:00pm.

Adopted and approved at a special meeting of the Board of School Directors duly noticed, called, and held for that purpose on January 3, 2024.



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WARNING

ENOSBURGH-RICHFORD UUSD ANNUAL MEETING Thursday, February 22, 2024 and Tuesday, March 5, 2024

The legal voters of the Enosburgh-Richford Unified Union School District, consisting of the Towns of Enosburgh and Richford, are hereby warned and notified to meet at the Richford High School in Richford, Vermont, on Thursday, February 22, 2024, at 7:00pm, to transact the following business, viz:

Articles 5 through 8 will be voted on by Australian ballot in the respective polling places and times hereinafter named on Tuesday, March 5, 2024.

- ARTICLE 1. To elect a Moderator.
- ARTICLE 2. To elect a Clerk.
- ARTICLE 3. To elect a Treasurer.
- ARTICLE 4. Shall the Enosburgh-Richford UUSD vote to elect all officers by Australian ballot?
- ARTICLE 5. To elect one (1) school director for the remaining year of a three-year term, ending March 2025, who resides in the Town of Enosburgh.
To elect one (1) school director for a three-year term, ending March 2027, who resides in the Town of Enosburgh.
To elect one (1) school director for a three-year term, ending March 2027, who resides in the Town of Richford.
- ARTICLE 6. Shall the voters of the District approve the school board to expend \$24,545,419 which is the amount the school board has determined to be necessary for the ensuing fiscal year?
- ARTICLE 7. Shall the voters of the District authorize the Board of Directors to borrow money not in excess of anticipated revenue for the school year, pursuant to Title 16 V.S.A. 562(9)?
- ARTICLE 8. Shall the voters of the District authorize the Board of Directors to deposit \$207,480, half of surplus funds from the 2022-2023 school year into the capital reserve fund?

Said voters are further notified and warned that an informational hearing will be held on **Monday, February 26, at 7:00 pm at Enosburg Falls High School** to discuss Articles 5-8, which will be voted on by Australian ballot on **March 5, 2024**.

Polling Places and Times

Enosburgh Residents – Enosburg Falls High School, polls open at 10:00am and close at 7:00pm.

Richford Residents – Richford Town Hall, polls open at 10:00am and close at 7:00pm.

Adopted and approved at a special meeting of the Board duly noticed, called, and held for that purpose on January 9, 2024.

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Student Enrollment and Demographics

Student Demographic Data by the Numbers

Total Enrollment as of 10/1/23

1939

Economically
Disadvantaged

1100

Students who
are unhoused
(homeless)

34

Students
on IEPs

319

Multilingual
Learners

30

Eligible for
Migrant
Education

13

American Indian/Alaska Native,
Black/African American, Native
Hawaiian/Pacific Islander or
Multiracial.

113



The Franklin Northeast Supervisory Union serves 1939 PK-12 students in the towns of: Bakersfield, Berkshire, Enosburg, Montgomery, Richford, and Sheldon. FNESU's demographic data represents the diverse population of students we serve. **Goals in FNESU are centered on achieving high levels of academic and social emotional learning with an emphasis on student-centered practices and ensuring ALL students are prepared for life.**



District Enrollment Data

Enosburgh-Richford UUSD Enrollment as of October 1, 2023

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Enosburg Elementary	20	26	38	27	24	37	44	40								266
Enosburg Middle & High									35	37	36	92	76	81	44	401
Richford Elementary	14	17	26	25	24	29	33	32								190
Richford Jr-Sr High School									28	18	34	43	39	46	35	243

Enosburgh-Richford UUSD Enrollment as of October 1, 2022

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Enosburg Elementary	11	23	27	30	39	39	36	36								241
Enosburg Middle & High									33	37	27	77	90	49	57	370
Richford Elementary	15	22	28	27	24	34	22	27								199
Richford Jr-Sr High School									18	31	29	52	43	41	41	257



District Enrollment Data

Northern Mountain Valley UUSD Enrollment as of October 1, 2023

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	Total
Bakersfield	8	13	13	14	11	13	15	14	18	12	17	148
Berkshire	13	13	19	12	27	10	16	14	23	19	22	188
Montgomery	6	16	19	14	13	8	18	15	18	13	10	150
Sheldon	24	25	29	40	41	28	33	33	31	32	37	333

Enrollment as of October 1, 2022

School	PK-3	PK-4	K	1	2	3	4	5	6	7	8	Total
Bakersfield	11	7	14	12	13	14	15	14	13	19	13	145
Berkshire	7	13	11	27	12	11	16	24	22	22	20	185
Montgomery	10	14	14	13	7	16	17	15	13	11	20	150
Sheldon	14	24	37	41	27	31	33	32	30	32	32	333



Supervisory Union Demographic Data

School	% Eligible for Free & Reduced Lunch	K-12 % IEP Eligible
Bakersfield	40%	15%
Berkshire	60%	14%
Enosburg Elementary	72%	10%
Enosburg Middle & High	47%	14.5%
Montgomery	37%	10%
Richford Elementary	98%	16.4%
Richford Jr-Sr High School	81%	21%
Sheldon	38%	16.3%
RISE		100%
STEPS		95%
TAPS		100%



Joint Report of School Directors & Superintendent of Schools

Superintendent Report 2023-2024






Dear FNESU Families and Community Members,

It is my pleasure to introduce the 2024 FNESU Annual School Report, where the dedicated efforts of our administrators and board members are showcased in the development of school budgets that are conscientious, considerate of our taxpayers, and focused on establishing the essential systems, supports, and opportunities required for the success and growth of all our students. As you read this report, you will learn about our collective endeavors to enrich both academic and social-emotional learning outcomes for every student. Additionally, we present FNESU's Portrait of a Learner initiative, which identifies the most essential skills and dispositions necessary for students to thrive in an ever-evolving future.

The proposed budgets for the Northern Mountain Valley Unified Union School District and the Enosburgh-Richford Unified Union School District, are strategically aligned with the ongoing initiatives within FNESU. Our school boards and our school and district leaders have been steadfast in their commitment to promoting educational equity and fostering the development of more inclusive schools. It is our collective responsibility to cultivate schools where each and every student can attend daily feeling safe, proud, happy, and be actively engaged in challenging learning experiences that equip them for the future.

In 2022, the Vermont Legislature passed Act 127, "an act related to improving student equity by adjusting the school funding formula and providing education quality and funding oversight". The law upholds Vermont's constitutional requirement for equality of educational opportunity throughout the State. The law is aimed at addressing the disparities in educational opportunities and outcomes for students across the state by ensuring a more equitable distribution of resources across all Vermont school districts. The intention is to provide adequate funding for all Vermont students, regardless of their geographical location or socioeconomic status through adjusting the pupil weighting formula. The theory is that by providing more equitable opportunities in schools across Vermont, we will see more equitable outcomes for all learners. For the historically advantaged systems, they are provided a five (5) year timeline to reduce their spending to adjust to their loss of pupils based on the new weighting formula. In FNESU, additional pupil weights allow us to offer more equitable opportunities for our students without adding additional burden to the local homestead tax rate. As a result of Act 127, we have been able to add a few needed positions, increase student opportunities, and add highly engaging resources into our budgets in support of our students.

VT Act 127 of 2022 - intention of the Law

 Adjustments to Pupil Weights Acknowledgement that it costs more to educate some students (i.e. high school, EL, Spec Ed) economically disadvantaged) resulting in pupil weight adjustments under the law.	 Historically Disadvantaged Systems Intended to be able to add more opportunities for students without increasing homestead tax liability in the district.	 Historically Advantaged Systems Five year 5% tax rate cap intended to provide those systems with a soft landing as a result of their loss in pupil weights.
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In the early weeks of 2024, it has become evident that a loophole was left in Act 127 that has left historically advantaged systems who have now lost tax capacity with an opportunity to increase their spending beyond the 5% tax rate cap by a substantial amount of money before the 10% increase in per pupil spending rate review provision is triggered. Unfortunately, some systems at the 5% tax rate cap have made decisions about adding one time investments like capital projects and capital reserves that won't impact their local homestead taxpayers. Without a legislative correction, the decisions of these systems could have a significant negative impact on the homestead property tax rates in all remaining uncapped school systems, like FNESU. In addition, this has the potential to negatively impact non-homestead property taxpayers throughout Vermont and all Vermonters who pay their taxes based on the income sensitivity formula. At the time this report was written, the situation was very dynamic. There was strong advocacy asking for legislative action to close the loophole that was left in the law. Because of the uncertainty of spending in those capped districts, we can't accurately predict the magnitude of impact this will have on our local residential property taxpayers. We do know that if the yield drops too significantly, we could be pushed to the 5% tax rate cap and would then also be protected from any further burden on local residential property taxes. We encourage community members to reach out to legislators and express their feelings about how this additive spending in other communities is disproportionately impacting our taxpayers, our school communities, and most importantly our students. You can expect up to date information from us at our annual and informational meetings in February.

The FNESU board has set three (3) goals to guide our work. We are working to ensure that by June, 2027:

1. All students are reading on grade level by the end of third grade
2. All students will complete high school by demonstrating proficiency in graduation requirements as reflected in their Personalized Learning Plan
3. All students will demonstrate proficiency by the end of each grade level band on the Social-Emotional Learning (SEL) priority standards

Like many districts in Vermont and across the nation, we have identified significant achievement gaps in reading and mathematics. In FNESU, our gaps are most prevalent in students with disabilities and students living in poverty. The Board has set the expectations and the goals for the organization, and they monitor our growth regularly. We are on the right path and are beginning to see growth in both academic and social emotional learning outcomes as is reflected later in this report. We are committed to guaranteeing every student's success by developing a culture focused on the continuous improvement of teaching and learning. This report gives you a comprehensive look at the work we are doing in FNESU and in each of our schools.

It continues to be an honor to serve as the Superintendent of the Franklin Northeast Supervisory Union. I extend my heartfelt gratitude to our exceptional staff, teachers, and leaders for their unwavering dedication to fostering safe and nurturing learning environments in all our schools. I would also like to express my sincere appreciation to the members of our School Boards for their invaluable contributions towards ensuring the best for our students. I extend my thanks to the families for their trust in us and for being active partners in their children's educational journey. Last but not least, I am profoundly thankful for our remarkable students, as they are the driving force behind our collective commitment to this important work.

Respectfully,
Lynn Cota, FNESU Superintendent

FNESU Board Chair Letter

On behalf of the FNESU Board, I'm pleased to have the opportunity to share some thoughts about the critically important work we are doing to support our students across all six (6) towns. As we head into budget season, we are ever mindful of the awesome responsibility we have to be fiscally savvy and thoughtful in how we use precious resources. In collaboration with our dedicated administrators, teachers, and staff, we continue to center students and their success in all our goals and decision making.

In order to meet growing student and organizational needs, our budget is up \$1,834,870.

Instructional Support and Direct Instruction respectively comprise \$823,186 and \$435,013 of the overall increase. We have hired an additional 1.0 teacher for emerging multilingual learners and a full time custodian for our STEPS Special Programs and the Central Office. Furthermore, the ending of our ESSER funding necessitated shifting the Director of Advancement of Educational Equity, three (3) Instructional Coaches, a Board Certified Behavior Analyst (BCBA), and 3.2 Flexible Pathways teachers into the General Fund budget. We have also moved the Tech Integrationist into the SU budget from NMV (this person will now be serving all SU schools), and have hired an additional 1.35 FTE for Special Education (some of this will likely be covered by grants). Food Service comprises \$491,511 of the increase, largely due to rising food costs. Transportation costs (bussing for all six (6) towns) have increased as well due to rising fuel costs. Finally, health insurance rates have increased by 16.4%, which is significant and impactful for our budget. This is a realm over which we have no control as these rates are now negotiated statewide. We are expecting significant decreases in our Special Education spending due to the development and implementation of our FNESU Special Programs.

Over the last few years, the SU Board, in collaboration with our Superintendent and other stakeholders, established the Board Goals (outlined above) for our entire SU system. These goals reflect our fundamental belief that every child has the ability to learn and thrive if the system is well resourced and attentive to the needs of ALL. Educational equity is a moral imperative. To this end, we are deeply committed to supporting all students, especially those furthest from opportunity, and using data to address performance gaps and educational disparities. When we ensure that all learners are able to access what they need to succeed in school and beyond, the entire learning community benefits. When we remove barriers to learning and cultivate culturally responsive, relevant social and academic environments, the system is more dynamic and everyone thrives. An equitable system supports the social, emotional, and intellectual needs of all learners inclusive of race, ethnicity, ability, socio-economics, gender, sexual orientation, gender identity and expression, national origin, language, culture, and creed. An equity lens informs how we distribute resources and while equity doesn't always mean equal, we are committed to ensuring all our schools are well resourced and meeting the needs of all learners.

I also want to take a moment to highlight a tremendous accomplishment for our SU, namely the development and implementation of our own Special Programs. Historically, if a student's special needs surpassed our ability to provide free and appropriate public education, we would outsource to various programs in the region to educate these students. These out of district placements were quite costly, on average \$84K to \$128K per student, and often far away, removed from the student's community. Over the last five (5) years, exacerbated by the Covid Pandemic, many of these alternative programs reached capacity and were no longer accepting students or the waiting lists were years long. In response to this, FNESU's Director of Student Services, Michelle Theberge, in collaboration with her staff, envisioned and manifested three (3) alternative programs (RISE, TAPS and STEPS). These programs have been hugely successful and are serving as a model for other systems across the State. These innovative programs are not only cost saving (\$40K to \$48K per student), but allow our students to stay in

continued



Mission - Core Purpose:

Schools in the Franklin Northeast Supervisory Union provide equitable, inclusive, and personalized learning opportunities for all students. Student wellness and achievement is our collective priority and responsibility.

Vision - Image of the Future:

FNESU is a community where students want to learn, families want to live, and educators and staff want to teach and work. In FNESU we work collaboratively with staff, students, and the community to achieve an equitable, responsive learning environment which prepares all students for lifelong success.

Do you want to receive regular updates from FNESU? If you would like to add your email to our list to receive our monthly community newsletter or school related communications, please complete the attached survey (<https://bit.ly/FNESUemails>).

FNESU Board Chair Letter - continued

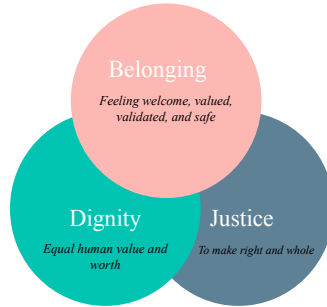
their communities and reintegrate more easily to the general education setting when they are ready. The creation of these three (3) programs is a remarkable achievement, borne of necessity, developed and implemented with the help of many talented people in our organization and now serving a vital role for our students and their families. This is another example of our student and community centered approach as we strive to create an equitable and innovative educational system.

In 2022, the Legislature passed Act 127 with the goals of increasing educational equity and outcomes in order to support historically disadvantaged systems such as ours. Act 127 reconfigures pupil weights and acknowledges that some students cost more to educate than others. Because this change affects homestead property tax rates, Act 127 limits the degree to which these rates can increase over fiscal years 2025–2029; a soft landing if you will for those higher spending, historically advantaged systems. This provision was NOT intended to grant school districts the ability to add expenses to their budgets that are unrelated to the transition or not justifiable. The mechanics of Act 127 are described in the Business Manager's report on page 22, but briefly spending above 5% is not raised in those communities but must be made up by Districts like ours, pushing our tax rate further up. This is the antithesis of what Act 127 was intended to do. It is imperative that all Districts across the State stay attuned to the perils that unwarranted, excessive expenditures pose for Districts such as ours. Furthermore, the Legislature needs to attend to this loophole and course correct immediately. We strive for the utmost transparency in our work and will keep our communities and taxpayers apprised of this situation as it evolves.

The Board thanks you for your support in this important work and we look forward to future collaboration for years to come.

Respectfully,
Mary Niles, MS, FNESU Board Chair

Educational Equity in FNESU



Belonging, Dignity, and Justice Framework

Our equity work in FNESU is built on the framework of Belonging, Dignity, and Justice. Every member of our learning community deserves to feel valued, welcomed, validated, and safe. We all deserve to be treated with equal human value and worth; and when harm is caused, we will make every effort to repair the harm and make the situation right and whole. (Framework developed by [Aida Mariam Davis, 2021](#))

Educational Equity



Success is not Predictable

Based on identity characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity, or initial proficiencies.



Universal Access

Every student in every school has access to high quality, culturally responsive programming to meet the needs of every student.



Unequal Distribution of Resources

May be necessary to ensure the needs of all students are being met.



Acknowledging and Disrupting Inequity

Acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

BARRIERS to Educational Equity



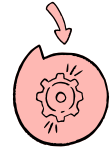
Definition

There is not a common understanding of the concept of educational equity in our educational community.



Reflective

Our workforce and communities are not culturally reflective of the cultural diversity that exists regionally, nationally, or globally. Our curriculum resources have not been systematically reviewed for cultural responsiveness.



System

We do not have robust systems in place to examine and dismantle systemic and institutional barriers.



Resource Deployment

In our system, there is not currently a mechanism in place to ensure that we have adequate resources in the right places.

FNESU Board Commitments



Identifying and removing systems that reinforce inequities, and create a mechanism to ensure we have adequate resources in the right places.



Developing and retaining high quality teachers that are culturally diverse and a curriculum that is inclusive, culturally relevant and historically accurate.



Promoting a sense of belonging, dignity and justice between students, parents, teachers and community members by enacting antiracist/anti-bias practices and policies, and by providing opportunities for connection and communication.

FNESU Board Goals Progress Report

Leah Belitsos, Co-Interim Director of Instruction and Learning
 Gabrielle Lumbra, Co-Interim Director of Instruction and Learning
 Callie Goss, Social Emotional Learning Coordinator

The FNESU Board of Directors has established three (3) Board Goals that are the focus of much of the work we do in FNESU. The following is a progress report related to those overarching system goals.

1. By June of 2027, all students will be reading on grade level by the end of grade 3.

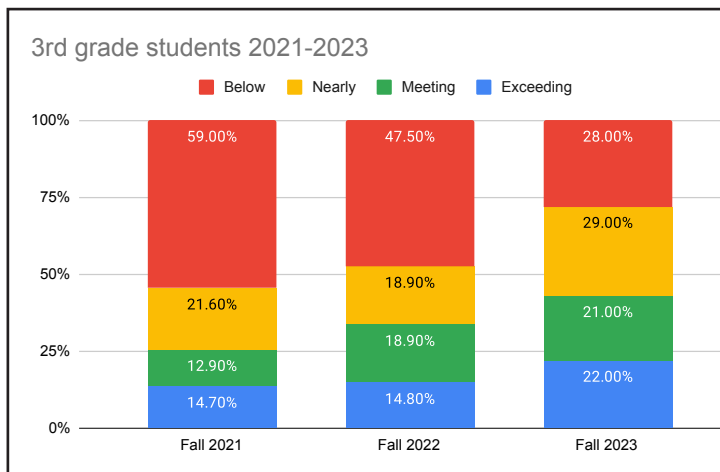
In FNESU, our goal is to ensure that all students are reading on grade level by the end of third grade. National trends indicate a decline in reading proficiency among fourth and eighth grade students, exacerbated by the substantial interruptions to the learning process caused by the pandemic. These interruptions have led to missed instructional time and have potentially affected students' literacy development. Acknowledging the multifaceted impact of the pandemic on literacy outcomes, we have increased our efforts to ensure that all students receive the best possible education and support in literacy development.

Within the FNESU Multi-Tiered System of Supports (MTSS) framework, continuous monitoring of literacy skills plays a crucial role in identifying students who may require additional support. We use this data to determine which students need targeted interventions. We utilize STAR reading assessments to benchmark each student's progress and guide instruction accordingly. The Fall, 2023 results have shown progress, but there is still work to be done with some students requiring additional support to reach grade-level expectations.

The implementation of a structured literacy program for all K-3 classrooms in the 2021-2022 school year has yielded positive results in students' reading outcomes. The progression of proficiency rates in third grade reading from the 2021-2022 school year to the current year is as follows:

- 2021-2022: 27.6% of third grade students were at or above proficiency in reading.
- 2022-2023: 33.7% of third grade students were at or above proficiency in reading.

Current: 43% of third grade students are demonstrating at or above proficiency in reading.



This upward trend in reading proficiency rates signifies the positive impact of the structured literacy program on students' literacy development and underscores the effectiveness of the program in supporting student achievement.

Science-Based New Literacy Program

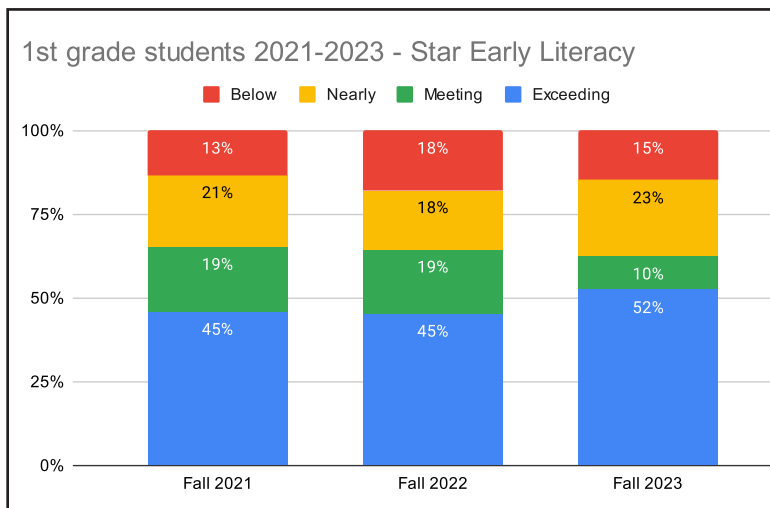
The Supervisory Union will adopt a new primary literacy resource beginning in the Fall of 2024 to replace the Lucy Calkins Units of Study for Reading and Writing. We currently have a SU-wide committee who is evaluating literacy programs. They are looking at programs that enhance classroom instruction for students in grades K-8. The new program will be grounded in the science of reading and offer highly engaging materials. The decision to adopt a new primary resource is driven by the commitment to align classroom instruction with the most current research-based practices in literacy education, ensuring that students receive instruction grounded in evidence-based approaches to reading and writing. It is important to note that we will continue to implement Foundations for phonological awareness instruction in grades K-3, utilizing a structured literacy approach to make learning enjoyable and lay the foundation for lifelong literacy. It is the hope that the new literacy program and Foundations will compliment one another.



Fall, 2023 Early Literacy Data

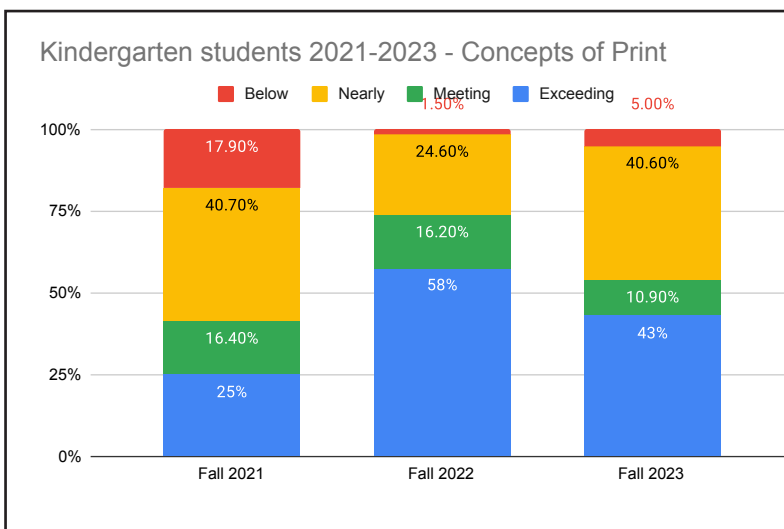
Star Early Literacy is a customized reading test for students to take on a computer. The test is designed for students in grades pre-K through 3 (beginning readers who do not yet read independently or need early literacy skills assessed). The progression of proficiency rates in first grade reading from the 2021-2022 school year to the current year is as follows:

- 2021-2022: 45% of first grade students were at or above proficiency in reading.
- 2022-2023: 45% of first grade students were at or above proficiency in reading.
- Current: 52.3% of first grade students are demonstrating at or above proficiency in reading.



Concepts of Print refers to the awareness of 'how print works'. This includes the knowledge of the concept of what books, print, and written language are and how they function. Students in kindergarten are assessed each year to establish their understanding that print conveys a message, knowledge about book orientation and directionality of print, distinction between sentences, words and letters, knowledge of the alphabetic system, and the difference between letters and words. The progression of proficiency rates in Kindergarten Concepts of Print from the 2021-2022 school year to the current year is as follows:

- 2021-2022: 41% of kindergarten students were at or above proficiency in concepts of print.
- 2022-2023: 64% of kindergarten students were at or above proficiency in concepts of print.
- Current: 53% of kindergarten students are demonstrating at or above proficiency in concepts of print.



Professional Learning Opportunities

The following list of professional learning opportunities aim to enhance educators' knowledge, skills, and instructional practices, ultimately benefiting student learning and achievement.

- **New Literacy Curriculum:** In the fall of 2024, we will have ongoing professional learning for our educators to focus on the implementation of our new science based literacy program.
- **Literacy Interventionists' Targeted Approach:** Our literacy interventionists are piloting tools that target learning progressions based on the continuum of reading strategies identified in STAR reading assessments. This approach aims to provide individualized support to students and accelerate their learning progress.
- **Modern Classrooms Project:** Some teachers will pilot this initiative to create inclusive learning environments and implement self-paced structures, enhancing instruction, and supporting proficiency-based learning.
- **Professional Learning Communities (PLCs):** Teachers engage in collaborative learning communities within the school and supervisory union to share best practices, discuss challenges, and explore innovative teaching methods.
- **District Coaching:** Through coaching, new teachers receive personalized support and feedback to enhance their instructional practices, leading to more effective and engaging teaching methods that directly benefit students.

Teachers are dedicated and committed to improving the literacy skills of all our students. We understand the critical importance of literacy skill development and are actively working towards our goal of ensuring that every student reads on grade level.

Performance Data State Summative Assessments

As of this writing, the Statewide Cognia Assessment (VTCAP) math and literacy scores and the Vermont Science Assessment (VTSA) scores from the spring of 2023 are still embargoed by the Vermont Agency of Education. This means that we may not publicly report them. When they are released, you will find them at <https://education.vermont.gov/data-and-reporting/educational-performance>

It is important to note that this was the first administration of this new statewide standardized assessment. We will use the 2023 results as a baseline and aim for growth in the spring of 2024 administration.



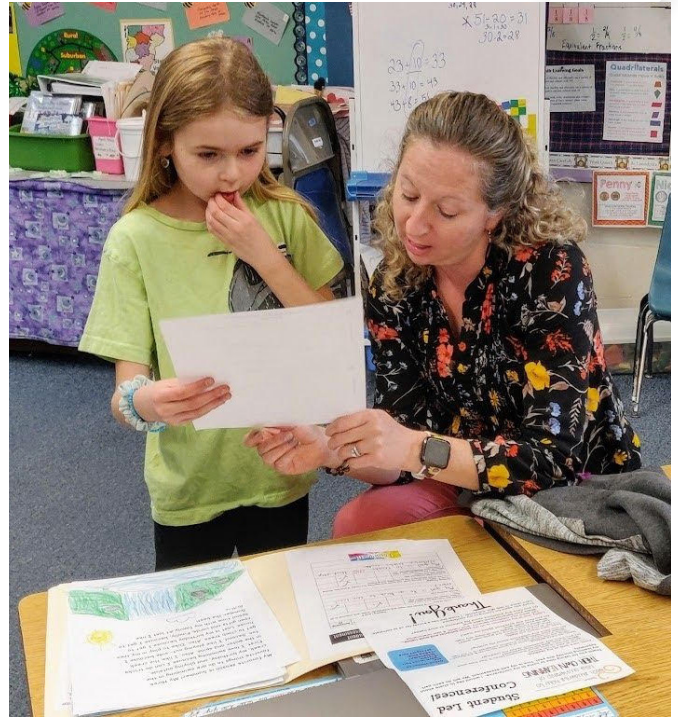
FNESU Board Goals (con't)

2. By June of 2027, all students in FNESU will complete high school by demonstrating proficiency in graduation requirements as reflected in their Personalized Learning Plan.

As we navigate through the 21st century, it is evident that the world is undergoing rapid and unprecedented change. In light of this, it is imperative for schools to not only plan for the present but also anticipate the significant transformations that lie ahead. FNESU is committed to equipping students with the skills required for both the current work environment and the future landscape.

The Portrait of a Learner characteristics and indicators encapsulate a comprehensive set of skills identified by industry leaders, educators, and students as essential for high school graduates in the present and future. These skills encompass not only academic proficiency but also independence, social competence, and creativity. Students will continue to acquire advanced skills in mathematics, science, global citizenship, and language arts. Furthermore, they will engage more deliberately in problem-solving, independent decision-making, financial literacy, and creative and critical thinking within their courses. This initiative spans from Pre-K to 12th grade.

At the elementary level, students are cultivating self-awareness and independence through student-led conferences where they establish goals, track their progress, and articulate their personal growth. Middle school students are becoming acquainted with the Portrait of a Learner characteristics as teachers integrate them into daily work and activities. High school students are aligning their academic pursuits with these characteristics through exhibitions. As students develop proficiency in these skills, we are confident that we are effectively preparing them for the multitude of opportunities that their futures will present.



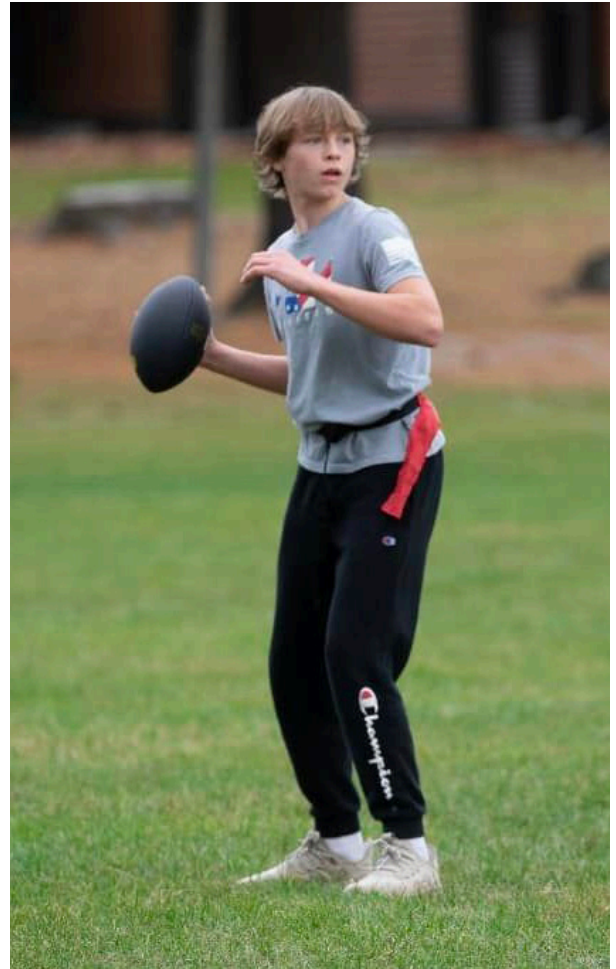
3. By June of 2027, all students in FNESU will demonstrate proficiency by the end of each grade level band on the Social-Emotional Learning (SEL) priority standards.

Social-emotional learning (SEL) is the intentional effort to develop students' abilities to manage themselves, their emotions, and their relationships. This effort supports students' availability for learning now and their ability to succeed *later*, as adults. Last year, FNESU adopted SEL priority standards with the aim of all students demonstrating proficiency at the end of their grade band by June of 2027. These priority standards align with the five (5) competencies from CASEL (The Collaborative for Academic, Social, and Emotional Learning): *self awareness, self-management, social awareness, relationship skills, and responsible decision-making*.

In July, 2023 we hired a part-time district-level SEL coordinator, Callie Goss, to facilitate this growth. All students in our elementary schools are participating in SEL instruction that aims to make these skills explicit through weekly or daily lessons in the SecondStep or Leader in Me programs. In addition, we've taken the following steps to progress toward this goal:

- **Administered SAEBRS**, a tool for efficiently screening students for social-emotional behavior strengths and challenges;
- Coached teachers, leaders & student support teams to interpret and utilize SAEBRS data to **pinpoint students' SEL needs and develop plans** to intentionally support them in the classroom;
- **Created a supervisory union (SU)-wide SEL team** representative of all schools and a variety of roles to build our collective SEL content knowledge, connect the district SEL position to what's actually applied in school, and to add collective voice to SEL decision-making; and
- Included **SEL-related professional learning** within our monthly new teacher seminars to support teachers in becoming adept at building students' SEL skills authentically through classroom routines & structures (topics include classroom management & relationships, strategies for post-break resets, and SEL approaches to classroom problem-solving).

We will continue to make progress towards this goal thanks to the expertise and commitment of our SU SEL team. Next, we will explore ways that school culture supports (or hinders) SEL, pursue additional curriculum and assessment tools, and learn about options for SEL interventions.



These skills encompass not only academic proficiency but also independence, social competence, and creativity. Students will continue to acquire advanced skills in mathematics, science, global citizenship, and language arts.



FNESU Programs

LEAPS After School and Summer Programs

A 21st Century Community Learning Center (CCLC) - Heather Moore, Director

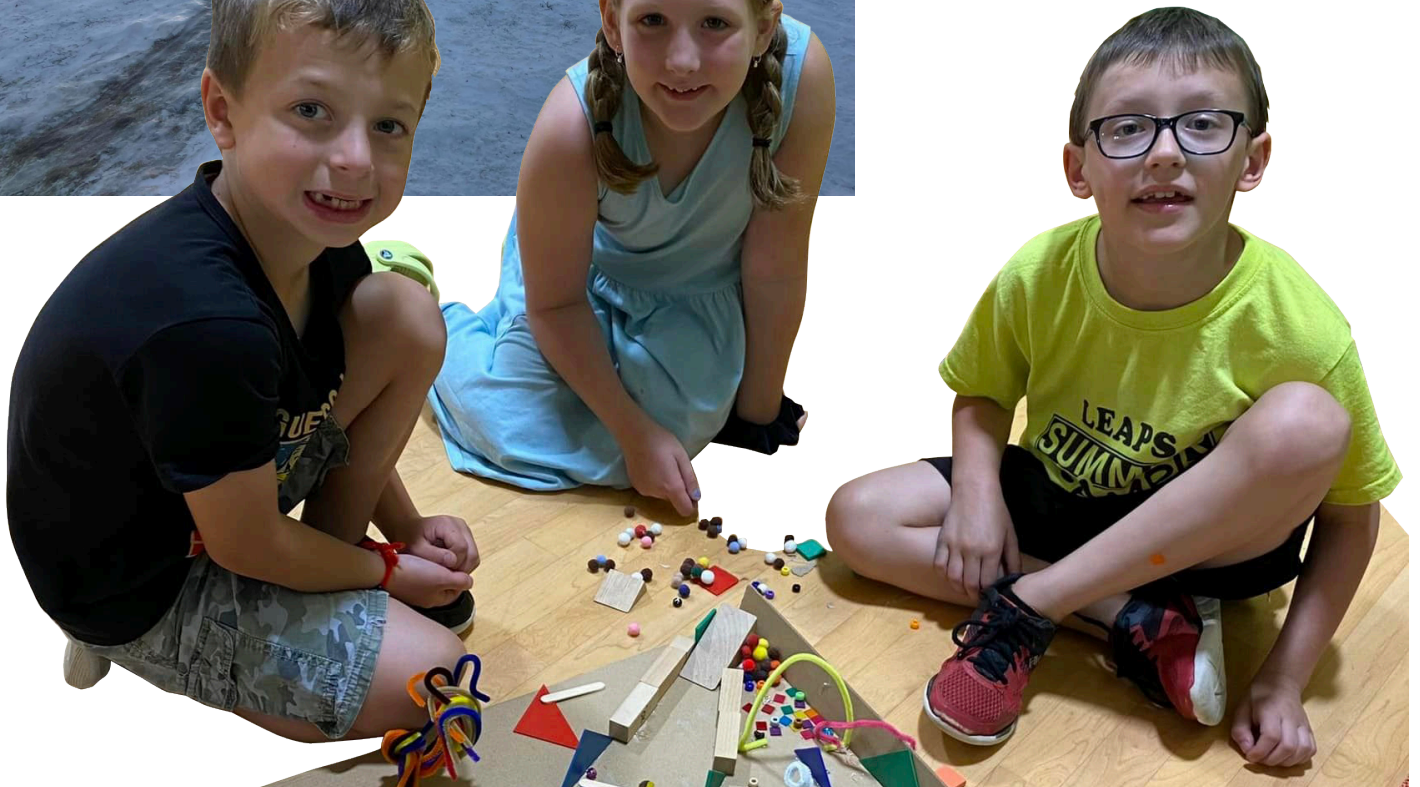
LEAPS proudly provides enrichment opportunities to youth in all six (6) of our communities in grades k-12. Last school year, LEAPS served 999 youth across our eight (8) sites and we are on track to serve even more youth this year. Three (3) of our sites (EFMHS, MES, and RJSHS) each received \$10,000 grants to help increase their middle and/or high school participation levels. With those funds, LEAPS has purchased BMX bikes and coding drones and has been able to create a collaboration between our two high schools to create the production of the Addams Family Musical with their performance held in early February. Several of our programs have been offering French and Spanish at the elementary level. As always, LEAPS offers a variety of activities including painting, robotics, board games, cooking, career readiness, gardening, writing, fishing, and so much more.

Our programs are funded mostly through a 21st Learning Community Center (CCLC) grant through the Agency of Education and local district investments. The 21st CCLC grant is a five (5) year grant that would typically require reapplication during the fifth year. For the first time in the 20 year history of the 21st CCLC grant, the AOE is allowing programs that received a high rating in annual reporting to be automatically renewed for five (5) additional years. Each site is annually assessed based on program offerings, equity of access, youth leadership & agency, and staff quality. We are happy to report that thanks to our wonderful staff, supportive schools, and communities, LEAPS is the first project in the state to be awarded this renewability option for funding. Since this is the fifth year of funding for seven (7) of our sites, those sites are guaranteed the AOE portion of our funding for the next five (5) years.

We would like to thank our students, families, communities, and staff for making our programs so great.



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Family Engagement

Michelle Irish, Director for the Advancement of Educational Equity

Research shows that students whose families were involved in their education, regardless of their income or background, were more likely to:

- Regularly attend school.
- Earn higher grades and receive higher test scores.
- Pass their classes and move to the next grade.
- Have better social skills, including positive behavior at school; and
- Graduate from high school and attend postsecondary education.

In FNESU, we recognize the importance of partnerships between schools and families to improve outcomes and ensure equity for all students. We have Family Engagement Coordinators who are working in our schools to support student and family engagement through targeted family support and proactive attendance strategies. These strategies include:

- Publishing newsletters and social media communications;
- Coordinating Title 1 Parent and Family Engagement activities such as annual meetings & parent compact development;
- Hosting community dinners & events.
- Strengthening community partnerships and collaboration with partner agencies and community organizations;
- Supporting family participation in school events and at meetings.
- Providing parenting skills & family support;
- Assisting students with transition and attendance support; and
- Assisting families to access needed resources such as housing, food, clothing, medical and mental health care, fuel and financial assistance, employment, transportation, and substance recovery/support. .



Emerging Multilingual Learners

Michelle Irish, Director for the Advancement of Educational Equity

Multilingual learners are students with a primary or home language other than English who are in the process of acquiring English. Multilingual learners have the right to access quality education without facing discrimination based on language proficiency or background. Schools in FNESU provide English language acquisition and translation support to facilitate effective learning. Multilingual learners also have the right to maintain and develop proficiency in their home language, as research suggests that bilingualism enhances cognitive abilities.

Multilingual learners bring many assets to the classroom:

- Information and ideas that they have already learned;
- Ways that they have used languages at home with their family members and in their communities;
- Home and community experiences that can become the focus of standards-based, content-area instruction;
- Interests and passions that they have, and what they've already done to pursue them;
- Previous successes they have experienced and can connect with in order to build their confidence in academic settings;
- The amazing ways that they navigate their various roles and identities; and
- Brains that are flexible because they are always processing two (2) or more languages and making connections across languages and cultures

Multilingual caregivers are also entitled to information provided in a language they understand, which promotes meaningful family engagement. Creating a culturally responsive curriculum and school culture that reflects the diversity of multilingual students and their families fosters a positive learning environment.

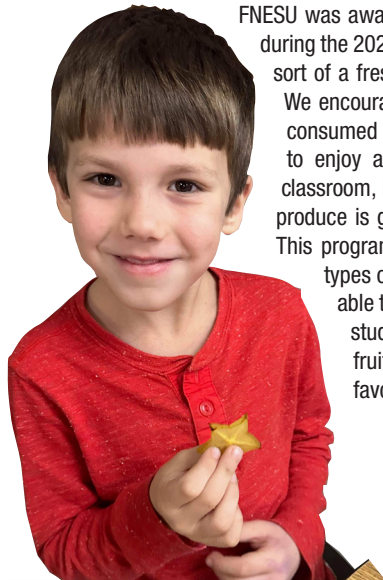


FNESU Programs

Food Services

Dawn Reed, Food Services Director

This year, we were able to offer a fruit and vegetable program using grant funds provided to us by the Fresh Fruit and Vegetable (FFVP) program from the USDA. The FFVP is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. Some of the new products we have been able to offer are starfruit, plums, and different varieties of radishes. The FFVP also encourages healthier school environments by promoting nutrition education.



FNESU was awarded up to \$87,730 in funds to use for this program during the 2023/24 school year. Each day, students are offered some sort of a fresh uncooked/unprocessed fruit or vegetable to enjoy. We encourage all students to at least try these options. FFVP is consumed in the classroom with the teacher and fellow students to enjoy as a group. By eating these healthy snacks in the classroom, it provides a great opportunity for lessons on how the produce is grown and different ways the items could be served. This program gives our students the opportunity to try different types of fruits and vegetables that we normally would not be able to offer due to higher produce cost. We have found that students really enjoy this opportunity. Of all the different fruits and vegetables we offer, fresh berries seem to be a favorite among students.



Technology

Dominic DeRosia, Technology Director

Exciting developments are underway as FNESU gears up to unveil our new school websites and companion apps. While the websites are currently in the final stages of development, they promise to offer an enhanced digital experience for the entire FNESU community.

The main FNESU site and all school sites are being developed together on the same platform. This will give a unified look and feel between sites, while still giving each school the ability to customize things like color schemes, logos, and of course being able to post their own content. Another notable feature is the inclusion of language translation capabilities, ensuring accessibility for diverse audiences.

Simultaneously, FNESU is set to launch user-friendly mobile apps, available for free on both the Apple and Google Play stores. These apps mirror the website content, offering a seamless transition between desktop and mobile platforms. A standout feature is the ability for users to opt-in for push notifications tailored to their specific school(s), ensuring they stay informed about the latest updates. The apps attempt to make translation needs as easy as possible by automatically translating content to the language set on the user's mobile device. Users can effortlessly navigate through school updates, peruse lunch menus, and check school calendars.

The introduction of these websites and apps represents a significant step towards embracing digital solutions that prioritize accessibility and convenience for the FNESU community. Keep an eye out for the official launch, coming soon to connect and empower our schools and their stakeholders.

Facilities

Vernon Boomhover, Facilities Director

For this year's annual report, I would like to highlight the eight (8) schools that we were able to re-light with new LED lighting fixtures. Most of the schools in FNESU had not taken advantage of the rebates through Efficiency Vermont. We found out last year that these rebates would not be available after 2023 and it was decided that we would attempt to get eight (8) schools completed by the end of the 2023 Summer Break. We will complete a re-light project at EFMHS, our one remaining school, next summer.

After successfully completing the project, we are seeing a consistent 100 kwh drop in most of our schools. We also decided to add dimming switches in all classrooms giving teachers the ability to adjust the amount of light for their rooms. Efficiency Vermont was able to help us with a \$10,000 rebate for each school. Enosburg Electric was also able to give an additional \$8,000 for our schools in Enosburg. We will continue to track our energy savings as time goes by, as we are in the early stages of this re-light project. We look forward to providing a report of cost savings over a 12 month period in next year's Annual Report.



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School Safety

Robin Gagne, School Safety Coordinator

In FNESU, we continue to work hard to keep all of our schools safe. Since 2018, we have used ALICE, an options-based response to school safety threats, as our primary preparedness tool. Staff implement ALICE training with students from a developmental readiness perspective with a specific

Students are taught evacuation expectations, lockdown expectations and counter expectations relevant to their grade band. The learning is staff directed and student centered.

focus on the following grade bands: PreK, K-3, 4-5, 6-8 and 9-12. Students are taught evacuation expectations, lockdown expectations and counter expectations relevant to their grade band. The learning is staff directed and student centered.

Act 29, passed on May 30, 2023, relates to school safety. Our schools already complete Emergency Egress ("fire") drills and Options Based Response to a Violent Intruder drills that are required under this act.

For the 2023-2024 school year, school safety teams are working to create and/or update all-hazards emergency operations plans for their school site, also required under this new law.

Student Services

FNESU Alternative Programs

Michelle Theberge, Student Services Director

FNESU has several alternative programs available to support students with various needs. Over the past few years, we have recognized a significant need in our community for supporting students with developmental delays, students on the autism spectrum, and students with challenging behaviors. As a result, we have created our own alternative programs (STEPS - Student Therapeutic Educational Placement, TAPS - Transition into Adult Programs and Services, and RISE - Reaching Independence Through Structured Environments) due to the lack of outside alternative placements within Franklin, Chittenden, and Lamoille counties. Students with significant needs have been on the rise, while placement opportunities and outside supports have been on the decline.

The success of these programs has been remarkable. By keeping our students within the community, we have the opportunity to provide intensive social emotional skill-building or life skills training and then allow students to practice those skills in their sending schools. We have successfully transitioned several students back to their regular schools without the need for extensive ongoing support. This approach has proven to be highly effective and beneficial for our students.

Celebrations From the Program

We would like to celebrate the achievements and milestones of our students and staff that work at STEPS, RISE and TAPS. From academic accomplishments, community outreach opportunities, job placements, to acts of kindness, we are incredibly proud of their hard work and dedication. It is their unwavering commitment that makes our school community thrive.

Program Cost Effectiveness

The addition of these alternative programs has also proven to be cost-effective. In the past, the average cost for a student in an alternative school placement was around \$100,000. However, with the development of our own programs, we have been able to provide the necessary support at an average cost of \$40,000 per student. This significant cost reduction allows us to allocate resources more efficiently and provide better support for all students in the Supervisory Union.

Gratitude

Lastly, I want to express my deepest gratitude for the staff that work in the alternative programs, as well as to the community partnerships. We appreciate your support as we work together to provide the best education and opportunities for our students. Your involvement in our students' learning journey is invaluable, and it is through this collaboration that we can create a successful educational experience within our alternative programs.



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Early Education



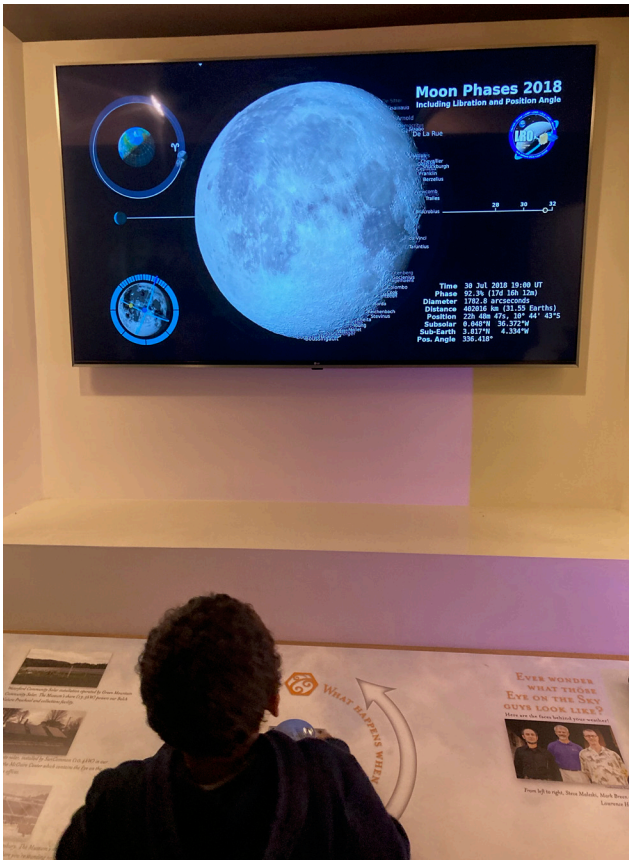
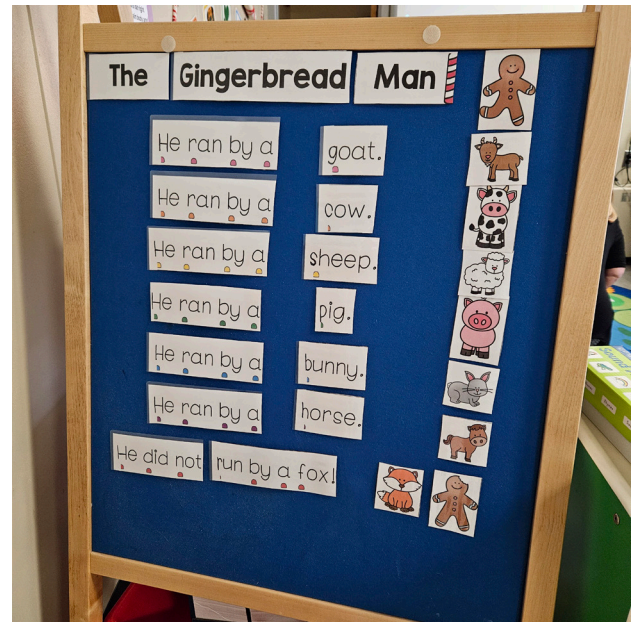
Melissa Wood,
Early Education Director

Learning in the early years is focused on whole child development. Early education teachers understand how different domains support each other. For example, writing development is dependent on motor development and read-alouds promote literacy development and can support social development. Skill building in a given domain is not isolated to a specific time of day - it is all intertwined.

FNESU's early education team uses the Get Set for School and Second Step curriculums to explicitly teach skills while promoting additional skill building throughout the day. Following a lesson about people having different feelings about the same thing (Second Step), children listened to Goldilocks and the Three Bears with a focus on how the characters had different feelings about the events in the story. At another time, children worked on identifying the letters in their names and building their names (Get Set for School).

At morning meetings, children count the number of children present that day (early math), while wishing well to those who are absent (social emotional). During exploration time, children are encouraged to ask and answer questions through activities such as discovering the life cycle of caterpillars (inquiry). Children collected observations in a butterfly journal, listened to the Very Hungry Caterpillar by Eric Carle (literacy), and engaged in a food graphing activity (math) based on the story. Later in the year, many dramatic play areas were transformed into Gingerbread Cafes, where children took orders from their friends (language & literacy), made purchases (math), and used play-doh (motor) to create cookies.

In the early years, the rate of learning is rapid. Children observe and listen to everyone and everything around them. They ask questions and work to figure things out for themselves. Our early education classrooms provide supportive learning environments engaging and immersing children in rich learning experiences.



Flexible Pathways Academy

Gabrielle Lumbrá, Flexible Pathways
Academy Coordinator

Flexible Pathways Academy (FPA) is a K-12 program within FNESU that provides individuals with the option to access their education in a more flexible manner, catering to those who require or desire greater flexibility in their learning. FPA started at the high school level in 2018 and was expanded to include K-8 during the COVID-19 pandemic. Currently, FPA allows any learner in the Supervisory Union to access their learning in a fully virtual or hybrid manner. All students in FPA document their work on the Portrait of a Learner characteristics through a personal learning plan process.

Students in our K-6 program attend classes virtually for literacy and math. They also engage in project-based learning experiences (PBL) that work to provide authentic experiences as well as in-person field trips. These PBL experiences incorporate the arts, global citizenship, and science. Health, physical wellness, and social emotional learning are addressed during advisory. They generally culminate in an authentic presentation of a product.

Middle school learners are challenged to develop the executive functioning skills needed to plan and organize their learning in the upper grades. They also work to gain academic independence in foundational skills needed for high school. They meet with an advisor at least weekly to document their progress. They take asynchronous online courses, complete other online experiences, and complete independent projects to demonstrate their skills and create evidence.

High school students access in-person courses, online courses, and independent projects in order to meet the graduation requirements. FPA allows them to schedule work and other activities more flexibly. High school students take advantage of the "learn anytime, anywhere" elements of FPA. They document their progress in an alternative transcript called the Mastery Transcript where they submit projects and other evidence of their skills for use with college admissions.

NMV UUSD School Spotlights



Bakersfield Elementary Middle School

Rhoda McLure, Principal



At Bakersfield Elementary and Middle School, we are committed to living out our mission of being a place where all students (and adults) learn and grow through connection and care. This year, one of the areas we have been focusing on is the development of System Improvement Teams which are made up of most of our teachers and staff. These teams focus on different systems and areas for improvement within our school. With these teams, we have the capacity to simultaneously address multiple aspects, allowing us to fulfill not just our mission but also the school's broad expectations of being a place where we are safe, kind, and ready to learn.

Two (2) of these teams are focused on our school culture. One (1) school culture team is focused on students with goals of analyzing data for patterns and ways to teach positive behavior, enhancing our Restorative PBIS systems, and planning fun and engaging schoolwide celebrations. This team is also working on improving student leadership at BEMS. The other school culture team is focused on adults, both in and out of the building. This team's goals are centered around cultivating a positive school culture where people want to work, while also building strong connections with Bakersfield parents/guardians and community members. They are currently working on a family survey that will go out soon to engage parents/guardians in conversations around our school climate from their perspective.

Our equity and inclusion team is focused on implementing and monitoring a schoolwide equity improvement plan and developing a systematic approach to ensuring freedom from harassment and bullying.



Our last two (2) teams are focused on academic excellence through improving our Multi-Tiered System of Supports (MTSS) for students and our professional learning community to ensure high levels of teaching and learning. All of these teams are doing tremendous work, and I am so proud to be leading this amazing team of students, teachers, and staff!

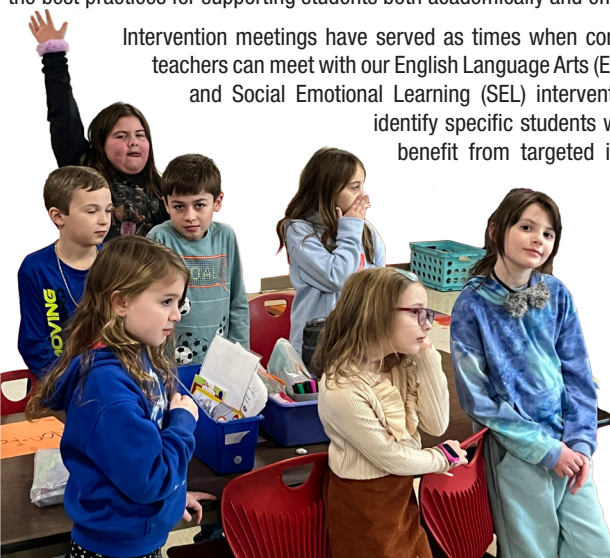
Berkshire Elementary School

Gavin Roddy, Principal

This past year, FNESU piloted a Tuesday early release model in order to provide time for teachers to collaborate and learn together to improve student learning. At Berkshire Elementary School, we have structured this time to hold professional development, student intervention meetings, and professional learning communities (PLCs).

Our professional development meetings have largely consisted of targeted training for our faculty and staff in best instructional practices. Examples include working with Starling Collaborative on creating emotionally responsive classroom environments as well as with All Learners Network regarding effective strategies for math instruction and supervisory union-led sessions on the best practices for supporting students both academically and emotionally.

Intervention meetings have served as times when core content teachers can meet with our English Language Arts (ELA), math, and Social Emotional Learning (SEL) interventionists to identify specific students who might benefit from targeted instruction



in these domains. Through regular meetings, interventionists and classroom teachers are able to track student growth, determine the effectiveness of their interventions, and make additional adjustments to further student learning.

Our PLCs are groups of teachers who share the same grade or content matter and regularly meet to develop common goals for student learning, ways of tracking student progress, and specific instructional strategies. These meetings have played a pivotal role in ensuring that teachers are continuing to implement instruction that is rigorous, while also actively collecting and analyzing student data to determine the effectiveness of their lessons.

Ultimately, through being more deliberate in how we use our planning time, develop common goals, and collect and analyze data, we expect to see a gradual but significant shift in how our students perform both academically and socially.

Montgomery Elementary School

Sandy Alexander, Principal

Throughout the last several months, the staff at Montgomery Elementary School have been working on System Improvement Teams in an effort to create and maintain schoolwide structures and routines. While the commonality of our System Improvement Teams is the creation of structure and routines, the focus is different for each of the five (5) groups.

One (1) team is designated to create a positive community and culture at MES. Some examples of their work include a newly formed Student Council, Student Mentors, and our student-led Community Meetings. In addition, daily “shout outs” over the announcements are a great way to focus on the positive things that are happening at MES.

Two (2) of the teams are working to create a continuum that will vertically align our English Language Arts (ELA) and math curriculum. Vertical alignment means that themes are established in kindergarten and are followed all the way through 8th grade. It also means that there is a common language and domain specific vocabulary used and built upon throughout the grade levels. Vertical alignment is important because it gives students something they can recognize as they progress through the grades, which thereby saves valuable instruction time.

The final two (2) teams are building clear procedures for our Multi-Tiered System of Supports (MTSS) and our schoolwide discipline system. The MTSS team is creating referral forms, as well as timelines for when students are recommended for academic support, what supports are needed, and for how long. Our Discipline Structures team is gathering information from other schools in an effort to create transparency around behavior expectations, consequences, supports and interventions, and a system for collecting, sorting and analyzing data. This team approach of system improvement sets the foundation for a community of shared expectations where students and staff can thrive.



Sheldon Elementary School

Teri Sue Hitchcock, Principal

As a new-to-Sheldon principal, in talking with staff, we as a community discovered a need to improve our data practices in relation to academic growth. We began our process of using data intentionally to improve academic growth by focusing on the highest need and highest leverage areas in each grade and schoolwide. We meet weekly as small groups to focus on teacher practices using combined formative and summative assessment data to determine next steps, practices that are moving students forward, and practices that are not having the success we expected. We used the first half-day Data Day to really work as a school community to dive deeply into the data we have on our student population, both at the site level and the classroom level, to determine what the areas of support are, what resources or training might be needed, and how best to use our building's talents to help students succeed academically.

One area we noticed that students expressed a desire for was celebrations of academic accomplishments, not just our BEARS values. Our first academic celebration which is focusing on both proficiency and academic growth will be held shortly after the winter STAR testing is completed. Our goal by the end of the year is that every student will grow or be proficient academically on the STAR assessments.



ER UUSD School Spotlights



Enosburg Elementary School

Jennifer Hubbard, Principal

One (1) main focus during the 2023 school year at Enosburg Elementary School has been student agency. When students are actively involved in setting goals, making decisions, and reflecting on their progress, they develop a sense of responsibility for their own learning. This helps our students become lifelong learners.

We hold student-led conferences twice a school year where students are responsible for showing their families what they have been working on in class and show evidence of their learning. Students talk about their goals and the data they have tracked. This time allows our students to participate in deep reflection of their learning and practice communication skills which are lifelong skills students need now and in the future.

Students at EES collect data as they are learning so they know how they are growing. One way we do this is by using the STAR 360 assessment in reading and math. This is given three (3) times a year to show growth and see areas of strengths and weaknesses. Students see their scores and reflect on what they have learned and what they need to work on next. This process includes critical thinking and decision making.

EES uses Responsive Classroom and Second Step for Social Emotional Learning. Both of these resources encourage students to understand their feelings and share their thoughts. Each class starts its day with a Morning Meeting where students learn and practice social and emotional skills. In classes, students get the opportunity to lead parts of the Morning Meeting and develop critical leadership skills.

Student agency helps develop our students into lifelong learners and learn the critical thinking skills they need throughout their lives. Students taking a more active role in their learning increases their capacity to monitor, assess, and set goals for their own success.



Enosburg Middle & High School

Matthew Webb, Principal

At Enosburg Falls Middle and High School, we are on a path to helping students find purpose and meaning in their learning. At the middle level, it starts with students making creative choices to build upon a solid foundation of background knowledge on a topic. One example is in 7th grade social studies, students learn about the development of the 13 American colonies, including the colonists' goals, government, economics, laws, ethnicities, and relationships with indigenous people. Students compare how these factors differed and resulted in different kinds of societies in the north, middle, and south. Then, they design a hypothetical colony and construct a model, while also explaining what factors resulted in their decisions. Once projects are completed, 6th and 8th graders view them and give feedback to their peers.

At the high school level, the options for students broaden as they choose their learning from any class to showcase at the end-of-semester Celebration of Learning, or "Expo." At EFHS, teachers in every class help students identify a project or assessment from the semester that they are proud of. Students present their learning, which can take the form of an oral presentation, scientific experiment, musical performance, art gallery, or demonstration of a skill learned at Cold Hollow Career Center. The emphasis is on how they are developing in the characteristics of our Portrait of a Learner, discussing what they learned and also why that learning matters or how they have grown in the process. Our aim of these instances of application and reflection on learning is for students at both the middle and high school levels to discover the power of learning that is both meaningful and purposeful to them as individuals.

Cold Hollow Career Center Nathan Demar, Director

We are excited to have this opportunity to let you know what is going on in and around Cold Hollow Career Center. We continue to run six (6) Career and Technical Center programs. Each program is directly aligned to Vermont's most needed careers. Our programs consist of Automotive Technology, Business Leadership, Construction Technology, Forestry-Natural Resources, Human Services-Teacher Preparation, and Medical Careers. We also offer a Pre-Tech program for younger students.

Our students are in high demand, whether it be a new auto technician, a student who earns their Commercial Driver's License (CDL), or a student who has earned their Licensed Nursing Assistant (LNA) certification. With such a demand on the trades both locally and beyond, CHCC finds itself in a great position to help the students in our area. The demand for the skilled trades has never been higher and CHCC continues to strive to ensure our students are ready to meet those needs.

One area that we have not been able to improve over the years is our building and facilities. Our facilities currently do not support the goals of many of our programs. For example, our Construction Technology space serves as both the classroom and lab space which is not ideal for either. As our Auto program has expanded to take on electric and hybrid technologies, they too are finding the need for more space. CHCC has embarked on a plan to update our building. We want to ensure that our students have the best environment to support them in their career training. We are hoping to create a center that will have both the classroom and lab space that students need to meet all the demands and requirements of a high quality career and technical education. These innovations will ensure our students are getting the quality education they deserve.

CHCC will be hosting an OPEN HOUSE on Thursday, February 22nd from 4-7pm. Please come and check out what our students have learned and also what our plans are for the future of career and technical education.



Richford Jr-Sr High School Beth O'Brien, Principal

Project Lead the Way (PTLW) Opportunities

Richford Junior-Seniors High School received two (2) multi-year grants from Project Lead the Way (PTLW): PTLW Engineering (\$16,000) and PTLW Computer Science (\$14,000) for professional learning and the curricula. PTLW's mission is "to create a transformative learning environment and empower students to develop in-demand knowledge and skills necessary to thrive in an evolving world." We are offering introductory courses in each area this year and adding an additional class in each area in subsequent years. The classes are designed to build skills sequentially.

Lee Miller, our Industrial Arts Teacher, brought the idea of PTLW to RJSHS. He had taught Engineering Essentials in his previous school, so he started by offering that class here this year. Students work through a series of activities to build engineering skills which include problem solving, critical thinking, collaboration and communication. Next year, we plan to add Digital Electronics followed by the Principles of Engineering.

Zachary Greenwood is teaching Computer Science Essentials, which is designed to build confidence and skills by exposing students to computational thinking and visual block based programming, such as Python, to create apps and develop websites. Students work collaboratively, just like technology professionals, to solve problems that are important to them. Next year, we will offer Computer Science Essentials in the fall semester and then add on Computer Science A for the spring semester. It is our plan to offer Cyber Security during the 2025-2026 school year.



Richford Elementary School Kelli Dean, Principal

Richford Elementary School has embarked on an exciting journey towards fostering student leadership and life skills through a strategic partnership with Leader In Me, an organization dedicated to empowering students to become effective leaders. This collaborative effort marks the initiation of a multi-year commitment aimed at cultivating a learning environment where students not only excel academically, but also develop essential life skills that will serve them well beyond the classroom.

At the core of the Leader In Me philosophy is the creation of a high-trust culture within the school community. This culture forms the bedrock upon which rigorous academic pursuits can thrive. By instilling values of trust, responsibility, and leadership, RES is ensuring that students are not just recipients of knowledge, but active contributors to their own education and personal development.

The Leader In Me approach is designed to be holistic, emphasizing the integration of leadership principles into various aspects of students' lives. It goes beyond traditional educational models by recognizing and nurturing the unique talents and potential within each student. This approach empowers students to take ownership of their learning journey and encourages them to be proactive, responsible, and collaborative individuals.

As RES commits to this partnership, the goal is to create an educational environment where students are equipped with not only academic excellence but also the character, resilience, and leadership skills needed to thrive in the ever-evolving world. By investing in the development of the whole child, RES and Leader In Me are shaping future leaders who are well prepared academically, socially and emotionally adept, and ready to navigate the challenges and opportunities that lie ahead for them.



Theater Program

For the first time, RJSHS and EFMS have teamed up to hire a theater teacher. We were fortunate to find a veteran theater teacher from Randolph High School, Brian Rainville, for this position. This year we focused on developing interest and skills by offering a middle school elective in both schools. We also offered a high school class in each school. The high school students in the Richford class have been studying a range of works, including one that explores the tragedy of 9-11. The goal is to have a performance in each community every year (one (1) per semester). Students from both schools are encouraged to participate in either of the performances. The Addams Family Musical was performed the weekend of February 8 in Enosburg. There will be a shorter production at the Richford Town Hall this spring. The plans for the future include a fall production in Enosburg and a spring production in Richford. We are also excited that a group of students and staff from both high schools will be traveling to New York City over February Break to see a few Broadway plays. RHS students will also be visiting the 9-11 Museum after spending the fall learning about this content. They will be having dinner with a young playwright who crafted a script just for them. We are excited to see how the program develops in the future.



Business Manager Report

Morgan Daybell, Business Manager



Act 127

The Vermont Constitution requires equal access to funding. This is done by “weighting” students, based on their needs and circumstances. The original weights were not supported by data and this was corrected by Act 127. Both of our two (2) districts received a significant increase in student weights, which should allow them both to fund increased opportunities for students at a similar tax rate.

Act 127 included a residential rate cap, which limits all district-level tax rate (before the CLA) increases to 5%. Districts with an increase of per pupil spending of more than 10% must justify their increase to the Agency of Education in order to keep the cap. This was intended to create a “soft landing” for higher spending districts who were benefiting from the student weights prior to Act 127. This cap, however, has allowed some districts to add spending above the 5% cap in a way not intended by the law.

Taxpayers in capped districts are not sending enough money into the Education Fund, requiring that money to be raised somewhere else. Those costs will be borne by: homestead tax payers in un-capped districts (such as ours), non-residential property tax payers, and income-sensitized tax payers throughout Vermont.

It is possible that the legislature will make changes to the rate caps, or other provisions in the law this year. Without any changes, our towns won't see the full benefit of Act 127 for a few more years.

Tax Rates

Four (4) factors set the **residential tax rate** you see on your bill:

Education Spending is the budget approved by voters, minus expected revenue (like grants and interest). *As Education Spending goes up, the tax rate goes up.* This is the only part of the formula controlled by local boards and voters.

ADM is a weighted count of students in the district. *As ADM goes up, the tax rate falls.*

The **Property Dollar Equivalent Yield** is the amount of money, per pupil, raised by one dollar (\$1) on the tax rate. *As the yield goes up, the tax rate falls.* The yield presented is an estimate; the final number is set by the Legislature in the spring.

The **Common Level of Appraisal (CLA)** measures the difference between listed property values and market value. A CLA below 100% means that on average, properties are selling above their assessed value. Each town has its own CLA. *As CLA goes up, the tax rate falls.*

The boards warned budgets in January, based on the Tax Commissioner's recommended yield rate of \$9,452. This would have delivered a district tax rate reduction to both NMV UUSD and ER UUSD. As I write this update, the yield projection has dropped to \$9,171, with the effect of raising rates in both districts. Given the incredible volatility of budgeting decisions statewide, I would expect that when you read this letter the projected yield will have changed again and will likely be different again after Town Meeting Day votes.

You may be eligible for a property tax credit. Last year, over 2,300 FNESU property owners had their school taxes reduced and at least 173 renters received a renter rebate. Residents who own and occupy a Vermont homestead must file a Homestead Declaration and Property Tax Adjustment Claim (HS-122) with the Tax Department by April 15.

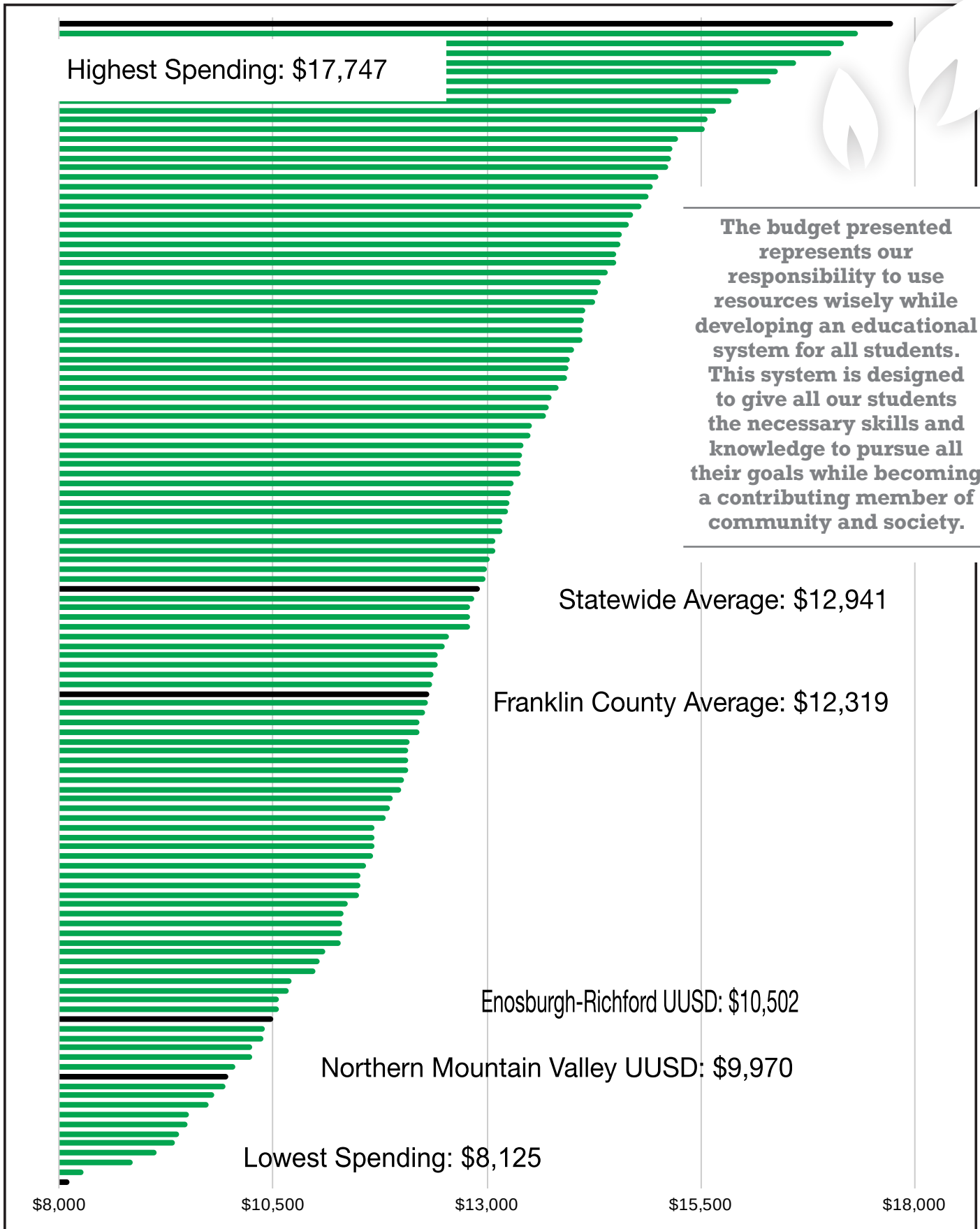
Non-residential tax rates are set by the legislature and change with the CLA. Individual budget votes do not change this rate.

Audit

RHR Smith audited the supervisory union for the fiscal year ending June 30, 2023. For a copy of the most recent, visit www.fnesu.org or call 802-848-7661.



FY 24 Educational Spending Per Pupil



NMV UUSD Board Chair Letter

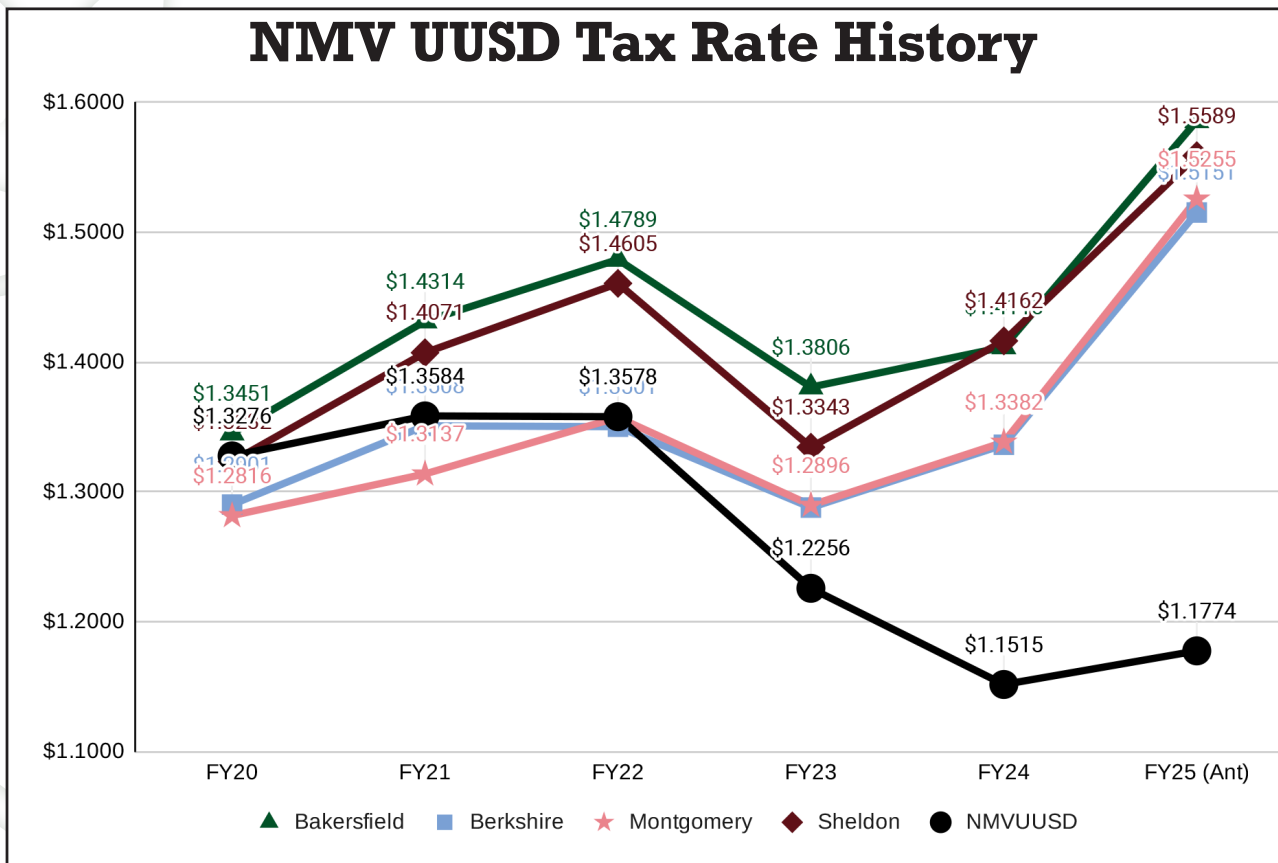
On behalf of the NMV UUSD Board, I want to thank voters and taxpayers in our four (4) towns for entrusting us to responsibly and thoughtfully allocate precious tax dollars. We recognize the delicate balance between fiscal responsibility and what it costs to support an innovative and engaging educational system which meets the academic, social, and emotional needs of all students. As you will see, our proposed budget is up almost \$3.4 million from last year. While this number is substantial, the impact on the tax rate is softened due to Act 127 and changes in pupil weights. Act 127 will help historically disadvantaged districts such as ours increase opportunities and spending without burdensome tax increases. Much of this increase is driven by the need for more teachers and staff across the District, as well as pulling in positions previously funded through Federal ESSER (Covid) money. We have one Family Engagement Coordinator (FEC) formerly funded through ESSER and a second FEC who is a new hire. They serve an invaluable role collaborating with and supporting families across the District, which in turn helps students thrive and succeed in school. We have also added or expanded the following: in Bakersfield, the art teacher will now be full time; Berkshire will have an Assistant Principal; Montgomery will have a .5 Health teacher and Sheldon will have either a full time STEM or Spanish teacher (still TBD). Health insurance rates have increased by 16.4%, which is significant and impactful for our budget. This is a realm over which we have no control as these rates are now negotiated statewide. Lastly, we are contending with inflation in fuel and food costs, so there are budget increases connected to this national trend.

If the budget passes, we anticipate our equalized tax rate will increase by 2.6 cents. The final rates will not be known until late spring, when the Legislature sets the yield amount. When we warned the budget, we expected a higher yield and a tax rate cut for the district. The District wide tax rate is divided by CLA to get the local tax rate. This “equalizes” the rate between towns, to make up for inaccuracies between each town’s respective grand list. Our CLAs are all now below 80%. At a CLA of 80%, a house listed at \$100,000 should have a fair market value of \$125,000. The CLA is applied to the district-wide tax rate so that a house with the same fair market value is raising the same amount of money, regardless of the assessment. Statewide, CLAs are falling due to the current real estate market. The falling CLA in all four (4) towns will increase local residential rates depending on your town of residence.

A more complicated ripple has recently been brought to our attention and is driving the tax rate up higher than anticipated despite our best efforts to construct an integrous and respectable budget without unwarranted additions. I encourage you to read about the changes this year due to Act 127, on page 6 in my FNESU Chair Report. It is discussed as well in Superintendent Cota’s letter on page 6 and in the Business Manager report on page 22. The first year implementation of this law makes it very difficult to predict where tax rates will end.

Public education is an endeavor for the common good and an invaluable part of our shared social contract. A well resourced educational system which meets the needs of all students is a springboard to future success in life and chosen work; we all benefit from this. The budget we are presenting to you reflects our mandate to use resources wisely while simultaneously being ever attentive to the needs of our students. We thank you for your support and look forward to another year of learning and growth across the District.

Mary Niles, MS • Chair NMVUUSD



NMV UUSD General Budget

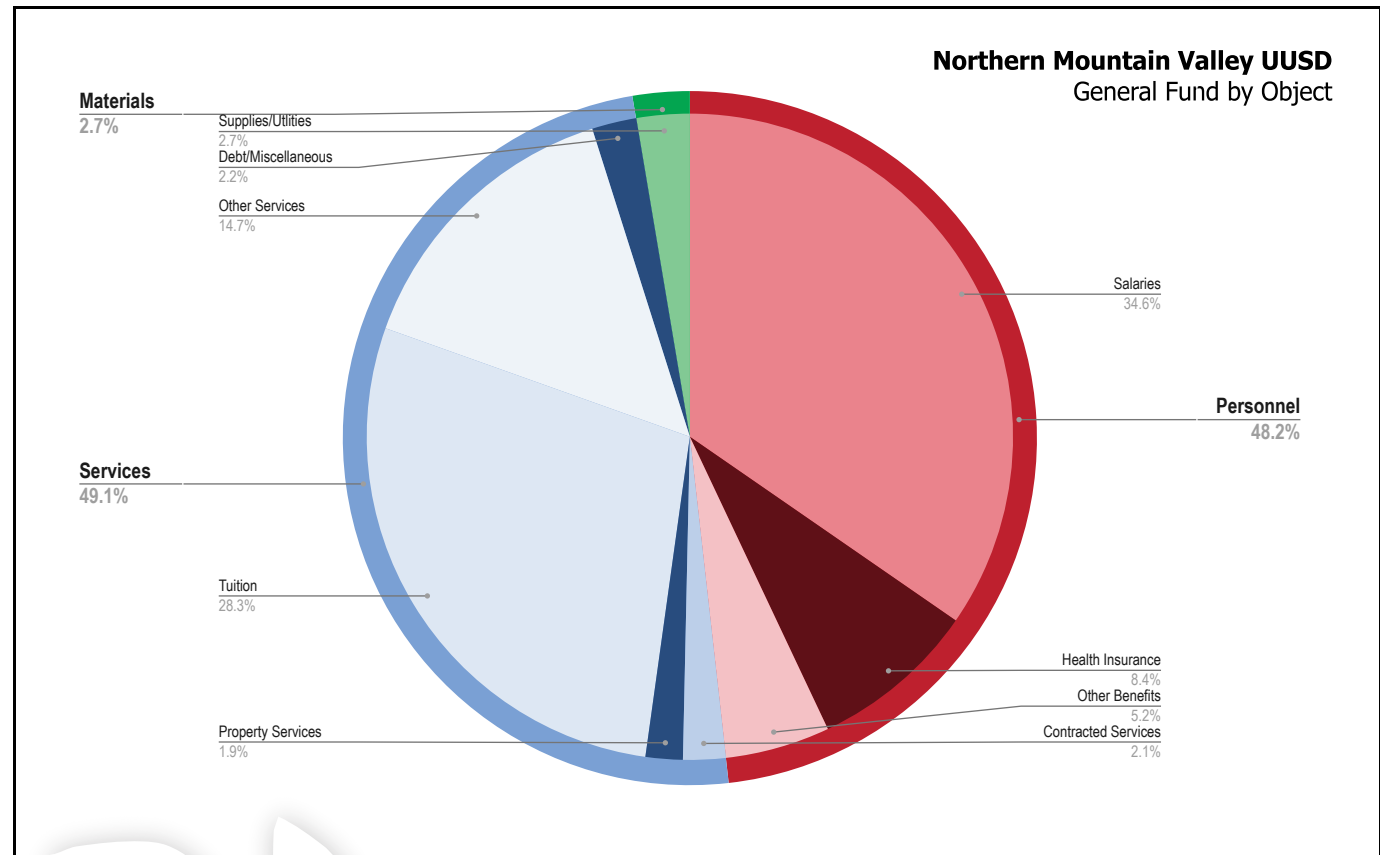
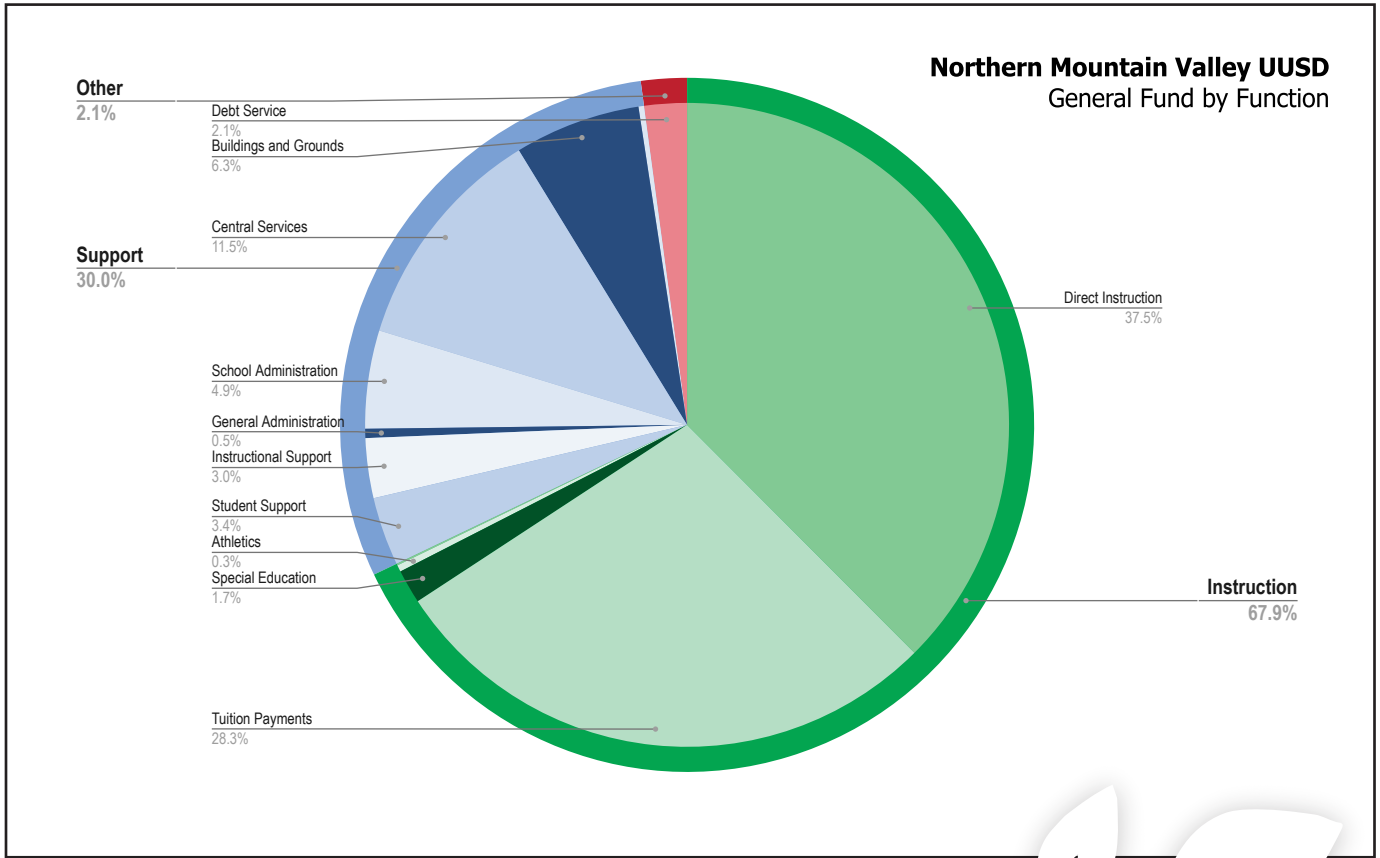
Northern Mountain Valley UUSD FY25 General Fund Budget	FY23 Actual	FY24 Approved	FY24 to Dec 31	FY25 Proposed	FY24-25 Change
GENERAL FUND EXPENSES					
Instruction					
Direct Instruction	\$6,534,486	\$7,359,461	\$2,741,596	\$8,578,708	\$1,219,247
Tuition Payments	\$4,802,940	\$5,491,700	\$2,250,668	\$6,459,184	\$967,484
Special Education	\$711,827	\$751,905	\$7,972	\$389,942	(\$361,963)
Athletics	\$69,854	\$40,000	\$24,492	\$77,000	\$37,000
Co-Curricular	\$14,511	\$18,000	\$220	\$20,000	\$2,000
Total Instruction	\$12,133,618	\$13,661,066	\$5,024,948	\$15,524,834	\$1,863,768
Support Services					
Student Support	\$606,231	\$672,232	\$129,784	\$786,419	\$114,187
Instructional Support	\$517,724	\$692,148	\$256,500	\$686,599	(\$5,549)
General Administration	\$89,472	\$101,366	\$69,360	\$106,271	\$4,905
School Administration	\$863,846	\$882,833	\$443,558	\$1,126,856	\$244,023
Central Services	\$1,901,291	\$1,827,900	\$913,950	\$2,632,643	\$804,743
Buildings and Grounds	\$1,215,246	\$1,098,825	\$910,160	\$1,448,334	\$349,509
Transportation	\$19,702	\$22,000	\$5,113	\$64,000	\$42,000
Total Support Services	\$5,213,512	\$5,297,304	\$2,728,425	\$6,851,122	\$1,553,818
Construction					
	\$420,905	\$0	\$449,506	\$0	\$0
Debt Service and Other					
Debt Service	\$522,372	\$522,875	\$443,417	\$488,350	(\$34,525)
Adjustments and Transfers	\$0	\$0	\$0	\$0	\$0
Total Debt Service and Other	\$522,372	\$522,875	\$443,417	\$488,350	(\$34,525)
TOTAL GENERAL FUND EXPENSES	\$18,290,407	\$19,481,245	\$8,646,296	\$22,864,306	\$3,383,061

TRANSFER TO CAPITAL RESERVE	\$243,824	\$0	\$0	\$0	\$0
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GENERAL FUND REVENUE					
Local Revenue	\$231,688	\$25,000	\$94,657	\$25,000	\$0
State Revenue	\$214,351	\$213,275	\$153,949	\$50,000	(\$163,275)
Other Revenue	\$21,416	\$0	\$4,716	\$0	\$0
Use of Fund Balance	\$605,000	\$243,824	\$0	\$150,358	(\$93,466)
TOTAL GENERAL FUND REVENUE	\$1,072,455	\$482,099	\$253,322	\$225,358	(\$256,741)

PROJECTED TAX RATES					
Budgeted Expenditures		\$19,481,245		\$22,864,306	\$3,383,061
less Local and Grant Revenue		\$482,099		\$225,358	(\$256,741)
equals Education Spending		\$18,999,146		\$22,638,948	\$3,639,802
divided by LTW ADM		1068.45		2096.57	
equals Per Pupil Education Spending		\$17,782		\$10,798	
divided by Dollar Yield		\$15,443		\$9,171	
equals Equalized Residential School Tax Rate		\$1.1515		\$1.1774	\$0.0259
divided by Bakersfield CLA		81.58%		74.25%	-7.33%
= Bakersfield Residential Education Tax Rate		\$1.4115		\$1.5857	\$0.1742
divided by Berkshire CLA		86.18%		77.71%	-8.47%
= Berkshire Residential Education Tax Rate		\$1.3362		\$1.5151	\$0.1789
divided by Montgomery CLA		86.05%		77.18%	-8.87%
= Montgomery Residential Education Tax Rate		\$1.3382		\$1.5255	\$0.1873
divided by Sheldon CLA		81.31%		75.53%	-5.78%
= Sheldon Residential Education Tax Rate		\$1.4162		\$1.5589	\$0.1427

NMV USD General Budget



ER UUSD Board Chair Letter



On behalf of the Enosburgh-Richford Unified Union School District, we present this report and our proposed FY25 budget. We take seriously our duty to support an educational system that meets the needs of all students and balance that with our duty to you to be responsible for the funding we request.

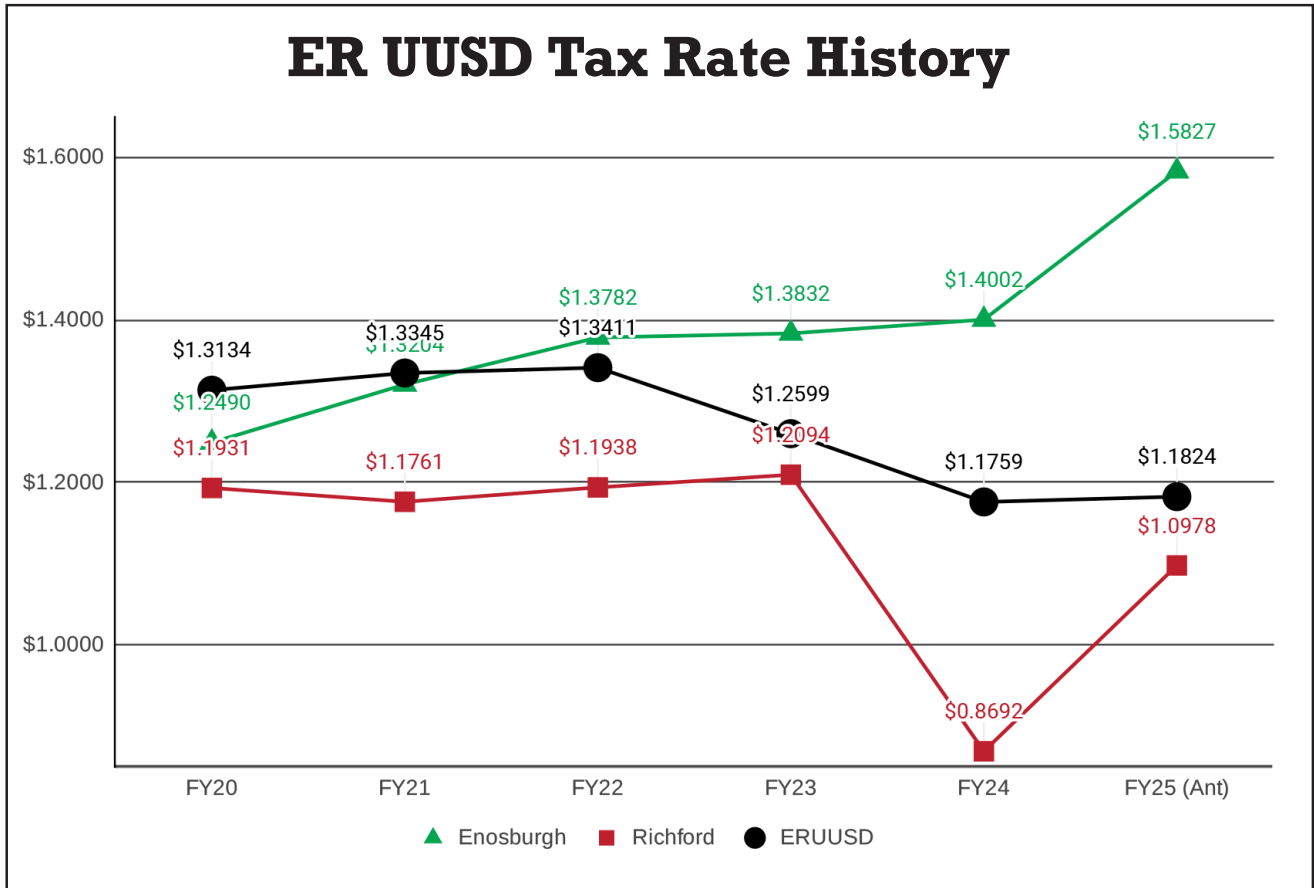
As you will see, the proposed budget is up \$3,122,350 over last year. We propose to move several positions from the expiring Federal COVID grant (ARP ESSER) into the local budget. These include Family Engagement Coordinators at both Richford Elementary and Richford High School and a Flexible Pathways Advisor at Enosburg Falls High School. Additionally, the Ag Science teacher at Cold Hollow Career Center is now fully in the local budget, as we can no longer use Perkins grant funding for half of her position. We propose a slight reduction in the number of support staff, with changes at the two (2) elementary schools. Finally, we have one (1) new teaching position proposed at each of the high schools, and propose bringing the art teacher position at Richford Elementary School up to full time. We are also facing another year of double-digit increases to health insurance premiums, an area where local boards are no longer allowed to bargain.

We are anticipating an FY23 surplus of \$414,961. The Board is asking voters to transfer half of that into the capital reserve fund used to support upkeep and upgrades of school buildings. The remaining balance will go toward reducing FY25 tax rates.

I encourage you to read about the changes this year due to Act 127 in Superintendent Cota's letter on page 6 and in the Business Manager report on page 22. The first year implementation of this law makes it very difficult to predict where tax rates will end. If this budget is passed, we anticipate that the district-wide tax rate will be up by less than one (1) penny before the CLA is applied. At this point, the rate will move up or down based on the final yield amount, which is set by the legislature. The CLA is applied to the district-wide tax rate so that a house with the same fair market value is raising the same amount of money, regardless of the assessment. Statewide, CLAs are falling rapidly due to the current real estate market. A falling CLA drives the Residential rate upwards, and despite the recent reappraisal, towns saw a significant decline in their CLA.

The budget proposal underscores our dedication to wisely using resources in establishing a comprehensive educational system for every student. This system is designed to provide all students with the necessary skills and knowledge to pursue their varied goals and contribute significantly to both the community and society. Your thoughtful consideration and support are greatly appreciated.

Mort Greenwood
ERUUSD Board Chair



ER UUSD General Budget

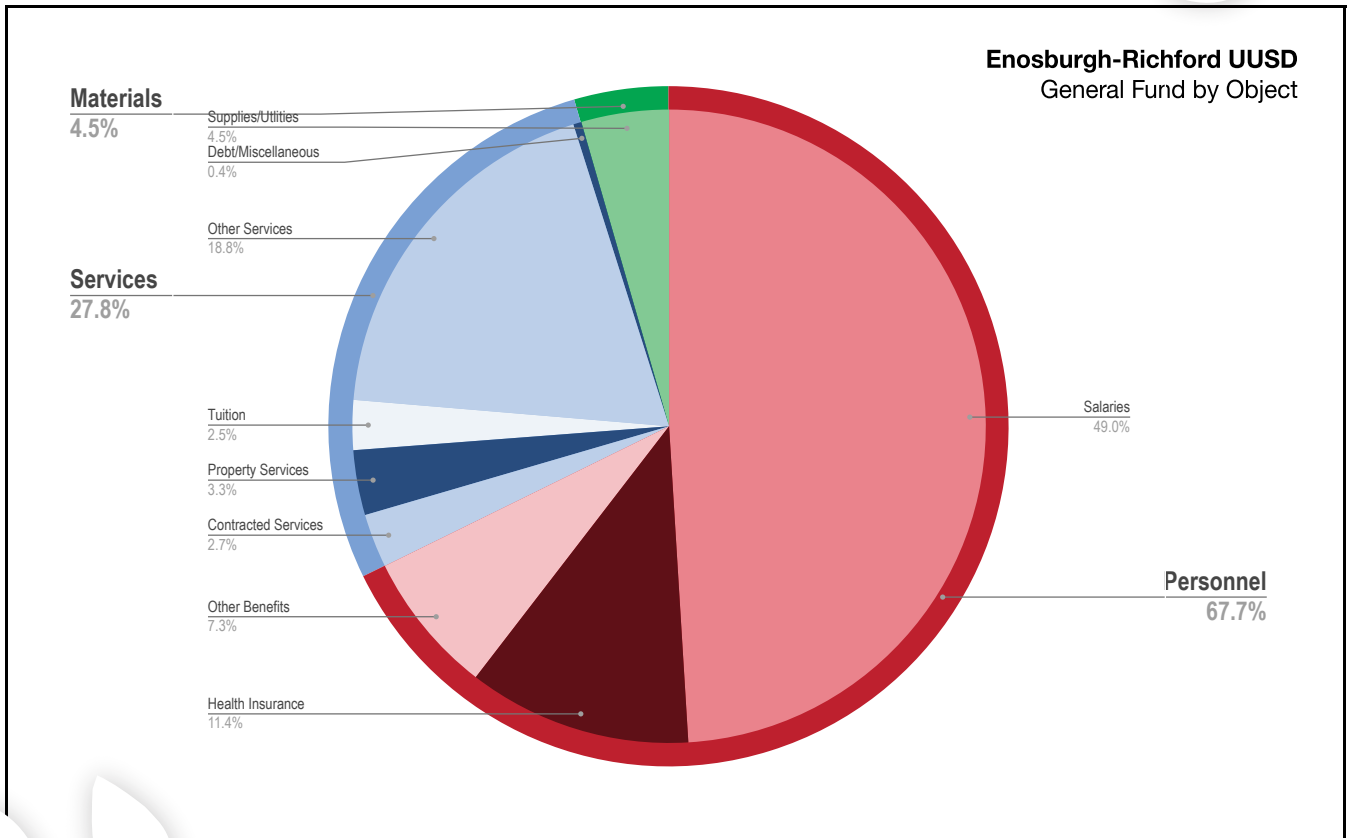
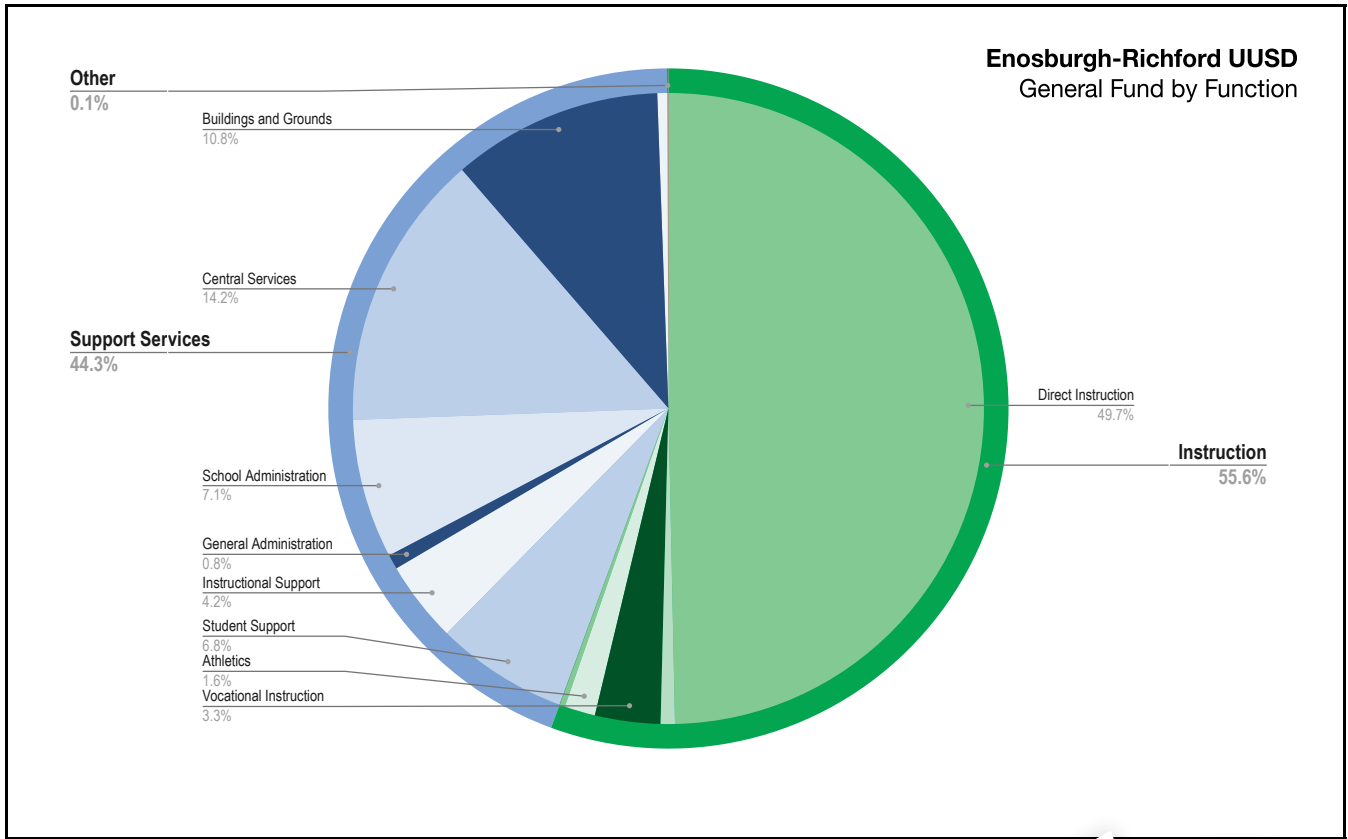
Enosburgh-Richford UUSD FY25 General Fund Budget	FY23 Actual	FY24 Approved	FY24 to Dec 31	FY25 Proposed	FY24-25 Change
GENERAL FUND EXPENSES					
Instruction					
Direct Instruction	\$8,532,543	\$9,493,049	\$3,710,987	\$12,191,284	\$2,698,235
Special Education	\$1,068,872	\$1,253,645	\$14,280	\$178,872	(\$1,074,773)
Vocational Instruction	\$714,607	\$783,122	\$261,608	\$822,237	\$39,115
Athletics	\$301,582	\$311,374	\$140,102	\$386,448	\$75,074
Co-Curricular	\$64,605	\$35,000	\$815	\$67,000	\$32,000
Adult Education	\$0	\$3,000	\$339	\$3,000	\$0
Total Instruction	\$10,682,209	\$11,879,190	\$4,128,131	\$13,648,841	\$1,769,651
Support Services					
Student Support	\$1,191,516	\$1,456,357	\$385,265	\$1,663,142	\$206,785
Instructional Support	\$761,621	\$990,339	\$378,392	\$1,020,082	\$29,743
General Administration	\$174,163	\$184,412	\$137,184	\$184,461	\$49
School Administration	\$1,545,226	\$1,585,193	\$771,429	\$1,751,999	\$166,806
Central Services	\$2,472,826	\$2,630,500	\$1,315,250	\$3,489,790	\$859,290
Buildings and Grounds	\$2,507,968	\$2,160,319	\$1,510,999	\$2,648,104	\$487,785
Transportation	\$116,596	\$121,500	\$95,191	\$124,000	\$2,500
Total Support Services	\$8,769,916	\$9,128,620	\$4,593,710	\$10,881,578	\$1,752,958
Facilities Acquisition/Construction	\$283,379	\$400,000	\$31,062	\$0	(\$400,000)
Debt Service and Other					
Debt Service	\$465,784	\$15,259	\$4,941	\$15,000	(\$259)
Adjustments and Transfers	\$146,511	\$0	\$0	\$0	\$0
Total Debt Service and Other	\$612,295	\$15,259	\$4,941	\$15,000	(\$259)
TOTAL GENERAL FUND EXPENSES	\$20,347,799	\$21,423,069	\$8,757,844	\$24,545,419	\$3,122,350

TRANSFER TO CAPITAL RESERVE	\$72,500	\$0	\$0	\$0	\$0
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GENERAL FUND REVENUE					
Local Revenue	\$3,274,588	\$4,037,000	\$2,025,622	\$5,078,800	\$1,041,800
Other Restricted	\$0	\$45,000	\$0	\$45,000	\$0
State Revenue	\$763,517	\$437,624	\$355,585	\$453,094	\$15,470
Federal Revenue	\$79,868	\$82,000	\$29,346	\$82,000	\$0
Other Revenue	\$574,079	\$72,500	\$60,034	\$207,481	\$134,981
TOTAL GENERAL FUND REVENUE	\$4,692,052	\$4,674,124	\$2,470,587	\$5,866,375	\$1,192,251

PROJECTED TAX RATES					
Budgeted Expenditures		\$21,423,069		\$24,545,419	\$3,122,350
less Local and Grant Revenue		\$4,674,124		\$5,866,375	\$1,192,251
equals Education Spending		\$16,748,945		\$18,679,044	\$1,930,099
divided by LTW ADM		922.33		1722.59	
equals Per Pupil Education Spending		\$18,159		\$10,844	
divided by Dollar Yield		\$15,443		\$9,171	
equals Equalized Residential School Tax Rate		\$1.1759		\$1.1824	\$0.0065
divided by Enosburgh CLA		83.98%		74.71%	-9.27%
equals Enosburgh Residential Education Tax Rate		\$1.4002		\$1.5827	\$0.1824
divided by Richford CLA		135.28%		107.71%	-27.57%
equals Richford Residential Education Tax Rate		\$0.8692		\$1.0978	\$0.2285

ER USD General Budget



NMV USD Three Year Comparison



PRELIMINARY		Three Prior Years Comparisons - Format as Provided by AOE				ESTIMATES ONLY
District: Northern Mountain Valley UUSD SU: Franklin Northeast 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		U085 Franklin County		Property dollar equivalent yield 9,171 ←-See bottom note	Homestead tax rate per \$9,171 of spending per pupil 1.00	
			10,227		Income dollar equivalent yield per 2.0% of household income FY2025	
Expenditures		FY2022	FY2023	FY2024	FY2025	
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	\$17,782,880	\$18,210,899	\$19,481,245	\$22,864,306	1.
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-	-	2.
3.	Adopted or warned union district budget plus articles	\$17,782,880	\$18,210,899	\$19,481,245	\$22,864,306	3.
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-	-	4.
5.	plus Prior year deficit repayment of deficit	-	-	-	-	5.
6.	Total Union Expenditures	\$17,782,880	\$18,210,899	\$19,481,245	\$22,864,306	6.
7.	S.U. assessment (included in union budget) - informational data	-	-	-	\$2,632,643	7.
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-	8.
Revenues						
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$1,134,061	\$843,275	\$482,099	\$225,358	9.
10.	Total offsetting union revenues	\$1,134,061	\$843,275	\$482,099	\$225,358	10.
Education Spending		\$16,648,819	\$17,367,624	\$18,999,146	\$22,638,948	11.
12.	Northern Mountain Valley UUSD pupils	1,069.31	1,064.34	1,068.45	2,096.57	12.
Education Spending per Pupil		\$15,569.68	\$16,317.74	\$17,781.97	\$10,798.09	13.
14.	minus Less net eligible construction costs (or P&I) per pupil	\$395.43	\$387.20	\$381.52	\$178	14.
15.	minus Less share of SpEd costs in excess of \$66,446 for an individual (per pupil)	\$2.44	\$0.76	\$5.21	-	15.
16.	minus Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per pupil)	-	-	-	-	16.
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per pupil)	-	-	-	-	17.
18.	minus Estimated costs of new students after census period (per pupil)	-	-	-	-	18.
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil)	-	-	-	-	19.
20.	minus Less planning costs for merger of small schools (per pupil)	-	-	-	-	20.
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)	-	\$61.56	\$58.96	\$42	21.
22.	minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-	-	22.
23.	Excess spending threshold	threshold = \$18,789	threshold = \$19,997	threshold = \$22,204	threshold = \$23,193	23.
24.	plus Excess Spending per Pupil over threshold (if any)	\$18,789.00	\$19,997.00	\$22,204.00	\$23,193.00	24.
25.	Per pupil figure used for calculating District Equalized Tax Rate	\$15.570	\$16.318	\$17.782	\$10,798.09	25.
26.	Union spending adjustment (minimum of 100%)	137.578%	122.561%	115.146%	117.742%	26.
27.	Anticipated equalized union homestead tax rate to be prorated [\$10,798.09 + (\$9,171 / \$1.00)]	\$1.3758	\$1.2256	\$1.1515	\$1.1774	27.
28.	Act 127 tax cap (FY25 - FY29 eligible)				\$1.1774	28.
Prorated homestead union tax rates for members of Northern Mountain Valley UUSD		FY2022	FY2023	FY2024	FY2025	FY22 Per
T007	Bakersfield	1.3758	1.2256	1.1515	1.1774	100.00%
T018	Berkshire	1.3758	1.2256	1.1515	1.1774	100.00%
T128	Montgomery	1.3758	1.2256	1.1515	1.1774	100.00%
T187	Sheldon	1.3758	1.2256	1.1515	1.1774	100.00%
		-	-	-	-	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 Northern Mountain Valley UUSD [(10,798.09 + 10,227) x 2.00%]	2.26%	2.05%	2.03%	2.11%	28.
Prorated union income cap percentage for members of Northern Mountain Valley UUSD		FY2022	FY2023	FY2024	FY2025	FY23 Per
T007	Bakersfield	2.26%	2.05%	2.03%	2.11%	100.00%
T018	Berkshire	2.26%	2.05%	2.03%	2.11%	100.00%
T128	Montgomery	2.26%	2.05%	2.03%	2.11%	100.00%
T187	Sheldon	2.26%	2.05%	2.03%	2.11%	100.00%
		-	-	-	-	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.**

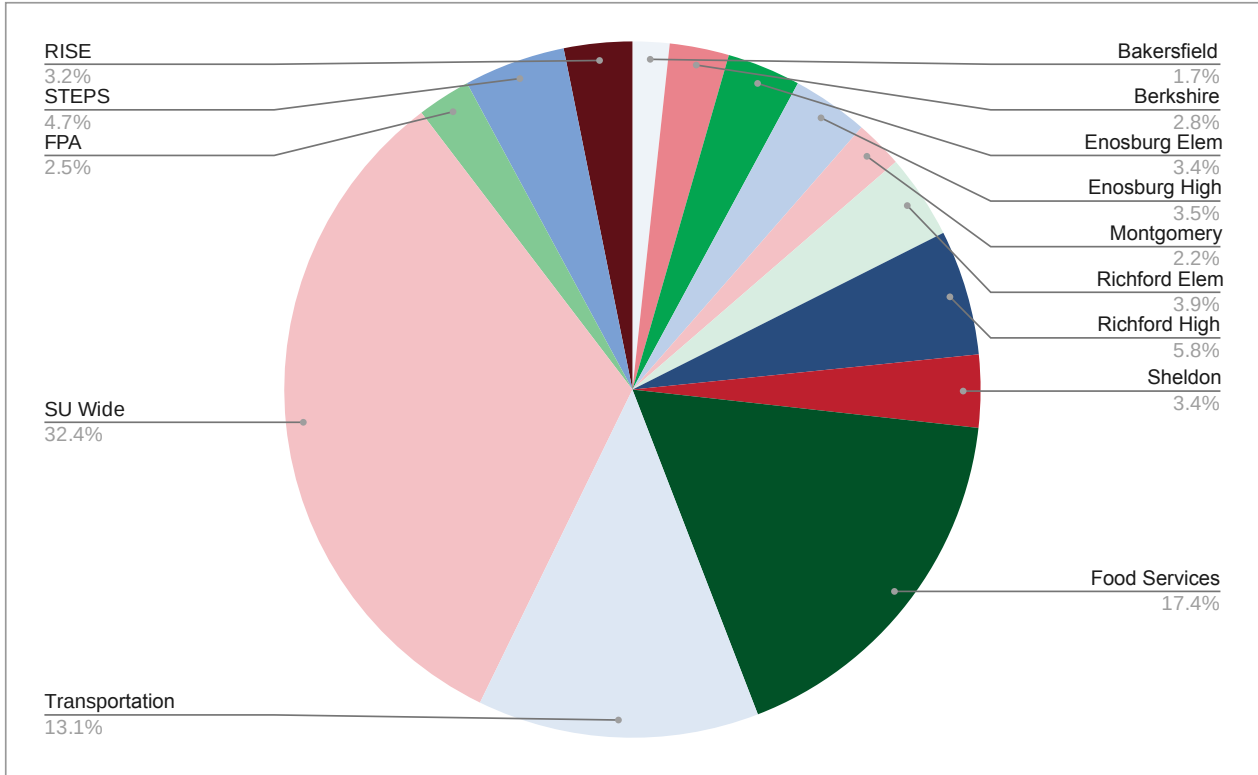
- Final figures will be set by the Legislature during the legislative session and approved by the Governor.

- The base income percentage cap is 2.0%.

FNESU General Budget

Franklin Northeast Supervisory Union FY25 General Fund Budget	FY23 Actual	FY24 Proposed	FY24 to Dec 31	FY25 Proposed	FY24-25 Change
GENERAL FUND EXPENSES					
Instruction					
Direct Instruction	\$41,732	\$56,912	\$38,572	\$491,925	\$435,013
Special Education	\$3,447,656	\$4,193,037	\$1,091,526	\$3,702,192	(\$490,845)
Total Instruction	\$3,489,388	\$4,249,949	\$1,130,098	\$4,194,117	(\$55,832)
Support Services					
Student Support	\$818,477	\$857,969	\$311,599	\$1,072,258	\$214,289
Instructional Support	\$257,350	\$330,783	\$244,153	\$1,153,969	\$823,186
General Administration	\$441,673	\$481,962	\$250,236	\$560,757	\$78,795
School Administration	\$364,585	\$404,612	\$248,956	\$482,073	\$77,461
Central Services	\$713,839	\$866,548	\$445,088	\$1,009,459	\$142,911
Buildings and Grounds	\$232,766	\$275,089	\$310,745	\$320,038	\$44,949
Transportation	\$1,551,506	\$1,658,700	\$881,305	\$1,676,300	\$17,600
Total Support Services	\$4,380,196	\$4,875,663	\$2,692,082	\$6,274,854	\$1,399,191
Food Service Operations	\$1,901,683	\$1,710,012	\$792,798	\$2,201,523	\$491,511
Adjustments and Transfers	\$5,126	\$0	\$0	\$0	\$0
TOTAL GENERAL FUND EXPENSES	\$9,776,394	\$10,835,624	\$4,614,978	\$12,670,494	\$1,834,870
GENERAL FUND REVENUE					
Assessment	\$4,373,690	\$4,536,434	\$2,229,200	\$6,122,433	\$1,585,999
Other Local Revenue	\$63,202	\$37,000	\$28,472	\$46,500	\$9,500
State Revenue	\$4,934,682	\$5,075,190	\$2,558,308	\$5,168,814	\$93,624
Federal Revenue	\$1,127,181	\$1,112,000	\$165,671	\$1,165,000	\$53,000
Other Revenue	\$96,817	\$75,000	\$64,558	\$50,000	(\$25,000)
TOTAL GENERAL FUND REVENUE	\$10,595,572	\$10,835,624	\$5,046,209	\$12,552,747	\$1,717,123
LOCAL/21ST CENTURY EXPENSES					
Direct Instruction	\$56,778	\$41,271	\$49,205	\$143,002	\$101,731
Support Services					
School Administration	\$182,260	\$326,829	\$131,897	\$364,030	\$37,201
Transportation	\$5,615	\$900	\$11,575	\$35,000	\$34,100
Total Support Services	\$187,875	\$327,729	\$143,472	\$399,030	\$71,301
TOTAL LOCAL/21ST C EXPENSES	\$244,653	\$369,000	\$192,677	\$542,032	\$173,032
LOCAL/21ST CENTURY REVENUE					
Bill Back	\$250,571	\$369,000	\$156,198	\$542,032	\$173,032
TOTAL LOCAL/21ST C REVENUE	\$250,571	\$369,000	\$156,198	\$542,032	\$173,032
LOCAL/BILLBACK EXPENSES					
Direct Instruction	\$348,762	\$239,041	\$73,379	\$371,742	\$132,701
Support Services					
Student Support	\$60,545	\$63,636	\$22,591	\$159,336	\$95,700
Instructional Support	\$0	\$0	\$0	\$66,345	\$66,345
School Administration	\$50,505	\$64,379	\$40,156	\$64,843	\$464
Buildings and Grounds	\$0	\$0	\$2,895	\$0	\$0
Total Support Services	\$111,050	\$128,015	\$62,747	\$662,266	\$534,251
TOTAL BILLBACK EXPENSES	\$459,812	\$367,056	\$139,021	\$662,266	\$295,210
BILLBACK REVENUE					
Bill Back	\$459,812	\$367,056	\$108,040	\$662,266	\$295,210
TOTAL BILLBACK REVENUE	\$459,812	\$367,056	\$108,040	\$662,266	\$295,210

FNESU General Budget



Thank You

We are incredibly grateful to our FNESU community for entrusting us with the privilege of serving the students and families of Bakersfield, Berkshire, Enosburg, Montgomery, Richford, and Sheldon. We will continue to create learning environments where every student has the opportunity to thrive and succeed. Together, we are preparing our students to excel in their future endeavors. We are deeply thankful for your ongoing support of our students, schools, educators, leaders, and community.



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Lisa Hango, Berkshire
Miranda Johnson, Sheldon
Mary Niles, Montgomery (Chair)
Emily Norris, Sheldon
Arlene O'Rourke, Bakersfield
Erin Paquette, Bakersfield

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Teri Sue Hitchcock, Sheldon Elementary
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Gavin Roddy, Berkshire Elementary

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Morton Greenwood, Richford (Chair)
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Devin Lumbra, Richford
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Nathan Demar, Cold Hollow Career Center
Jennifer Hubbard, Enosburg Elementary
Beth O'Brien, Richford Jr-Sr High
Matthew Webb, Enosburg Middle & High

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Sara Hurtubise, ER UUSD
Mary Niles, NMV UUSD (Chair)
Erin Paquette, NMV UUSD
Akua Smith, ER UUSD

Central Office Administration

Leah Belitsos, Co-Interim Director of Instruction and Learning
Vernon Boomhover, Facilities Director
Lynn Cota, Superintendent
Morgan Daybell, Business Manager
Dominic DeRosia, Technology Director
Robin Gagne, School Safety Coordinator
Callie Goss, Social Emotional Learning Coordinator
Michelle Irish, Director for the Advancement of Educational Equity
Gabrielle Lumbra, Co-Interim Director of Instruction and Learning/Flexible Pathways Academy Coordinator
Heather Moore, LEAPS Director
Dawn Reed, Food Services Director
Michelle Theberge, Student Services Director
Melissa Wood, Early Education Director

