

**H.F. BRIGHAM PUBLIC LIBRARY
FINANCIAL REPORT**

Bank Balance JANUARY 1, 2013 37,923.39

RECEIPTS

Books Sales	59.55	
Copier/Printer Use	86.25	
Direct Tax	30,080.00	
Donations	232.16	
Fund Raisers	461.97	
Grants	156.00	
Misc	104.35	
Savings Interest	13.28	
Sheldon Book Fund Interest	664.80	
Sheldon Library Fund Interest	1,897.64	
Video Sales	5.00	
Weeks	898.21	

Total Receipts	34,659.21
Total Available	72,582.60

DISBURSEMENTS

Salaries - Gross	15,819.75	
Fica & Medicare	1,210.15	
Books Purchased	3,559.09	
Box Rent	78.00	
Building Management	254.33	
Contracted Labor	240.00	
Electricity	801.55	
Equipment	26.50	
Fund Raising Expense	281.34	
Heating Fuel	1,417.02	
Improvement Fund	681.79	
Internet	439.89	
Mileage	705.87	
Periodicals	307.54	
Postage	336.57	
Professional Development	269.50	
Programs	807.45	
Supplies - Book	184.73	
Supplies - General	627.63	
Supplies - Cleaning	40.45	
Telephone	701.14	
Water Fees	180.00	

Total Disbursements	28,970.29
	43,612.31

BANK BALANCE DECEMBER 31, 2013	\$43,612.31
---------------------------------------	--------------------

* **Note: Funds included in December 31, 2013 Balance**

Left at year end for 2013	\$6,370.71
Left for the Improvement Fund	\$7,161.60
Direct tax for the 2014 Budget Year	\$30,080.00

FINANCIAL STATEMENT OF TRUST FUND ACCOUNTS 2013

	B. A. HOUSE	BRIGHAM FUND	CEMETERY/ COWAN/ GILBERT	J. K. MAYNARD	SHELDON BOOK	WEEKS	TOTAL
<u>MORTGAGE ACTIVITY</u>							
Balance in Mortgages 1/1/13	4,538.54	66,241.91	50,100.00	12,040.73	16,315.00	22,043.00	171,279.18
New Loan							0.00
Principal Payments	(2,585.01)	(4,869.55)		(1,934.14)			(9,388.70)
Balance in Mortgages 12/31/13	1,953.53	61,372.36	50,100.00	10,106.59	16,315.00	22,043.00	161,890.48
<u>SAVINGS ACTIVITY</u>							
Principal in Savings 1/1/13	4,078.46	5,265.42	807.00	3,477.27	0.00	0.00	13,626.15
Principal Payments	2,585.01	4,869.55		1,934.14			9,388.70
New Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Court Judgment to Principal		700.00					700.00
Principal in Savings 12/31/13	6,661.47	10,834.97	807.00	5,411.41	0.00	0.00	23,714.85
<u>PRINCIPAL SUMMARY</u>							
Principal in Mortgages	1,953.53	61,372.36	50,100.00	10,106.59	16,315.00	22,043.00	161,890.48
Principal in Savings	6,661.47	10,834.97	807.00	5,411.41	0.00	0.00	23,714.85
Missing Principal		61,267.67					61,267.67
Total Original Principal	8,615.00	133,475.00	50,907.00	15,518.00	16,315.00	22,043.00	246,873.00
<u>INTEREST EARNED</u>							
Mortgage Interest Earned	151.35	2,461.21	2,114.25	511.73	693.39	936.83	6,868.76
Bank Interest Earned	3.90	5.01	0.50	2.25	0.02	0.03	11.71
Total Interest Earned	155.25	2,466.22	2,114.75	513.98	693.41	936.86	6,880.47

**CASH ON HAND AND IN BANKS
DECEMBER 31, 2013**

GENERAL ACCOUNTS

General Fund Checking	\$6,966.45	
General Fund Savings	67,504.28	
General Fund Petty Cash	300.00	
Bakersfield Rural Development	30,612.10	
Teen Center Checking	2,689.50	
Maple Grove Cemetery Checking	16,418.28	
Library Checking	295.98	
Library Savings	43,316.33	
Library Petty Cash	150.00	
TOTAL General Accounts	<u>150.00</u>	\$168,252.92

ROAD COMMISSIONER

Checking Account	302.73	
Savings	34,203.11	
Equipment Repair Fund	9,201.94	
New Equipment Fund	5,516.53	
Bridge Account	71,167.62	
Paving / Gravel Fund	81.02	
TOTAL Road Commissioner's Acct.	<u>81.02</u>	120,472.95

TRUST FUND SAVINGS ACCOUNT

Brigham Fund Principal Savings	10,834.97	
Brigham Fund Expendable Interest Savings	1,104.02	
Brigham House Principal Savings	6,661.47	
Brigham House Expendable Interest Savings	2,453.47	
Gilbert/Cowan/Cemetery Principal Savings	807.00	
Gilbert/Cowan/Cemetery Expendable Interest Savings	1,874.75	
Weeks Library Principal Savings	0.00	
Weeks Library Expendable Interest Savings	936.86	
Sheldon Library Book Principal Savings	0.00	
Sheldon Library Book Expendable Interest Savings	693.41	
J.K. Maynard Principal Savings	5,411.41	
J.K. Maynard Expendable Interest Savings	1,417.90	
Thomas L Tupper Fund Principal--Charles Schwab	144,663.58	
Thomas L Tupper Fund Expendable Interest Savings	9,176.12	
Sheldon Fund Principal--Charles Schwab	48,593.94	
Cutting Fund Principal--Charles Schwab	684,170.22	
Cutting Fund Expendable Interest Checking	2,526.39	
TOTAL Trust Principal & Savings	<u>2,526.39</u>	921,325.51
TOTAL TOWN CASH ACCOUNTS		<u>1,210,051.38</u>

BAKERSFIELD SCHOOL DISTRICT

Sweep Account	1,401,703.96	
Money Market	100.00	
Hot Lunch--Checking	8,664.82	
Miscellaneous Cash Accounts	265.00	
TOTAL SCHOOL CASH ACCOUNTS	<u>265.00</u>	1,410,733.78
TOTAL SCHOOL & TOWN CASH ACCOUNTS DECEMBER 31, 2013		<u>\$2,620,785.16</u>

BAKERSFIELD SCHOOL DISTRICT TREASURER'S REPORT

July 1, 2012 - June 30, 2013

BALANCE ON HAND JULY 1, 2012 **\$668,431.36**

RECEIPTS

After School Program - parents	15,854.75	
After School Program - State	6,298.83	
After School Program - Other	508.00	
Bank Interest Earned	996.27	
BCN Telecom	2,247.84	
Brigham Fund	2,828.05	
EEE	17,451.00	
Employee's share Medical & Dental	36,118.68	
Extraordinary	7,818.31	
Extraordinary - FY2012	16,043.15	
Education Jobs Grant - ARRA	21,826.50	
Farm to School Grant	5,736.00	
Other Grants	3,650.00	
FNESU - Medicaid for FY2012 Budget	18,460.42	
Consolidated Federal Program Grants	5,576.28	
IDEA -B	28,974.02	
Intensive Reimbursement	179,176.00	
Intensive - FY 2012	1,465.00	
Mainstream Block Grant	80,452.00	
General State Support	1,412,092.44	
Small Schools Grant	19,921.00	
State Aid Transportation	48,173.00	
State Placed Students	25.00	
Misc Receipts - E Rate	561.00	
Hot Lunch funds deposited in error	5,967.22	
Property Taxes	1,124,802.56	
Reimbursements Health & Dental Insurance	7,755.55	
Reimbursements & overpayments	3,139.29	
Vermont Municipal Bond Bank	1,092,219.93	
Total Receipts	<u>4,166,138.09</u>	
Total Available		<u>4,834,569.45</u>
 Total Disbursements		 <u>4,271,376.51</u>
 BALANCE ON HAND JUNE 30, 2013		 \$563,192.94

Respectfully Submitted,
Vera Lawyer, Treasurer

BAKERSFIELD HOT LUNCH TREASURER'S REPORT
JULY 1, 2012-- JUNE 30, 2013

BALANCE ON HAND JULY 1, 2012 **\$19,953.46**

RECEIPTS

Hot Lunch Receipts	20,864.90
Breakfast Receipts	727.50
Adult Lunch Receipts	877.00
Milk Receipts	2,359.80
State Aid Lunch	21,847.76
State Aid Breakfast	7,436.87
State Lunch Match	911.63
State Nutrition Breakfast	220.62
State Breakfast Adjustments	316.80
Bank Interest	14.75
FY2012 Receipts	3,483.17
After School Program from State	1,665.26
Fresh fruit and vegetable program	6,303.49
Reimbursement for food service equipment	1,360.00
LEAPS program for snacks	713.32
Farm to School	2,295.00
Reimbursements	<u>2,923.32</u>

Total Receipts **74,321.19**

Total Available **94,274.65**

Total Disbursements **87,356.79**

BALANCE ON HAND JUNE 30, 2013 **\$6,917.86**

Respectfully Submitted,
Vera Lawyer, Treasurer

2012-2013 CONTRACTED SCHOOL SALARIES

PRINCIPAL: Chaunce Benedict	\$78,290.00
TEACHERS:	
Kimberly Brown	\$42,700
Kille Beaulieu-Demar	\$42,000
Amy Callan-Gervais	\$46,200
Nicole Howrigan	\$40,600
Jessica Kurfis	\$40,600
Lise Larose	\$54,593
Callie Lumbra	\$35,000
Arlene F. O'Rourke	\$56,875
Erin Paquette	\$45,150
Yeshua Pastina	\$36,750
Emily Pigeon	\$35,000
Jane Sanchez	\$60,582
Sandra Simmons	\$20,300
Dana Thomas	\$31,500
Rebecca Wright	\$49,000
Assistant Principal, Amy Callan-Gervais	\$2,000.00
Michelle Plouff, Administrative Assistant	\$20.15/hour
Jodi Walker, Nurse	\$40,163
Positive Behavior Support--Robert Fehr	\$35,000.00
Farm to School Project Coordinator--Rachel Huff	\$13.90/hour
Behavior Interventionist--Samantha Ovitt	\$11.00/hour
Custodian	\$17.00/hour
Assistant Custodian	\$12.00/hour
Snow Removal	\$3,500
Mowing and Trimming	\$2,000
ParaEducators/Bus Supervision	\$9.55-\$15.39/hour
Individual Paraeducator	\$10.50/hour
After School Program Instructors	\$10.00/hour
Substitute Teachers	\$75.00-\$90.00/day
Summer Tutor	\$14.89/hour
Hot Lunch Cooks	\$12.14-\$13.5/hour
Hot Lunch Agent	\$17.68/hour
Girls' Basketball Coach--7/8th Grade	Volunteered
Boys' Basketball Coach--7/8th Grade	Volunteered
Girls' Basketball Coach--5/6th Grade	Volunteered
Boys' Basketball Coach--5/6th Grade	Volunteered
Soccer Coach	Volunteered
Athletic Director	\$2,000.00
Technology Facilitation	\$2,000.00
School Board of Directors--Chairperson	\$500.00
School Board of Directors	\$450.00
School Board Secretary	\$12.00/hour
Vera Lawyer--School Treasurer	\$8,431
Katherine Westcom--Payroll Officer	\$1,189

BAKERSFIELD TOWN SCHOOL DISTRICT
Joint Report of School Directors
and
Office of Superintendent of Schools

2013-2014

Enrollment as of October 1, 2013

Grade	EEE	Pre-K	K	1	2	3	4	5	6	7	8	Total
	8	9	18	15	10	18	17	14	17	18	15	159

Enrollment as of October 1, 2012

Grade	EEE	Pre-K	K	1	2	3	4	5	6	7	8	Total
	9	14	15	10	19	19	12	18	18	15	16	165

Blueprint for Learning

Mission

The mission of the Franklin Northeast Supervisory Union (FNESU) Learning Community is to adopt, promote, and support high expectations for all its members. FNESU will use data and research-based best practices to make informed decisions so that all children learn and succeed in each area of development.

Vision

FNESU believes that working as a Professional Learning Community will lead to achievement of our mission. FNESU members will:

- Unite to achieve a common purpose and clear goals;
- Work together in collaborative teams to build capacity and promote ongoing professional learning;
- Seek and implement promising strategies for improving student achievement on a continuing basis;
- Monitor each school's progress; and
- Demonstrate a personal commitment to the academic success and general well-being of all students.

Targets

Target Goal #1 Literacy (Reading and Writing) Improve student performance in Reading and Writing on New England Common Assessment Program (NECAP) Assessments as evidenced by any or all of the following:

- The number of students who reach proficient and/or higher on the Reading and Writing assessments will increase by 5% each year.
- The number of students who move up proficiency levels with the NECAP Reading and Writing assessments will increase by 5% each year.
- The number of students who demonstrate minimum of one year's growth in one teaching year's time will increase by 5%. (As measured by Scaled Scores NECAP in Reading Only)

Target Goal #2 Mathematics – Improve student performance in Mathematics on the New England Common Assessment Program (NECAP) Assessments as evidenced by:

- The number of students who reach proficient and/or higher on the Mathematics assessments will increase by 5% each testing year.
- The percentage of students who move up proficiency levels with the NECAP Mathematics assessments will increase by 5% each testing year.
- The number of students who demonstrate minimum of one year's growth in one teaching year's time in Mathematics as demonstrated by NECAP assessment results will increase by 5%. (As measured by Scaled Scores)

Target Goal #3 Science – Improve student performance in Science on the New England Common Assessment Program (NECAP) Assessments. The number of students who reach proficient and/or higher on the Science assessments will increase by 5% over the previous class.

Target Goal #4 Technology – Increase students' ability to utilize technological skills necessary to assist them in accessing digital tools to enhance learning experiences.

Target Goal #5 – Improve school climate, student well-being, and communication as evidenced by survey data collected from students, parents, and community members.

Target Goal #6 – Preparing, training, recruiting, hiring, and retaining high quality and effective educators Increase student academic achievement by improving educator and administrator quality and increasing the instructional abilities of educators in classrooms and administrators to provide effective feedback to educators.

Superintendent's Report Jay Nichols, Superintendent

Vermont's tradition of direct democracy is on display once again as hundreds of towns vote on town budgets and school district budgets, most in March, some a little later in the year. Our state has a combination of direct democracy as exemplified by our Town Meeting structures and representative democracy as demonstrated, for example, by electing School Board members to represent our citizenry in overall policy development and governance of our school districts.

In October 2013, our students in grades three through eight, and eleven, took their last New England Common Assessment Program (NECAP) assessments. These assessments gave us feedback as to how our students did on mathematics and reading progress toward the standards set by our state in collaboration with a couple of our neighboring states. Now, Vermont, along with 45 other states, has agreed to implement new Common Core State Standards. These Standards will be evaluated, at least in part, by a new measurement tool called the Smarter Balanced Assessment Consortium (SBAC). This assessment will again focus on grades three through eight and one high school grade. It will mostly focus on mathematics and literacy. The test is being designed to be taken electronically and to be a "smart test." What this means is that a student will go to his or her next test question based on the accuracy of his or her previous answer. In this way, the assessment will really be able to dig deeply into how well a student achieves the Common Core State Standards. It is important to recognize that these Standards are much more rigorous than previous Standards that have been used in virtually every state in the nation.

How are students in Vermont doing? And, more importantly, to our local citizenry, how are students in FNESU doing? Are we getting high quality results for our strong financial support of our schools? The 2013 National Assessment of Education Progress (NAEP), often touted as the nation's report card, clearly demonstrates that Vermont is one of the highest performing states in our nation. Moreover, if Vermont were a country, it would be one of the top performing nations in the world in both reading and

mathematics! In the rhetoric we hear about failing schools, we need to remember that Vermont has one of the highest performing school systems in the world. How about Franklin Northeast Supervisory Union?

In Franklin Northeast, we have a poverty percentage of over 55% compared to the state's average of just over 40%. Thus, we are one of the poorer SU's in the state. Further, we have amongst the lowest school budgets in the state, as well. Despite this, our schools are doing quite well. As a total, according to NECAP results from 2012 (note: 2013 results not available as of this writing), in reading and writing, our students were in a statistical margin of error that indicates a virtual dead heat with state averages. In math, our students were slightly behind. If you factor in poverty indicators, our schools in the aggregate, in third through eighth grade, outperformed the state as a whole in mathematics, reading, and writing! In the 11th grade, we finished statistically the same as the state in reading. We were slightly outperformed in writing. In mathematics, our high school students in grade 11 did not fare as well as the state, finishing with 12% less of our students meeting the standard. If you factor in poverty, we again outperformed the state in all academic areas with the exception of high school mathematics.

Of course, schools are about more than test scores. It is our job, in collaboration with families and communities, to develop young people that will become contributing members of our society. Schools, in isolation, can do a great deal; but when schools and other stakeholders work in collaboration toward the same objectives, the impact is immense. When parents provide their children with effective parenting, students come to school more prepared to learn. When they don't, it makes the job of the school that much tougher; and more importantly, puts the child at a distinct disadvantage to children who come to school ready to learn. To help combat the issue of students coming into Kindergarten significantly behind in the skills, knowledge, and dispositions they need to be successful, FNESU has committed to the implementation and ongoing development of early childhood programs. These programs have made a huge difference for many students in our communities. Kindergarten teachers are reporting that students who attend our playschool and preschool programs are much better prepared than students with similar demographic considerations that do not attend formalized early childhood programs.

In terms of school budgets, your local school boards have worked hard to bring you, the voters, a budget proposal that strikes the necessary balance inherent with any school system in Vermont; that is, a budget that is affordable to the taxpayers while providing the necessary resources to continue to run effective schools. There are many financial pressures on residents in Vermont and the nation. For example, the Affordable Care Act (ACA) (some people call this "Obamacare") will cost one of our school districts, by our estimates, somewhere in the neighborhood of \$200,000! The cost of the single-payer health insurance will have an impact eventually on all of our school districts. To what extent is very hard to tell right now when there is so much uncertainty at the federal and state level. In all of our towns, the rising cost of health care continues to play a substantial part in budget increases.

As always, special education costs are significant drivers of cost in all of our schools. By federal law, these students are entitled to access a Free and Appropriate Education (FAPE). In many instances, there is not a major financial implication; in others, the cost can be astounding. We do receive revenue on every allowable dollar spent on special education services at the rate of approximately 57 cents. This obviously makes special education rising costs much more tenable for citizens worried about their taxes—any offsetting revenue helps to keep local taxes down. What is important to understand is that School Boards, and Superintendents for that matter, have little to no control over rising special education costs in most instances.

Finally, let me close with a heartfelt thanks to the residents of Bakersfield, Berkshire, Enosburg, Montgomery, and Richford for their continued support of our schools. There is nothing more important in our democratic society than having high-functioning, well-supported public schools. As your Superintendent of Schools, I pledge to continue to make it my mission to focus on the hard work necessary to continue to make sure our schools are high performing and fiscally responsible.

Curriculum

Jody Vaillancourt/Jennifer Kennison, Co-Directors of Instruction & Learning

As educational leaders, we are constantly reminded that teachers are our most important resource. Across the United States, educators are working to understand the implications of the Common Core State Standards (CCSS) in English Language Arts/Literacy and Mathematics. The 2013-2014 school year is the beginning of implementing teaching and learning aimed at developing students who are college and career ready as defined by the CCSS. Growth toward college and career readiness will be measured with a new assessment in the spring of 2015. This assessment, designed by the Smarter Balanced Assessment Consortium (SBAC), will replace the English Language Arts and Math New England Common Assessment Program. Therefore, the bulk of curriculum work in Franklin Northeast Supervisory Union (FNESU) has been aimed at ensuring all teachers have a deep understanding of the instructional and assessment implications of these new, rigorous standards.

The FNESU Co-Directors of Instruction and Learning worked with Principals and the Superintendent to develop a professional learning plan for our teachers, which is ongoing, sustained, inquiry-based learning. This Common Core Academy model is focused on research based strategies to improve student academic achievement through a collaborative learning process. As part of the Academy work, teachers have worked in grade-level and content groups to unpack the new standards, design learning opportunities for students, and develop common assessments to evaluate students' progress toward meeting the standards.

In mathematics, professional learning around successful implementation of CCSS must begin with an emphasis on this repeated idea: "Focus, Coherence & Rigor." Collaboratively investigating the areas of math focus at each grade level has begun to create instructional unity both within grade levels and across grade levels throughout FNESU.

In addition to our progress toward unity of focus resulting in coherence, FNESU professional learning is also aimed at increasing rigor. In mathematics, achieving the "rigor" that we want for our students requires students' deep understanding of the ideas and connections behind the math skills that we have always valued. When math students make connections and truly understand, they can apply their skills even when the situation involves an unfamiliar problem or circumstance. Building this kind of understanding involves teacher ability to use instructional tasks that are challenging and that create opportunities for students to share, represent and discuss their mathematical thinking. To this end, the teachers in the Common Core Academy are learning how to use math tasks and how to generate student-centered discussion while leveraging the habits of mind that the CCSS-M label as the "Mathematical Practices."

In literacy, teachers have learned how to support students in having effective academic conversations. The SBAC assessment will measure students' listening comprehension, so creating opportunities for students to learn by listening has been another focus of professional learning. Teaching students to use the research process effectively to evaluate and synthesize multiple sources is a priority throughout FNESU. Teachers have learned how to engage students in close reading, including the use of text-dependent questions and the analysis of the structure and features of the text. Later this year, teachers will work with the cluster of standards that ask students to analyze and construct arguments. All of these instructional strategies have the ultimate goal of creating students who independently and effectively use all types of text to learn, and communicate their ideas clearly in both speaking and writing.

Philosophically, we believe that our success in implementing the CCSS depends first on teacher understanding of these new standards, including the new kinds of instruction and assessment required to achieve student mastery. Therefore, FNESU considers this year's Common Core Academy to be the first year in a three-year plan to provide our teachers with the high level of professional learning required by this unprecedented change in public education. We have been gratified by the professional responses of our teachers, and we look forward to getting baseline student achievement data when the SBAC is administered next spring.

LEAPS

(Learning and Enrichment Activities that build Positive relationships and Self-esteem)

A 21st Century Community Learning Center (CCLC)

Maria Gleason, 21st CCLC Project Director

I am excited to have been hired as the Project Director for the LEAPS After-School Program. I started this position in late July 2013 and have grown very fond and proud of the program that this community has continued to support over the last decade. For the tenth year, we are serving grades 5-12 at Enosburg Falls Middle and High School and grades 3-6 at Richford Elementary. The three other sites are in their fifth year and are serving grades K-8 in Bakersfield, grades K-8 in Berkshire, and grades K-4 at Enosburg Elementary. 21stCCLC is the primary funding source for our entire project with an award amount for this fiscal year of approximately \$230,000. This grant funds Enosburg Middle and High and Richford Elementary at fifty percent through June 2014; and Bakersfield, Berkshire, and Enosburg Elementary at sixty-five percent through June 2014. We are in the process of applying for the 21stCCLC grant, which will fund all of these programs at fifty percent through June 2019. Other funding sources include Consolidated Federal Program Funds, private grants, tuition paid by parents, donations, and in-kind services.

LEAPS connects after-school programming, supplemental instruction, and skill development with the local school system and community. LEAPS is committed to learning in a safe, supportive, healthy, and fun environment. Several choices are provided for enriching life-long learning activities and positive relationships. The program enhances the lives of students, educators, school staff, parents, and community members. We develop skill-based programs that support students transitioning to their next level of continued education or professional career, and also guide them to become productive and involved community members.

Each site varies in scope and work towards achieving three common goals with the intent to strengthen student learning during the school day. These goals are to: improve student achievement in math and reading/language arts; improve students' self-esteem and social skills; and reduce students' high-risk behaviors and attitudes. The goals parallel those of the Franklin Northeast Supervisory Union (FNESU). These goals are promoted through offering a variety of enrichment activities, homework assistance, tutoring services, and clear expectations that will foster a positive school atmosphere.

Staff for these programs primarily consists of school-day staff and some recruited community members that lead other activities in which students have expressed an interest. All of our sites provide a variety of high quality enrichment activities every day, such as physical activities, the arts, science, literacy, and math. LEAPS has access to classrooms, the gym, cafeteria, library, and outdoor sports fields. All of these sites follow school rules, policies, procedures, and practice fire drills and lockdowns during the after-school hours.

During the 2012-2013 school year, our project served 558 students in all five sites, 390 of whom were regular attendees defined by attending 60 or more program hours. Research shows that in order for after-school programming to positively impact student learning, students must attend more than 60 hours per year. Overall, 70% of students who are enrolled in LEAPS after-school program are regular attendees! This is up 9% from the last year! Specifically, in Bakersfield Elementary: 123 students attended the program of which 71 were regular attendees. This means that approximately 87% of all students in the school attended the program at some point during the year and 58% of those students were regular attendees.

Our programs would not have been as successful without the continued and growing support of our Community Partners: Arvin A. Brown Library, Cornerstone Youth Center, Local Motion, LJW Memorial Fund, Creative Habitat, VT National Guard, Enosburg Library, Enosburg Art Gallery, Berkshire Recreational Department, Kidstructive Fun, Green Heron Farm, UVM Extension Service, Berkshire PTO, Snyder's Academy of Taekwondo, Hannafords, The VT Campaign to End Childhood Hunger, VT Department of Fish/Wildlife, and the Northern Tier Center for Health Program. Thank you for all of your support.

Continuum of Supportive Services
Shirley Carlson, Director of Special Programs

COMMON CORE STATE STANDARDS
AS IT APPLIES TO STUDENTS WITH DISABILITIES

Franklin Northeast Supervisory Union (FNESU) has embraced the Common Core State Standards (CCSS) in a manner that is unprecedented in many other Supervisory Unions. The question arises as to what the CCSS means for students with disabilities. There is some controversy about this throughout the 45 states that have adopted CCSS, and we are hard at work at FNESU in deciphering what this initiative means for identified students.

Special education students are part of a heterogeneous group – they have varied characteristics and needs. A student with autism has needs significantly different from a student with a learning disability in math – yet both students’ instruction must be geared towards the same rigor as outlined through the CCSS. Deciphering what skills will be taught and how, is critical in preparing students with disabilities to be college and/or career ready. This means that collaboration between regular and special education teachers is more important than ever before.

At FNESU, we have supported our special education teachers’ understanding of CCSS through attendance at various trainings throughout the state and within our district. Additionally, we have utilized the expertise of our Co-Directors of Instruction and Learning in assisting our special educators in interpreting CCSS and their significance to students with disabilities. We are currently developing local expertise in areas such as behavioral assessments and assistive technology. Through the proper use of research-based instructional practices, accommodations/modifications, technology, and collaboration, we are confident that we will continue coordinating our specialized instruction under the rigorous umbrella of the CCSS and meet the needs of this diverse population of students.

FRANKLIN NORTHEAST SUPERVISORY UNION SPECIAL EDUCATION DATA:

The following information is taken from the Vermont Agency of Education website and represents the percentage of special education students enrolled in our schools.

Special Education National Average:	12.9%
Vermont Special Education Statewide Average:	15.5%
Franklin Northeast Supervisory Union Special Education Average	14.82%

By town (2012/2013) within FNESU:

Bakersfield	13%
Berkshire	16.7%
Enosburg School District	19.4%
Montgomery	9.6%
Richford School District	15.4%

As you can tell from the information above, the overall number of identified students receiving special education services throughout FNESU falls in the average range. Additionally, district-wide we are spending 23% less than the statewide average cost per pupil. Your administrators and teachers are to be commended for their diligence in being fiscally conservative while providing appropriate services.

In closing, and having worked in various school districts throughout Northern Vermont, I feel privileged to work side-by-side with so many educational leaders who truly place our children first.

Technology Report

Dominic DeRosa, Technology Director

Franklin Northeast Supervisory Union (FNESU) continues to be a leader in the use of educational technology. Our school leaders understand the valuable role that technology plays in today's educational system. FNESU schools continue their commitment to 1:1 programs and maximizing students' access to mobile devices. At the same time, our schools continue to be mindful of the economy and persistently seek ways to minimize the financial burden on taxpayers while still providing students with access to the tools they need to be successful in today's world.

With a focus on 1:1 computing, many students now have their "own" device to use. 1:1 computing is a broad term based around the idea of having one device per student. Schools may implement their program differently, but all of them have the same focus: Eliminate barriers and provide all students with an equal level of access to technology-rich learning experiences that assist in developing 21st Century learning skills, such as critical thinking, communication and collaboration. Combining local funds with grant opportunities, along with the dropping cost of mobile devices, has enabled our schools to make a great deal of progress in this endeavor. While several devices have been researched and others may be added in the future, at this point, our schools are mostly using a combination of iPads, Chromebooks and laptops for their 1:1 programs. iPads are tablets, manufactured by Apple, with a touch interface. Chromebooks are a type of inexpensive laptop that run Google's Chrome Operating System. Currently, every town in FNESU has some form of 1:1 program in place for grade 6-8 students, with several schools offering this level of access to an even broader range of grade levels.

Bakersfield and Berkshire have had successful 1:1 iPad programs running for a few years now. Bakersfield currently provides iPads to students in grades 6-8 and Berkshire has them available for grades 5-8. Enosburg continues their ambitious 1:1 efforts, as they provide iPads for all students in grades 5-12. Both Montgomery and Richford started a transition to Chromebooks for their respective 1:1 programs this year. Montgomery now offers Chromebooks to students in grades 6-8, while Richford schools now provide a mixture of laptops and Chromebooks to students in grades 2-12.

FNESU schools continue to grow technologically in other areas as well. We benefit from the use of an observation system called TeachPoint, which allows administrators to leave detailed, real-time feedback for teachers about what they observed while visiting classrooms. Teacher-created websites and the use of classroom management tools like Edmodo improve the communication between teachers and students and continue to grow in popularity. All teachers use our online curriculum database, Rubicon Atlas, to develop and map curriculum. Tools such as VoiceThread, Skype, Jing, and Kidblog, to name a few, have become increasingly common in many classrooms. Most of our classrooms also have SMART Board interactive whiteboards and projectors that are used on a daily basis in many creative ways. The use of Google Apps has become commonplace for FNESU schools, enabling collaborative document creation and sharing, website design and blogging, among other useful tools.

Keeping the economy and our taxpayers in mind, FNESU schools have taken advantage of grants as they have become available to help ease the burden on local budgets. All of our schools are also taking advantage of the many free tools provided to schools by Google Apps for Education. We continue to use free and open source learning tools, and actively seek ways for technology to offset spending in other areas. As more and more students have computing devices readily available to them, schools are able to take advantage of these devices to cut spending in other areas. For example, Google Apps for Education allows teachers and students to communicate (including handing in assignments) electronically, cutting printing costs. Some schools have also begun using electronic textbooks instead of pricier paper versions. The transition to less expensive student devices such as iPads and Chromebooks is also a big savings compared to the pricier laptops that were used in the past.

While the use of technology continues to grow, Internet Safety is becoming more and more important. Both teachers and students need to be properly educated in its use. Teaching students to use technology safely and appropriately will be an ongoing focus.

Technology Education Resources:

- http://bit.ly/fnesu_tech_plan (FNESU 2012-2015 Technology Plan)
- <http://www.commonscsensemedia.org/> (internet safety/digital citizenship resource)
- <http://vtisp.org/> (internet safety resources)
- <http://vermontiges2010.pbworks.com/w/page/26068224/FrontPage> (VT's expectations of technology standards at each grade level)
- <http://www.google.com/enterprise/apps/education/> (Google Apps for Education)

FNESU is fortunate to have communities that support our schools and understand the value of technology in education and the importance of preparing our students for the world that will be waiting for them when they graduate. Please feel free to contact me via email with any questions pertaining to technology in FNESU schools at dderosia@fnesu.net or by phone at 848-7661 x21.

Principal's Report Chaunce Benedict

It is my privilege to report our school's good news and ongoing challenges. We are a good school working to become a great one.

Our school serves 160 very special, talented, and fun pre-K through grade 8 students, and their very supportive families. This school year, we've welcomed eighteen talented, new Kindergartners, many new pre-schoolers, and several new staff members.

We enjoy a highly dedicated and effective professional and support staff. I am grateful to work with them, inspired by their professional dedication and by their passion for teaching and learning. We said farewell at the end of last year to several long-time and valued colleagues; and we have successfully found wonderful new people to bring aboard. Jessica Kurfis is our new fourth grade teacher. Callie Lumbra is teaching fifth grade. Jodi Walker is our new school nurse and wellness educator. We also welcome new paraeducators Samantha Ovitt, Jamie Ballowe and Megan Rozumalski.

2013 has been another year of dynamic educational growth and change at school. Our school is currently navigating major changes in curriculum, teaching, learning and assessment, all linked to new curricular expectations (standards) in English/Language Arts and Mathematics—the Common Core State Standards (CCSS). These standards dramatically raise learning expectations to the purpose of improving student preparation for college and career in the 21st century. This work entails the investment of significant resources in teacher training and professional learning, and in teaching and learning resources and technologies.

New state learning assessments connected to these standards—the Smarter Balanced Assessments—will begin in Spring 2015. Bakersfield is one of twenty-seven Vermont schools participating in field testing the new assessments, which will take place in March, 2014.

Academic performance information from state and local learning assessments informs our classroom teaching and student support. This year, our school met ALL requirements for Adequate Yearly Progress (AYP) in reading, however, remains "identified" in the state school improvement system, until meeting progress for two consecutive years under the No Child Left Behind (NCLB) law. We have improved overall performance in mathematics from the prior year; however, this progress does not bring us to meet AYP requirements. Our AYP information and school improvement work is presented in the pages that follow.

Positive Behavioral Interventions and Supports (PBIS), continues in its fifth year for our school, as our model for leading and supporting students behaviorally, socially and academically. This year, we have conducted a thorough review and re-work of our PBIS program. We have discontinued some past practices, added new ones, and added several new internal and outreach communications' protocols to use

in working with our students and their families around behavior. We continue working to promote safe behavior in school and, as a general trend, are seeing a reduction in confirmed instances of bullying and harassment. A report on our positive growth in climate and behavior is provided in the pages that follow.

We are determined to live by and to fulfill our mission:

“The Bakersfield Elementary-Middle School exists for the benefit of students. Our school will foster each child’s positive self-image and help children realize their full potential in academic, physical, social, and artistic areas.”

Literacy and numeracy learning form the core of our mission; and we also strive to provide a well-rounded, enriching experience that engages our students’ minds, hearts and bodies; to provide for learning that will be instrumental for our children to grow up to lead healthful and fulfilling lives in this challenging 21st century. Physical and health education programs, Farm-to-School educational programming, our fabulous LEAPS (Learning and Enrichment Activities that build Positive relationships and Self-Esteem) after school program, the arts and other enriching experiences we provide at Bakersfield Elementary-Middle School (BEMS) teach and promote lifelong healthy behaviors and connect our students to a wealth of local and natural resources.

Technology tools are integral to teaching and learning in our classrooms. Our 1:1 technology program in grades 6-8 continues, and technology tools infuse all aspects of instruction. The upcoming new assessments require students to demonstrate proficient use of technology tools in research, problem-solving, presentation, and much more. This school year, we have moved to using the Google School platform for student and teacher work, document and file sharing, and collaboration. Our school website has been refreshed, and we have some excellent examples going using social media for outreach to parents and community. You can find us on the web at www.bakersfieldschool.net.

Thank you, everyone, for your support for and involvement in our school: our community at large, our parents and families, our many volunteers, community organizations and businesses, our School Board, and the dedicated leaders and staff members of our Franklin Northeast Supervisory Union. You are all essential partners in our educational work. With tremendous respect and appreciation for the priority and value you have for our children’s education, we pledge to keep working hard to do our best.

2013 Behavior Report

Positive Behavior Intervention and Supports (PBIS) is now in its 5th year at BEMS. Recently, the Vermont State PBIS Team notified us that we have been awarded a Certificate of Recognition and a Vermont PBIS School of Merit Award. Bakersfield is one of only eleven schools in Vermont to receive both of these awards.

During our transition year last year, we thoroughly examined and evaluated all aspects of our PBIS program. During the course of the school year, we continuously looked at three different criteria: what is working for the school, what is not working for the school and what can be added or modified to improve the overall performance of PBIS inside of BEMS. Our school staff was instrumental in helping our PBIS team through this process by being honest and open about our PBIS program. Our Bakersfield Community has also been very helpful in their honesty and openness sharing thoughts about the PBIS program. Near the end of last year, our PBIS Team identified the following areas to target for needed improvement/implementation:

- Building-wide focus on teaching RESPECT to all staff and students
- Modification of our Tier 2 supports
- Increased involvement from all faculty and staff members on a regular basis
- Creation of some type of student-led PBIS group
- Creation of a parent volunteer PBIS group

Every summer, the PBIS Team attends a state conference in Killington, VT, on safe and effective schools. This year, at the conference, our team focused on the five areas listed above and how to implement them into our school. During our inservices at the start of the year, we introduced the RESPECT plan to our faculty and staff members and provided them with the expectations to teach the students.

Our Tier 2 support structure was recreated to provide a systematic approach to identifying students who need behavioral interventions. All behavior is learned over time and we need to improve our efforts in educating students about their behavior and teaching them new and appropriate behaviors in school. We have established a system to help students understand their behavior and teach them a new or replacement behavior.

We have also included PBIS time as part of our monthly faculty meetings, which has allowed more input from other staff members. This has enabled more collaboration from the entire staff and has also opened up the possibility of new ideas to our PBIS team. The added focus on whole staff collaboration has restrengthened everyone's commitment to PBIS and its success inside of the school.

Our Middle School students have begun Paw Patrol. The students themselves are assigned to areas around the school. At different times of the day, they monitor, reward and redirect other students (this has been a great success so far this year). Finally, we will soon launch our Parent Pride initiative, a group of parent volunteers that work with our PBIS team in the planning, organization and running of school-wide PBIS events.

In addition, our PBIS Team has continued our school-wide focus on prevention of and education about bullying and harassment for all students and staff. We are pleased to report that our data indicates we are experiencing success in both of these areas. Both the number of new students engaged in bullying or harassment and the number of new reported allegations have decreased over the past two school years. This tells us that we are having success in teaching students the expected behaviors and that students are able to follow these expectations. As a school and a PBIS Team, we are very proud of this accomplishment. We believe that every child has the right to be safe and feel protected inside of the school, and our data shows that we are in many ways realizing success to this end!

2012 / 2013 Academic Report
New England Common Assessment Program Test Data Autumn 2011 and Autumn 2012
(most recent available years)

In recent years, Vermont has used the New England Common Assessment Program (NECAP) to assess student learning as required by state and federal laws. The tests are given each October in all Vermont public schools. Results are returned to schools the following winter.

In Spring 2014, our school will be one of 27 in Vermont to participate in field testing for new learning assessments. These learning assessments, replacing NECAP, begin in 2015. The new assessments are called the Smarter Balanced Assessments, and they are being designed to accomplish several improvements in the quality and usefulness of assessments for teaching and learning. They will assess students' levels of learning and progress in reference to new academic standards adopted by 40 states, including Vermont: the Common Core State Standards.

The NECAP scores listed below are for the autumn of the year indicated.

READING GRADES 3-8	Proficient With Distinction		Proficient		Partially Proficient		Substantially Below Proficient	
	2011	2012	2011	2012	2011	2012	2011	2012
All Students	14%	10%	53%	65%	18%	15%	14%	9%
Non-Free Lunch	25%	13%	58%	69%	12%	15%	6%	2%
Free Lunch	2%	7%	48%	60%	26%	16%	24%	18%

- From 2011 to 2012, students participating in Free Lunch increased 17% in proficient reading test performance. The “gap” between low income students and others is closing.
- The school continues to set an improvement target of 10% increase in performance.

MATHEMATICS GR. 3-8	Proficient With Distinction		Proficient		Partially Proficient		Substantially Below Proficient	
	2011	2012	2011	2012	2011	2012	2011	2012
All Students	6%	14%	52%	43%	14%	23%	28%	20%
Non-Free Lunch	12%	23%	62%	44%	13%	21%	13%	12%
Free Lunch	0%	4%	41%	42%	15%	24%	47%	29%

- Students participating in Free Lunch show gains overall in math test performance. Other students show movement to higher levels of performance overall.

Adequate Yearly Progress Information

Adequate Yearly Progress (AYP) is a performance index system created by the state and federal government under the No Child Left Behind (NCLB) law. Enacted in 2001, NCLB requires that by the year 2014, 100% of every school's students will meet performance standards as measured by standardized student assessment scores (NECAPs) in reading, writing and mathematics.

AYP was created to indicate a school's progress each year toward this requirement. Targets are set, year-by-year from 2001 up to 2014, for a school's progress. If a yearly target is met, progress is deemed adequate. Some years, the target is set the same as the year before. Other years, the target is increased - for example in 2011 (see below).

Schools that do not meet AYP are assigned a school improvement status, and work with the State Agency of Education to plan and carry out a variety of strategies aimed at improving performance in identified areas (whether reading, writing, math or a combination). Although many Vermont schools have a substantial number of students meeting performance standards, a majority of schools in Vermont currently do not meet AYP. Following is a review of our school's AYP status in the past two years:

2012 (2011 tests) - Performance on the assessments was similar to the prior year (2010 tests), in which the school had not met performance targets set by the state. Under state rules, the school was assigned to be in the first year of state corrective action. The school created and submitted a plan of action - our School Improvement Action Plan - to the Agency of Education to correct deficiencies. The plan focused on

changing and reshaping the school's curriculum and teaching in reading, writing and mathematics to align with the new Common Core State Standards.

2013 (2012 tests) – Performance this year showed significant improvements. Our school met all requirements for AYP progress in reading. In mathematics, our school improved overall performance from the prior year, including meeting targets for low income students. However, the school does not meet all mathematics AYP requirements. The school is assigned again to state corrective action.

Our School Improvement Action Plan was given a thorough update for the current year, and is summarized below. The complete plan is available on our school website – www.bakersfieldschool.net . A copy of the plan may also be obtained through the school office.

This year, we are also working with the Vermont Agency of Education to participate in the state-prescribed school improvement process using a set of school effectiveness indicators to review all areas of the school's work; and, from this, to determine priority goals and strategies to be taken in upcoming years, to improve performance.

Improvement Activities

Goals and actions set forth in our Bakersfield School Improvement Action Plan, combined with those set forth in our Supervisory Union's Blueprint for Learning, provide a coordinated set of strategies to improve curriculum, teaching, learning, climate and safety, and student support.

Our Action Plan addresses three basic questions: (1) What are we doing well that we should keep doing? (2) What needs improvement? (3) Specifically, how should we go about making needed improvements? The plan addresses five priorities:

- 1) Focus on teaching and learning excellence throughout our curriculum, with special attention to our new Common Core State Standards in literacy and mathematics.
- 2) Give careful and continual attention to the questions: Are students learning? How do we know? How will we respond in a timely and effective manner when there is evidence that they need help or support?
- 3) Intervene effectively to provide help and support when students experience academic or behavioral difficulties.
- 4) Provide a positive and safe climate for learning and working together in school based upon clear expectations and effective student and school-wide strategies.
- 5) Promote and support students' readiness to learn through service and support in health, guidance, nutrition and food service, and student support.

Our school receives valuable guidance and financial support for our school improvement work through a variety of grants that come to us from the state and federal government, and from other entities such as the Flynn Theater, Vermont Farm-to-School, and the Exxon Mobil Educational Foundation. These provide resources for faculty and staff training, curriculum development work and student support instruction.

We are grateful for the help and support we receive from our Supervisory Union in this work, especially in arranging and providing for direct services and activities that help with our school improvement efforts.

Bakersfield Town School District
Teacher Quality Data
2012-2013

The 2001 federal No Child Left Behind Act (NCLBA) requires School Districts to publicly report the percentage of core academic classes taught by highly qualified teachers, the percentage of teachers teaching on emergency credentials by Local Education Agencies (LEA) and school, and the professional qualifications of their teachers. *Core academic subjects are: English language arts (ELA) (including English as a Second Language), math, science, social studies, reading, foreign languages, art, music, and the generalist endorsement areas of elementary education and early childhood education (grades K-3 only). In addition, alternative program and special education primary instruction assignments in math, science, social studies, and/or ELA/reading are considered "core" areas.*

Under NCLBA, educators must be properly licensed and endorsed for the subjects and instructional levels they teach, and have the required content knowledge for the endorsement they are using in the assignment. The law also requires that schools receiving federal Title I funds must notify parents when their child is being taught a core academic subject by a teacher who has not yet met the federal requirements. For more information on Highly Qualified Teacher Requirements, visit the Vermont Department of Education website: <http://education.vermont.gov/new/html/licensing/hqt.html>

Bakersfield Elementary School (BES)
Highly Qualified (HQ) Teacher Data

School	Number of Classes Taught by HQ Teachers/ Total Classes	Number of Classes Taught by Non-HQ Teachers/ Total Classes	% of Core Academic Classes Taught by HQ Teachers	% of Core Academic Classes Taught by Non-HQ Teachers	Number of Emergency Credentialed Teachers/ Total Teachers	% of Teachers Teaching with Emergency Credentials
BES	34/34	0/34	100%	0%	0/15	0%

Professional Qualifications of Teachers

School	Number of Teachers with a Bachelor's Degree	Number of Teachers with a Master's Degree
BES	7	8

Business Manager's Update
Morgan Daybell, Business Manager

Bakersfield School District Budget Highlights

Bakersfield's FY15 budget is up 1.79%, a significantly smaller increase than was passed in FY14.

The FY15 budget assumes 71 high-school students, an increase by six over the number budgeted for FY14. The \$79,980 increase is due to those additional students, anticipated increases to tuition rates, the number of students expected to attend the Career Center, and changes in the schools students are choosing. High-school tuition accounts for the largest increase to the budget, and if the tuition amount had not changed, the overall Bakersfield budget would be decreasing in FY15.

The increase in tuition is largely offset by an anticipated decrease in Special Education expenses. Costs for these legally-required services can vary widely from year to year, based on student needs and a changing student population.

Local revenue is increasing this year due to a larger fund balance and an expected increase to the Small Schools grant. Because revenue is increasing more than expenses, Bakersfield education spending is going down in FY15.

Education Funding

State property tax rates in Vermont are currently governed by Act 68, Vermont's School Finance law. This law divides property into two Grand Lists: one for residential property and one for non-residential property, with a separate tax rate for each category. The process for calculating the equalized residential tax rate is shown on the second page of the budget, starting on line 21.

Four factors go into setting the *equalized residential tax rate*, the rate you see on your tax bill for homesteads. These factors, and how they impact the tax rate, are shown on lines 39-47 of the second page of the budget.

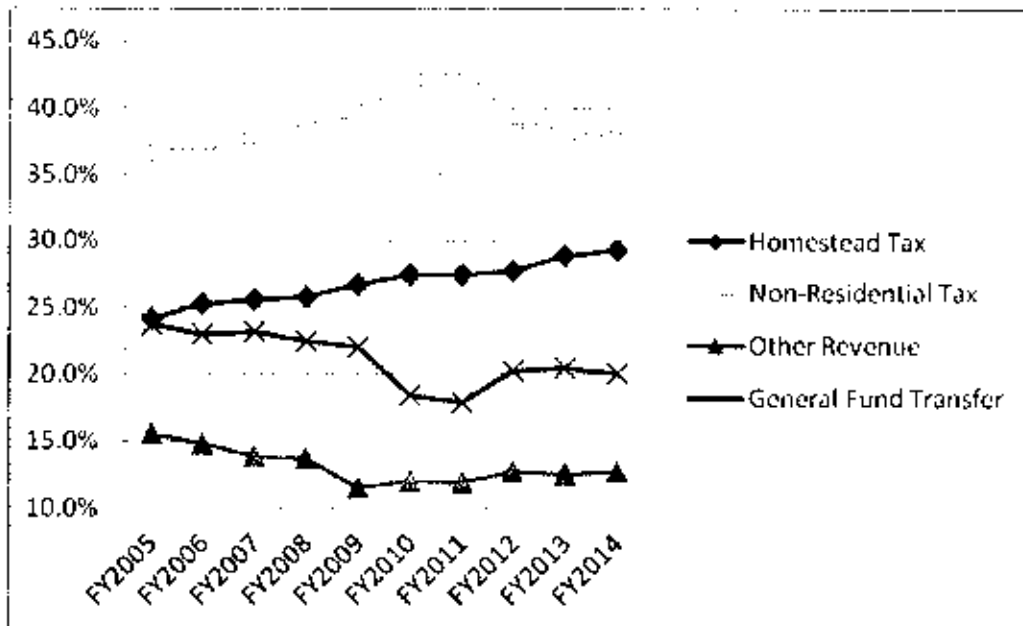
- The **Base Amount** consists of the Base Education Tax Rate and Base Education Amount. These amounts are set by statute and revised annually by the Legislature. This budget uses the figures recommended by the tax commissioner on December 13. The final base rate and base amount are expected to be set by the Legislature after Town Meeting Day. *The anticipated increases to the base education tax rate and base education amount will raise Bakersfield's tax rate by 6 cents.*
- The **Education Spending** is the budget approved by voters each year, lowered by any expected revenues (such as grants, interest). This is the only part of the formula impacted by local boards and voters. *The decrease in Bakersfield's Education Spending will reduce the tax rate about one-and-a-half cents.*
- The **Equalized Pupil Count** is the number of students in a district, with different weights given to different types of students (such as living in poverty, non-English speaking). *The decrease in Bakersfield's Equalized Pupil Count will raise the tax rate by just under 3 cents.*
- The **Common Level of Appraisal (CLA)** measures the difference between assessed property values and market values. A CLA below 100% means that on average, properties are assessed below what they could sell for. *The increase in Bakersfield's CLA will reduce the tax rate just under 2 cents.*

Households with income below \$99,000 may be eligible for a reduction in their residential education property tax. In 2012, of the 434 owner-occupied Bakersfield households, 285 had their school taxes reduced based on income.

All Vermont residents who own and occupy a Vermont homestead must file a Homestead Declaration and Property Tax Adjustment Claim (IIS-122) with the VT Department of Taxes by April 15. To apply for a property tax adjustment, the second page of the form must be completed.

Non-residential tax rates are set by the legislature and change based on the CLA. *Local budget decisions do not change the non-residential tax rate assessed by the state.*

The majority of education funding comes from the Statewide property tax. Over the past ten years, the share of State education funding from homestead property tax has steadily increased, while the share from the State General Fund and other sources has decreased. While the share of non-residential property tax had been increasing, it has declined sharply in the past four years.



Act 68 Reports

Act 68 requires districts to provide two standardized reports (which appear after the budget) to allow taxpayers to compare cost data across districts. “Three Year Comparisons” provides three years of historical financial data and FY15 projections based upon the proposed budget. “Comparative Data for Cost-Effectiveness” includes data on enrollment, student-teacher ratios, student-administrator ratios, expenditures per student, and tax rates for schools of similar sizes.

Audit

The School District was audited by Angolano & Company for the fiscal year ending June 30, 2013. A copy of the audit can be obtained by calling the School District Treasurer at 802-827-4495 or the Supervisory Union office at 802-848-7661.

Respectfully submitted,

Bakersfield School Directors

Tennyson Doane, Chair
 Terri Gates, Vice-Chair
 Melissa Dion, Clerk
 Cheryll Derue-Irwin
 Jean-Marie Clark

Administration

Jay Nichols, Superintendent
 Jody Vaillancourt/Jennifer Kennison,
 Co-Directors of Instruction & Learning
 Maria Gleason, 21st CCLC Project Director
 Shirley Carlson, Dir. of Special Programs
 Dominic DeRosia, Technology Director
 Chance Benedict, Principal
 Morgan Daybell, Business Manager

Bakersfield Town School District FY15 Budget Summary

Bakersfield School	2013-14 Budget	2014-15 Anticipated	2014-15 Change	2014-15 % Change
Faculty Salaries	\$716,471	\$770,601	\$54,130	7.56%
Substitutes	\$22,750	\$30,250	\$7,500	32.97%
Support Staff	\$218,560	\$187,641	-\$30,919	-14.15%
Administrator Salaries	\$80,291	\$82,250	\$1,959	2.44%
Social Security	\$79,483	\$80,763	\$1,280	1.61%
Unemployment Insurance	\$3,517	\$1,920	-\$1,597	-45.41%
Workers' Compensation	\$7,974	\$8,074	\$100	1.25%
Health & Dental	\$178,773	\$185,720	\$6,947	3.89%
Life Insurance	\$1,832	\$1,736	-\$96	-5.24%
Long-Term Disability Insurance	\$1,884	\$2,021	\$137	7.27%
Property & Liability Insurance	\$9,434	\$12,075	\$2,641	27.99%
Tuition Reimb & Training	\$41,206	\$42,705	\$1,499	3.64%
Contracted Services	\$231,327	\$227,694	-\$3,633	-1.57%
Transportation/Mileage	\$143,699	\$142,150	-\$1,549	-1.08%
Supplies	\$50,525	\$53,925	\$3,400	6.73%
Text & Library Books	\$14,650	\$14,650	\$0	0.00%
Equipment	\$27,650	\$27,250	-\$400	-1.45%
Fuel, Water, & Utilities	\$59,784	\$57,402	-\$2,382	-3.98%
Repairs to Buildings & Equipment	\$24,000	\$20,000	-\$4,000	-16.67%
Total Pre-K to 8th Grade Expenses:	\$1,913,810	\$1,948,826	\$35,016	1.83%
Long-Term Debt				
Bond Interest	\$31,827	\$31,162	-\$665	-2.09%
Bond Principal	\$56,250	\$56,250	\$0	0.00%
Total Debt:	\$88,077	\$87,412	-\$665	-0.76%
Other Districts & Services				
School Board Operations	\$37,363	\$37,279	-\$84	-0.22%
FNESU Assessment	\$69,344	\$68,508	-\$836	-1.21%
FNESU SPED Services Assessment	\$8,510	\$8,161	-\$349	-4.10%
Other School Districts & Agencies	\$1,317,652	\$1,346,148	\$28,496	2.16%
Total Other Districts & Services:	\$1,432,869	\$1,460,096	\$27,227	1.90%
Total Budget:	\$3,434,756	\$3,496,334	\$61,578	1.79%

Bakersfield Town School District FY15 Anticipated Revenues and Tax Rates

		2013-2014 Reported to AOE	2014-2015 Anticipated	14 to 15 Change
Anticipated Local Revenues				
1	Use of Unreserved Fund Balance	\$29,559	\$141,620	\$112,061
2	Brigham Fund	\$2,300	\$2,300	\$0
3	Interest on Fund Balances	\$1,000	\$1,000	\$0
4	Total Anticipated Local Revenues	\$32,859	\$144,920	\$112,061
Anticipated Categorical Grants				
7	Small Schools Grant	\$19,523	\$51,354	\$31,831
8	Special Education State Aid	\$399,351	\$344,097	(\$55,254)
9	State Transportation Aid	\$47,903	\$53,365	\$5,462
10	Medicaid Funds	\$18,460	\$20,724	\$2,264
11	Early Essential Education Grant	\$17,691	\$16,755	(\$936)
12	Total Anticipated Categorical Grants	\$502,928	\$486,295	(\$16,633)
Anticipated Education Spending Revenues				
15	Education Spending Revenue	\$2,821,666	\$2,788,475	(\$33,191)
16	Technical Center Tuition Revenue	\$77,301	\$76,644	(\$657)
17	Total Anticipated Ed Spending Revenues	\$2,898,967	\$2,865,119	(\$33,848)
Total Anticipated Revenue				
19	Total Anticipated Revenue	\$3,434,754	\$3,496,334	\$61,580
Anticipated Residential Tax Rate				
22	Budgeted Expenditures	\$3,434,754	\$3,496,334	\$61,580
23	<i>less</i> Local and Grant Revenue	\$535,787	\$631,215	\$95,428
24	<i>equals</i> Education Spending	\$2,898,967	\$2,865,119	(\$33,848)
25	<i>divided by</i> Equalized Pupils	224.41	219.65	(4.76)
26	<i>equals</i> Per Pupil Education Spending	\$12,918	\$13,044.02	\$126
27	<i>divided by</i> Base Education Amount	\$9,151	\$9,382	\$231
28	<i>equals</i> % above base education payment	141.17%	139.03%	-2.14%
29	<i>multiplied by</i> Residential State School Tax Rate	\$0.9400	\$1.0100	\$0.0700
30	<i>equals</i> Equalized residential school tax rate	\$1.3270	\$1.4042	\$0.0772
31	<i>divided by</i> Common Level of Appraisal	104.89%	106.38%	1.49%
32	Local Residential Education Tax Rate	\$1.2651	\$1.3200	\$0.0549
Anticipated Non-Residential Tax Rate				
35	Non-Residential School Tax Rate	\$1.4300	\$1.5100	\$0.0800
36	<i>divided by</i> Common Level of Appraisal	104.89%	106.38%	1.49%
37	Local Non-Residential Education Tax Rate	\$1.3633	\$1.4194	\$0.0561
Drivers for Local Education Tax Rate Changes				
40		FY 2014	FY 2015	Tax Change
41	Education spending	\$2,898,967	\$2,865,119	-\$0.0146
42	Equalized pupils	224.41	219.65	\$0.0270
43	CLA	104.89%	106.38%	-\$0.0175
44	Base (set by Legislature)			\$0.0599
45	Homestead tax rate	\$0.940	\$1.010	
46	Amount per pupil	\$9,151	\$9,382	
47	Local tax rate	\$1.2651	\$1.3200	\$0.0549

Bakersfield Town School District FY15 Anticipated Spending

Line #	Description	2012-13 Actual	2013-14 Budget	2014-15 Anticipated	14 to 15 Change
1	Elementary Instruction				
2	This section of the budget contains the costs for general instruction for grades K through 4.				
3	Teachers' Salaries / Elem	\$359,130	\$337,186	\$347,695	\$10,509
4	Mentor Services	\$0	\$2,000	\$0	(\$2,000)
5	Summer Instruction	\$4,050	\$0	\$3,000	\$3,000
6	Substitutes	\$22,847	\$18,000	\$20,000	\$2,000
7	Health Insurance	\$56,626	\$82,157	\$85,430	\$3,273
8	Social Security	\$27,867	\$25,871	\$26,604	\$733
9	FICA / Summer Inst & Subs	\$245	\$1,377	\$1,760	\$383
10	Life Insurance	\$647	\$710	\$703	(\$7)
11	Long-Term Disability Insurance	\$813	\$809	\$838	\$29
12	Workers' Compensation	\$2,199	\$2,014	\$1,986	(\$28)
13	Unemployment Insurance	\$656	\$765	\$514	(\$251)
14	Tuition Reimbursement	\$2,385	\$12,620	\$12,956	\$336
15	Dental Insurance	\$1,966	\$2,063	\$4,335	\$2,272
16	Training	\$4,928	\$8,000	\$8,000	\$0
17	Cafeteria 125 Plan	\$0	\$0	\$341	\$341
18	Gifted & Talented	\$210	\$250	\$250	\$0
19	Contracted Services	\$4,775	\$6,000	\$6,000	\$0
20	Professional Services	\$781	\$0	\$0	\$0
21	Four Winds Science Program	\$1,233	\$1,500	\$1,500	\$0
22	Student Transportation	\$8,023	\$0	\$0	\$0
23	Private Tuition	\$26,384	\$26,539	\$0	(\$26,539)
24	Mileage Reimbursement	\$1,331	\$1,300	\$1,300	\$0
25	Special Events	\$5,312	\$4,000	\$5,000	\$1,000
26	Supplies	\$20,122	\$20,000	\$20,000	\$0
27	Textbooks	\$9,944	\$12,000	\$12,000	\$0
28	Equipment	\$3,456	\$1,000	\$2,000	\$1,000
29	Total Elementary Instruction	\$565,928	\$566,161	\$562,212	(\$3,950)
30					
31	Co-Curricular				
32	This section of the budget includes costs for student activities outside of the regular classroom.				
33	Athletic Director	\$2,000	\$2,000	\$2,000	\$0
34	Social Security	\$153	\$153	\$153	\$0
35	Workers' Compensation	\$52	\$11	\$11	\$0
36	Officials	\$1,995	\$2,580	\$2,000	(\$580)
37	Supplies	\$819	\$575	\$575	\$0
38	Eighth Grade Class Trip	\$1,818	\$1,000	\$1,000	\$0
	Farm to School Program	\$0	\$0	\$2,000	\$2,000
39	Equipment	\$0	\$1,000	\$1,000	\$0
40	Total Co-Curricular	\$6,837	\$7,319	\$8,739	\$1,420
41					
42	21st Century Learning Center/LEAPS	\$0	\$0	\$10,000	\$10,000
43					
44	Guidance				
45	This section of the budget contains the cost for the guidance office. This budget returns the guidance counselor to .8 FTE, the level funded in FY13. .2 FTE of the PBIS coordinator has been moved to the secondary instruction section of the budget.				
46	Salary	\$64,487	\$53,522	\$63,071	\$9,549
47	Health Insurance	\$14,638	\$13,433	\$16,659	\$3,226
48	Social Security	\$4,425	\$4,094	\$4,827	\$733

Bakersfield Town School District FY15 Anticipated Spending

Line #	Description	2012-13 Actual	2013-14 Budget	2014-15 Anticipated	14 to 15 Change
49	Life Insurance	\$165	\$194	\$151	(\$43)
50	Long-Term Disability Insurance	\$132	\$128	\$153	\$25
51	Workers' Compensation	\$363	\$303	\$362	\$59
52	Unemployment Insurance	\$125	\$136	\$164	\$28
53	Tuition Reimbursement	\$1,334	\$2,591	\$2,746	\$155
54	Dental Insurance	\$678	\$410	\$804	\$394
55	Cafeteria 125 Plan	\$0	\$0	\$37	\$37
56	Mileage Reimbursement	\$0	\$250	\$250	\$0
57	Supplies	\$197	\$250	\$250	\$0
58	Total Guidance	\$86,545	\$75,311	\$89,474	\$14,163
59					
60	Health Services				
61	This section of the budget contains costs for providing school nursing services.				
62	Salaries	\$42,243	\$35,341	\$41,845	\$6,504
63	Substitutes	\$505	\$0	\$500	\$500
64	Health Insurance	\$5,923	\$5,409	\$0	(\$5,409)
65	Social Security	\$3,168	\$2,704	\$3,202	\$498
66	Life Insurance	\$90	\$97	\$84	(\$13)
67	Long-Term Disability Insurance	\$98	\$85	\$101	\$16
68	Workers' Compensation	\$207	\$200	\$239	\$39
69	Unemployment Insurance	\$62	\$68	\$68	\$0
70	Tuition Reimbursement	\$0	\$1,382	\$1,545	\$163
71	Dental Insurance	\$271	\$219	\$516	\$297
72	Cafeteria 125 Plan	\$0	\$0	\$41	\$41
73	Supplies & Immunizations	\$1,242	\$1,800	\$1,800	\$0
74	Equipment	\$370	\$250	\$250	\$0
75	Total Health Services	\$54,181	\$47,555	\$50,191	\$2,636
76					
77	Paraeducators				
78	This section of the budget contains costs associated with non-licensed educators.				
79	Paraeducators' and Tutors' Wages	\$36,412	\$36,113	\$31,249	(\$4,864)
80	Summer Instruction	\$78	\$0	\$0	\$0
81	Substitutes	\$1,162	\$0	\$1,000	\$1,000
82	Social Security	\$2,880	\$2,763	\$2,392	(\$371)
83	Workers' Compensation	\$156	\$205	\$180	(\$25)
84	Unemployment Insurance	\$250	\$307	\$119	(\$188)
85	Total Paraeducators	\$40,937	\$39,388	\$34,940	(\$4,448)
86					
87	Library				
88	This section of the budget contains the costs for maintaining the school library.				
89	Librarian's Salary	\$23,538	\$24,637	\$25,253	\$616
90	Substitute	\$189	\$0	\$0	\$0
91	Employee Insurance	\$2,961	\$3,377	\$3,559	\$182
92	Social Security	\$1,764	\$1,885	\$1,932	\$47
93	Life Insurance	\$45	\$49	\$47	(\$2)
94	Long-Term Disability Insurance	\$55	\$59	\$61	\$2
95	Workers' Compensation	\$104	\$140	\$144	\$4
96	Unemployment Insurance	\$62	\$68	\$34	(\$34)
97	Tuition Reimbursement	\$824	\$864	\$858	(\$6)
98	Dental Insurance	\$136	\$137	\$287	\$150
99	Cafeteria 125 Plan	\$0	\$0	\$23	\$23
100	Supplies	\$149	\$300	\$300	\$0

Bakersfield Town School District FY15 Anticipated Spending

Line #	Description	2012-13 Actual	2013-14 Budget	2014-15 Anticipated	14 to 15 Change
101	Books	\$2,223	\$2,000	\$2,000	\$0
102	Audio Visual Materials	\$932	\$1,000	\$1,000	\$0
103	Total Library	\$32,982	\$34,516	\$35,498	\$982
104					
105	Technology				
106	This section of the budget contains costs for schoolwide technology purchases and support.				
107	Coordinator	\$1,320	\$2,000	\$2,000	\$0
108	Social Security	\$101	\$153	\$153	\$0
109	Workers' Compensation	\$52	\$11	\$11	\$0
110	Internet Service Provider	\$1,801	\$2,401	\$2,400	(\$1)
111	Repairs	\$0	\$2,000	\$2,000	\$0
112	Supplies & Software	\$3,606	\$6,500	\$10,600	\$4,100
113	Equipment	\$22,355	\$20,000	\$20,000	\$0
114	Total Technology	\$29,235	\$33,065	\$37,164	\$4,099
115					
116	School Directors				
117	This section of the budget contains the costs for school board expenses, including the office of the treasurer and district wide fees and insurance.				
118	School Directors' Salaries	\$2,300	\$2,300	\$2,300	\$0
119	Treasurer's Salary	\$7,907	\$8,431	\$8,431	\$0
120	Payroll Officer's Salary	\$1,146	\$1,189	\$1,189	\$0
121	Board Secretary's Wages	\$215	\$1,861	\$1,820	(\$41)
122	Ballot Clerk/Treasurer Officer	\$0	\$475	\$475	\$0
123	FICA	\$885	\$1,054	\$875	(\$179)
124	Worker's Comp Ins	\$52	\$78	\$65	(\$13)
125	Unemployment Insurance	\$0	\$0	\$94	\$94
126	School Directors' Training	\$0	\$500	\$500	\$0
127	Legal Services	\$6,299	\$8,500	\$8,500	\$0
128	Commercial Audit	\$3,500	\$3,500	\$3,500	\$0
129	Errors & Omissions Insurance	\$2,104	\$2,314	\$2,314	\$0
130	Bonds	\$146	\$161	\$216	\$55
131	Advertising	\$1,072	\$2,000	\$2,000	\$0
132	Supplies / Dues	\$1,016	\$3,200	\$3,200	\$0
133	Contingency & Miscell	\$1,294	\$1,800	\$1,800	\$0
134	Total School Directors	\$27,936	\$37,363	\$37,279	(\$84)
135					
136	FNESU Assessment	\$68,557	\$69,344	\$68,508	(\$836)
137					
138	Principal's Office				
139	This section of the budget includes costs for the office of the building Principal.				
140	Principal's Salary	\$76,010	\$78,291	\$80,250	\$1,959
141	Assist Principal's Salary	\$1,000	\$2,000	\$2,000	\$0
142	Secretary's Wages	\$38,703	\$38,871	\$39,194	\$323
143	Receptionist Wages	\$2,295	\$0	\$0	\$0
144	Substitute Secretary Wages	\$498	\$0	\$0	\$0
145	Health Insurance	\$17,260	\$19,466	\$14,723	(\$4,743)
146	Social Security	\$8,799	\$9,116	\$9,139	\$23
147	Life Insurance	\$180	\$180	\$186	\$6
148	Long-Term Disability Insurance	\$182	\$188	\$193	\$5
149	Workers' Compensation	\$570	\$676	\$682	\$6
150	Unemployment Insurance	\$343	\$398	\$136	(\$262)

Bakersfield Town School District FY15 Anticipated Spending

Line #	Description	2012-13 Actual	2013-14 Budget	2014-15 Anticipated	14 to 15 Change
151	Tuition Reimbursement	\$0	\$1,727	\$1,716	(\$11)
152	Dental Insurance	\$2,281	\$2,529	\$2,655	\$126
153	Professional Development	\$2,419	\$2,500	\$2,500	\$0
154	Mileage Reimbursement	\$545	\$1,100	\$1,100	\$0
155	Supplies & Postage	\$6,216	\$5,000	\$5,000	\$0
156	Dues / Fees	\$2,671	\$1,500	\$1,500	\$0
157	Total Principal's Office	\$159,973	\$163,542	\$160,974	(\$2,568)
158					
159	Operation of Plant				
160	This section of the budget includes costs related to building maintenance.				
161	Custodians' Wages	\$56,221	\$48,493	\$54,155	\$5,662
162	Health Insurance	\$0	\$4,250	\$0	(\$4,250)
163	Social Security	\$4,360	\$4,035	\$4,144	\$109
164	Workers' Compensation	\$2,206	\$2,393	\$2,482	\$89
165	Unemployment Insurance	\$468	\$448	\$136	(\$312)
166	Dental Insurance	\$0	\$0	\$0	\$0
167	Water	\$4,614	\$4,500	\$4,900	\$400
168	Rubbish Removal	\$2,904	\$3,500	\$3,500	\$0
169	Contracted Services	\$50	\$2,000	\$2,000	\$0
170	Repairs to Buildings & Equipment	\$71,896	\$20,000	\$18,000	(\$2,000)
171	Brigham Academy	\$0	\$2,000	\$0	(\$2,000)
172	Contracted Grounds Maintenance	\$5,360	\$7,500	\$7,500	\$0
173	Copiers	\$3,105	\$5,317	\$3,500	(\$1,817)
174	School Security	\$204	\$1,400	\$1,400	\$0
175	Property & Liability Insurance	\$8,576	\$9,434	\$12,075	\$2,641
176	Communication Services	\$3,376	\$4,000	\$4,000	\$0
177	Mileage Reimbursement	\$1,274	\$250	\$750	\$500
178	Supplies	\$7,255	\$12,000	\$9,000	(\$3,000)
179	Electricity	\$16,271	\$20,502	\$20,502	\$0
180	Propane		\$2,782	\$0	(\$2,782)
181	Fuel Oil & Propane	\$24,142	\$32,000	\$32,000	\$0
182	Equipment	\$811	\$4,400	\$1,500	(\$2,900)
183	Furniture Fixtures	\$2,146	\$0	\$1,500	\$1,500
184	Total Plant	\$215,239	\$191,204	\$183,044	(\$8,160)
185					
186	To / From Elem School	\$114,843	\$129,150	\$129,150	\$0
187					
188	Field Trips & Sports	\$6,616	\$10,049	\$8,000	(\$2,049)
189					
190	Purchased Property	\$45,910	\$0	\$0	\$0
191					
192	Debt Service				
193	This section of the budget contains the costs associated with long-term borrowing.				
194	Bond Interest Elem	\$26,780	\$31,827	\$31,162	(\$665)
195	Bond Principal Elem		\$56,250	\$56,250	\$0
196	Total Debt Service	\$26,780	\$88,077	\$87,412	(\$665)
197					
198	Secondary Instruction				
199	This section of the budget contains the costs for general instruction for grades 5 through 8. Secondary school instruction FTE has increased by .2 FTE, reflecting time spent in the classroom by the PBIS coordinator.				

Bakersfield Town School District FY15 Anticipated Spending

Line #	Description	2012-13 Actual	2013-14 Budget	2014-15 Anticipated	14 to 15 Change
200	Salaries	\$181,917	\$164,473	\$184,323	\$19,850
201	Substitutes	\$3,709	\$0	\$4,000	\$4,000
202	Health Insurance	\$25,112	\$32,990	\$42,027	\$9,037
203	Social Security	\$13,533	\$12,658	\$14,103	\$1,445
204	Life Insurance	\$422	\$408	\$402	(\$6)
205	Long-Term Disability Insurance	\$406	\$395	\$447	\$52
206	Workers' Compensation	\$830	\$933	\$1,053	\$120
207	Unemployment Insurance	\$375	\$340	\$341	\$1
208	Tuition Reimbursement	\$4,883	\$7,500	\$7,381	(\$119)
209	Dental Insurance	\$854	\$847	\$2,469	\$1,622
210	Cafeteria 125 Plan	\$0	\$0	\$195	\$195
211	Total Secondary Instruction	\$232,039	\$220,544	\$256,546	\$36,002
212					
213	Secondary Tuition				
214	This section of the budget contains costs related to regular education paid to other districts. The FY14 budget included tuition payments for 65 kids. The FY15 budget assumes 71 kids.				
215	H.S. Tuition	\$770,511	\$857,548	\$937,528	\$79,980
216	Technical Education Tuition	\$121,566	\$113,689	\$116,104	\$2,415
217	Tuition Prior Year	\$69,369	\$0	\$26,040	\$26,040
218	Voc Tuition Prior Year	(\$4,864)	\$0	(\$2,993)	(\$2,993)
219	Total Secondary Tuition	\$956,582	\$971,237	\$1,076,678	\$105,441
220					
221	Special Education				
222	This section of the budget contains the costs for special education for grades K through 12.				
223	Teachers' Salaries	\$78,864	\$91,689	\$94,367	\$2,678
224	Summer Instruction	\$294	\$0	\$1,000	\$1,000
225	Paraeducators' Wages	\$55,623	\$86,503	\$57,043	(\$29,460)
226	Substitutes' Wages	\$5,874	\$4,000	\$4,000	\$0
227	Employee Insurance	\$5,821	\$11,008	\$10,535	(\$473)
228	Social Security	\$10,572	\$13,938	\$11,585	(\$2,353)
229	Life Insurance	\$146	\$194	\$163	(\$31)
230	Long-Term Disability Insurance	\$184	\$220	\$228	\$8
231	Workers' Compensation	\$778	\$1,033	\$865	(\$168)
232	Unemployment Insurance	\$687	\$905	\$340	(\$565)
233	Tuition Reimbursement	\$0	\$3,022	\$3,003	(\$19)
234	Dental Insurance	\$407	\$478	\$1,005	\$527
235	Training	\$2,672	\$1,000	\$2,000	\$1,000
236	Cafeteria 125 Plan	\$0	\$0	\$79	\$79
237	Contracted Speech Services	\$36,207	\$26,322	\$21,096	(\$5,226)
238	Contracted Psychological Svcs	\$18,446	\$13,687	\$14,732	\$1,045
239	Purchased Professional Svcs	\$128,154	\$80,343	\$92,538	\$12,195
240	S.U. SPED Services Assessment	\$3,055	\$8,510	\$8,161	(\$349)
241	SPED Transportation	\$24,430	\$58,604	\$17,110	(\$41,494)
242	SPED Tuition Public	\$44,627		\$117,910	\$117,910
243	SPED Tuition Private	\$20,774	\$110,347	\$30,109	(\$80,238)
244	Mileage Reimbursement	\$328	\$500	\$500	\$0
245	SPED Excess Costs	\$98,972	\$150,925	\$94,341	(\$56,584)
246	Supplies	\$1,482	\$800	\$800	\$0
247	Books	\$89	\$650	\$650	\$0
248	Computer Software	\$0	\$600	\$600	\$0
249	Total Special Education	\$538,485	\$665,278	\$584,760	(\$80,518)
250					

Bakersfield Town School District FY15 Anticipated Spending

Line #	Description	2012-13 Actual	2013-14 Budget	2014-15 Anticipated	14 to 15 Change
251	Early Education				
252	This section of the budget contains the costs for education for children up through pre-K.				
253	Early Ed Paraprofessionals' Wages	\$8,753	\$9,623	\$10,047	\$424
254	Substitutes' Wages	\$191	\$750	\$750	\$0
255	Social Security	\$684	\$736	\$769	\$33
256	Workers' Compensation	\$52	\$55	\$58	\$3
257	Unemployment Insurance	\$94	\$82	\$68	(\$14)
258	Training	\$176	\$0	\$0	\$0
259	Contracted Early Ed Teachers	\$36,293	\$41,559	\$40,478	(\$1,081)
260	Contracted Speech Services	\$0	\$17,548	\$7,032	(\$10,516)
261	CIS Evaluations	\$0	\$250	\$250	\$0
262	Assessments	\$438	\$1,250	\$1,250	\$0
263	Mileage Reimbursement	\$86	\$100	\$100	\$0
264	Supplies	\$2,044	\$2,200	\$2,500	\$300
265	Software	\$0	\$500	\$500	\$0
266	Contracted SPED Services	\$24,359	\$11,000	\$11,767	\$767
267	Total Early Education	\$73,169	\$85,653	\$75,570	(\$10,083)
268					
269	After School Program				
270	This section of the budget contains the costs for activities outside of the regular school day.				
271	Salaries	\$23,302	\$0	\$0	\$0
272	Social Security	\$1,783	\$0	\$0	\$0
273	Training	\$110	\$0	\$0	\$0
274	Communication	\$123	\$0	\$0	\$0
275	Supplies	\$1,174	\$0	\$0	\$0
276	Total After School Program	\$26,493	\$0	\$0	\$0
277					
278	Total Budget	\$3,309,267	\$3,434,756	\$3,496,334	\$61,578

Comparative Data for Cost-Effectiveness, FY2015 Report
16 V.S.A. § 165(a)(2)(K)

School: Bakersfield School
S.U.: Franklin Northeast S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports":
<http://www.state.vt.us/ed/oe>

FY2013 School Level Data

Cohort Description: K - 8, FY2013 enrollment < 200
 (34 schools in cohort)

Cohort Rank by Enrollment FTE (largest)
 6 out of 34

School level data		Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu./Tchr. Ratio	Stu./Admin. Ratio	Tchr./Admin. Ratio
Smaller	Hasburg Village School	PK - 8	139	10.66	1.00	12.80	129.00	10.89
	Guilford Central School	PK - 8	153	16.70	1.00	9.28	158.50	16.79
	Tray School	K - 8	158	17.00	1.00	9.29	158.00	17.00
	Bakersfield School	PK - 8	165	13.40	1.00	12.31	165.00	13.40
Larger	Waterford Elementary School	PK - 8	174	12.10	1.00	14.38	174.00	12.10
	Dumfrieson Schools	PK - 8	176	16.80	1.00	10.48	176.00	16.80
	Dorset School Unit	PK - 8	188	19.70	1.00	9.54	198.00	19.70
Averaged SCHOOL cohort data			121.15	11.47	0.99	10.56	123.86	11.73

School District: Bakersfield
LEA ID: T007

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

The portion of current expenditures made by supervisory unions or levies of districts varies greatly. These data include district assessments to SUs. Including assessments to SUs makes districts more comparable to each other.

FY2012 School District Data

Cohort Description: K - 8 school district, FY2012 FTE < 200
 (38 school districts in cohort)

School district data (local, union, or joint district)		Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE EXCLUDING special education costs	Cohort Rank by FTE (1 is largest) 10 out of 38
Smaller	Millers Run USD #37	K-8	127.15	\$11,025	
	Guilford	K-8	140.37	\$18,190	
	Tray	PK-8	156.43	\$13,174	
	Bakersfield	K-8	160.72	\$10,388	
Larger	Dorset	K-8	186.69	\$13,176	
	Barton ID	K-8	188.73	\$11,294	
	Waterford	PK-8	170.56	\$9,926	
Averaged SCHOOL DISTRICT cohort data			122.96	\$12,477	

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuition and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

FY2014 School District Data

LEA ID	School District	Grades offered in School District	School district tax rate			Total municipal tax rate - K-12, consisting of prorated municipal district rates		
			SchIDist Equalized Pupil	SchIDist Education Spending per Equalized Pupil	SchIDist Equalized Homestead Fc tax rate	MUN Equalized Homestead Ed tax rate	MUN Common Level of Appraisal	MUN Actual Homestead Ed tax rate
Smaller	T018 Barton ID	K-8	194.10	10,508.08	1.0886	1.1854	98.13%	1.2080
	U037 Millers Run USD #37	PK-8	216.39	12,904.67	1.3266	-	-	-
	T192 South Hero	K-8	216.90	12,076.91	1.2406	1.2406	102.22%	1.2137
Larger	T007 Bakersfield	K-8	224.41	12,918.17	1.3270	1.3270	104.88%	1.2651
	T225 Waterford	PK-8	241.54	14,331.24	1.4721	1.4721	91.58%	1.6074
	T036 Burke	K-8	270.58	14,801.13	1.5204	1.5204	100.85%	1.5076
	T010 Harriet	K-8	273.72	14,663.13	1.5062	1.5062	102.07%	1.4757

The Legislature has required the Department of Education to provide this information per the following statute.

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts. If school level data are not available, for cost-effectiveness, the commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

District: Bakersfield		T007		Statewide Education Tax Rate	Recommended Tax Rate
County: Franklin		Franklin Northeast		9.382	1.01
Expenditures					
1.	Budget (local budget, including special programs, for technical center expenditures and any Act 144 expenditures)	\$3,153,600	\$3,294,865	\$3,434,754	\$3,496,334
2.	Sum of separately warned articles passed at town meeting				
3.	Act 144 Expenditures, to be excluded from Education Spending				
4.	Act 68 locally adopted or warned budget	\$3,153,600	\$3,294,865	\$3,434,754	\$3,496,334
5.	Obligation to a Regional Technical Center School District if any				
6.	Prior year deficit repayment of deficit				
7.	Gross Act 68 Budget	\$3,153,600	\$3,294,865	\$3,434,754	\$3,496,334
8.	S.U. assessment (included in local budget information data)				
9.	Prior year deficit reduction (included in expenditure budget information data)				
Revenues					
10.	Local revenues (property taxes, donations, grants, etc.) including local Act 144 tax revenues	\$669,073	\$678,285	\$535,787	\$631,215
11.	Capital debt aid for eligible projects pre-existing Act 60				
12.	Prior year deficit reduction if included in revenues (property taxes, etc.)		not allowed	not allowed	not allowed
13.	Act 144 revenues including local Act 144 tax revenues				
14.	Total local revenues	\$669,073	\$678,285	\$535,787	\$631,215
15.	Education Spending	\$2,484,527	\$2,516,580	\$2,898,967	\$2,865,119
16.	Equalized Pupils (see 130 equalized pupil report)	236.50	232.55	221.41	219.65
17.	Education Spending per Equalized Pupil	\$10,501.40	\$11,251.69	\$12,918.17	\$13,044
18.	Less A.L. net eligible construction costs (or P.S.) per equalized pupil		\$105.60	\$392.49	\$397.95
19.	Less share of SpEd costs in excess of \$60,000 for an individual	\$39.67	\$16.50	\$9.03	\$5.92
20.	Less amount of deficit if deficit is SOLELY attributable to tuition paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed				
21.	Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils				
22.	Estimated costs of new students after census period				
23.	Introductions of retaining A.L.K. 12 unless electorate has approved higher than average announced tuition	NA	NA		
24.	Less planning costs for merger of small schools				
25.	Excess Spending per Equalized Pupil over threshold (if any)	Threshold = \$14.00	Threshold = \$14.50	Threshold = \$15.40	Threshold = \$15.10
26.	Per pupil figure used for calculating District Adjustment	\$10.50	\$11.25	\$12.91	\$13.04
27.	District spending adjustment (minimum of 100%) ((\$13,044 / \$9,382)	122.810%	128.869%	141.167%	139.032%
Prorating the local tax rate					
28.	Anticipated district equalized homestead tax rate to be prorated (139.032% x \$1.01)	\$1.0650	\$1.1460	\$1.3270	\$1.4042
29.	Percent of Bakersfield equalized pupils not in a union school district	100.000%	100.000%	100.000%	100.000%
30.	Portion of district local homestead rate to be assessed by town (100.000% x \$1.40)	\$1.0653	\$1.1460	\$1.3270	\$1.4042
31.	Common Level of Appraisal (CLA)	99.48%	100.30%	104.89%	106.34%
32.	Portion of actual district homestead rate to be assessed by town ((\$1.4042 / 106.34%)	\$1.0749	\$1.1446	\$1.2657	\$1.3200
If the district belongs to a union school district, this is only a PARTIAL homestead tax rate. The tax rate shown represents the estimated portion of the final homestead tax rate due to spending for students who do not belong to a union school district. The same rules true for the income cap percentage.					
33.	Anticipated income cap percent to be prorated (139.032% x 1.94%)	2.21%	2.32%	2.54%	2.56%
34.	Portion of district income cap percent applied by State (100.000% x 2.56%)	2.21%	2.32%	2.54%	2.56%
35.	Percent of equalized pupils at union 1				
36.					

Following current statute, the base education amount is calculated to be \$9,382. The tax commissioner has recommended base tax rates of \$1.01 and \$1.51. The administration also has stated that tax rates could be lower than the recommendations if statewide education spending is held down.

- Final figures will be set by the Legislature during the legislative session and approved by the Governor
- The base income percentage is 94%.

**Franklin Northeast Supervisory Union FY15
Anticipated Budget, Spending, and Assessment**

		FY13	FY14	FY15	14 to 15	Bakersfield
	Spending	Actual	Budget	Anticipated	Change	Share
1	Salaries	\$490,711	\$487,903	\$485,065	(\$2,838)	\$47,114
2	Health Insurance	\$91,648	\$132,548	\$129,256	(\$3,292)	\$12,554
3	FICA	\$38,276	\$37,489	\$37,112	(\$378)	\$3,605
4	Life Insurance	\$1,282	\$1,395	\$1,415	\$20	\$137
5	Municipal Retirement	\$33,447	\$34,720	\$36,122	\$1,402	\$3,509
6	Worker's Comp Ins.	\$2,543	\$2,647	\$2,769	\$122	\$269
7	Unemployment Ins.	\$3,121	\$2,369	\$1,934	(\$435)	\$188
8	Tuition Reimbursement	\$0	\$8,216	\$8,158	(\$58)	\$792
9	Dental Insurance	\$11,288	\$13,761	\$15,651	\$1,890	\$1,520
10	Disability Insurance	\$1,076	\$1,170	\$1,167	(\$3)	\$113
11	Technology Services	\$873	\$2,000	\$2,000	\$0	\$194
12	Service Contracts	\$3,131	\$3,500	\$3,500	\$0	\$340
13	Audit	\$2,200	\$2,000	\$2,200	\$200	\$214
14	Rent	\$14,572	\$15,320	\$15,960	\$640	\$1,550
15	Mileage Reimbursement	\$429	\$3,148	\$2,000	(\$1,148)	\$194
16	Training	\$2,266	\$4,500	\$16,000	\$11,500	\$1,554
17	Property & Liability Ins.	\$4,062	\$4,671	\$4,671	\$0	\$454
18	Phone & Internet	\$3,667	\$3,584	\$3,700	\$116	\$359
19	Miscellaneous	\$3,894	\$2,000	\$4,000	\$2,000	\$389
20	Legal	\$0	\$2,000	\$2,000	\$0	\$194
21	Equipment Repair	\$0	\$400	\$400	\$0	\$39
22	Office Supplies	\$10,900	\$15,000	\$15,000	\$0	\$1,457
23	Professional Books	\$2,236	\$1,600	\$3,000	\$1,400	\$281
24	Software	\$298	\$1,000	\$3,000	\$2,000	\$291
25	Dues & Fees	\$4,928	\$5,000	\$6,500	\$1,500	\$631
26	Office Equipment	\$15,229	\$6,000	\$6,000	\$0	\$583
27	Relicensing Board	\$2,018	\$1,000	\$1,000	\$0	\$97
28	Advertising	\$1,251	\$1,500	\$1,500	\$0	\$146
29	Total Spending:	\$745,347	\$796,446	\$811,079	\$14,637	\$78,779
30						
31	Revenues and Transfers					
32	Use of Fund Balance	\$37,902	\$34,750	\$34,750	\$0	\$3,375
33	Interest	\$684	\$1,000	\$1,000	\$0	\$97
34	Medicaid Support	\$22,452	\$20,000	\$22,000	\$2,000	\$2,137
35	Misc. Revenue	\$1,425	\$0	\$0	\$0	\$0
36	Indirect Cost	\$26,583	\$21,315	\$25,000	\$3,685	\$2,428
37	SPED	\$22,000	\$22,000	\$22,000	\$0	\$2,137
38	Relicensing Board Grant	\$1,050	\$1,000	\$1,000	\$0	\$97
39	Total Revenues and Transfers	\$112,096	\$100,065	\$105,750	\$5,685	\$10,271
40						
41	SU Assessment	\$0	\$696,381	\$705,329	\$8,952	\$68,508
42						
43						Assessment
44	District Assessments					Rate
45	Bakersfield	\$68,557	\$69,344	\$68,508	(\$836)	9.71%
46	Berkshire	\$76,831	\$84,894	\$86,604	\$1,710	12.28%
47	Enosburgh	\$265,560	\$281,999	\$290,404	\$8,405	41.17%
48	Montgomery	\$50,039	\$55,475	\$56,444	\$969	8.00%
49	Richford	\$191,881	\$204,670	\$203,369	(\$1,301)	28.83%
50	Total District Assessments	\$652,867	\$696,381	\$705,329	\$8,947	100.00%

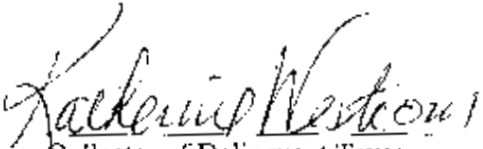
Please direct any questions to your School Board Directors or to
Morgan Daybell, FNESU Business Manager, at 848-7661.

Town of Bakersfield, Vermont Policy For Collection of Delinquent Taxes

As collector of delinquent taxes for the Town of Bakersfield, I believe it is in the best interest of the Town, as well as its residents, that property taxes be paid when they are due, but I recognize that there are circumstances beyond the control of a taxpayer that may cause them to become delinquent. I will work with these delinquent taxpayers to help them become current in their obligation to the Town and will deal with them in a diplomatic and professional manner. However, should I encounter a taxpayer who fails or refuses to deal in good faith, I will proceed with any and all collection methods appropriate to recover the debt in a timely manner.

1. An 8% penalty is charged on all delinquent taxes. In addition, interest on delinquent taxes accrues at the rate of 1% per month.
2. Within 15 days after the warrant for collection of delinquent taxes has been issued and each month thereafter until taxes are paid in full, a notice will be sent to each delinquent taxpayer indicating the amount of taxes, interest and penalty owed.
3. A written payment agreement must be executed by the delinquent taxpayer by November 30th, 2013. Payments will be applied proportionally to the principal amount of tax, interest and penalty. All payment plans must be paid in full by September 30, 2014.
4. If a payment agreement is not executed by the delinquent taxpayer by November 30th, 2013, or if the terms of such a payment agreement are breached, the tax collector will initiate formal proceedings to collect the outstanding taxes, interest and penalty. Such proceedings may include tax sale, legal action to recover the debt, distraint of personal property, and/or foreclosure.
5. If a tax sale is held and the property is not purchased, or, if in the judgment of the delinquent tax collector, proceeding with a tax sale is inadvisable, the tax collector shall collect the delinquent taxes using any method permitted by law.

NOTICE: You may be entitled to an abatement of your delinquent property taxes under 24 V.S.A. §1535. If you would like to schedule a meeting with the board of abatement, please contact the town clerk at: 802-827-4495.


Katherine Weston
Collector of Delinquent Taxes
Town of Bakersfield, Vermont

DELINQUENT TAXES

2009 thru 2013

Alger, William	\$111.95
Archambault, Robert	443.59
Barnes, Gary	2,416.72
Billado, James III	6,680.08
Carpenter, Jack & Judith Martin	2,706.97
Comfort, Curtis & Joungmin Lee	2,813.63
Debevec, Dennis & Patricia	318.68
Derosia, Eugene & Nancy Wilson	629.87
Desranleau, Daniel	282.15
Dezotelle, Thomas	788.85
Dezotelle, Thomas & Lori Pike	2,421.25
Dezotelle, Thomas, Bruce, Patrick & Carlyle	8,586.55
Fanning, Robert & Carrie	4,283.01
Fortin, Sharon	4,831.07
Gagne, Phillip & Celeste	295.96
Gagne, Denis & Kenneth Gagne	856.52
Gagnon, Peter & Brandi	927.59
Gaudette, Michael	9,127.27
Gauthier, Jane & Herbert Devino	4,722.23
Gentemann, Gerald	346.52
Gordon, Blaine & April	904.63
Haible, Paul	2,088.93
Haselton, Travis	9,070.65
Howard, Christian C. Jr & Sharon	927.21
Jewett, Roger	572.16
Joyal, Landon & Sherri	6,669.75
Kiveia, Casey	7,250.99
Lumbra, Phillip & Allison	2,861.87
McKenzie, Donald & Shari	2,324.25
Nelson, Douglas	1,616.46
Nelson, Joseph & Melissa West	1,784.56
O'Neill, Mark & Rebecca	101.53
Palmer, Larry	221.44
Reynolds, Kyle	3,633.12
Rooney, Robert	1,807.21
Switser, Reginald & Barbara	708.67
Switser, Reginald & Barbara, Adam Switser	1,056.53
Trudel, Wayne & Jeannine Gay	2,408.66
TOTAL DELINQUENT TAXES DECEMBER 31, 2013	<u>\$99,599.08</u>

("NOTE: Taxes not received in the Town Clerk's Office by noon the day before the last business day of the year cannot be credited in that year.)

BIRTHS

Name	Sex	Date	Place	Parents
Henry William Aday	M	1/25/2013	Saint Albans	Carrie Lynn Aday Yoshi Aday
Talan John Tibbits	M	2/9/2013	Saint Albans	Hannah Evelyn Ayers Trevor John Tibbits
Ella Grace Willey	F	2/10/2013	Saint Albans	Kerri Marie Willey Robert John Willey
Tyler David Williams	M	2/27/2013	Burlington	Morgan Elizabeth Williams John Warren Williams
Willow Jurnee Skye Lafata	F	3/4/2013	Burlington	Laurie A. Lafata David T. Lafata
Joyal Cooper Smith	F	4/12/2013	Saint Albans	Jennifer Daryl Smith Ryan Derek Smith
Maia Grace Brown	F	5/16/2013	Saint Albans	Khristin Maria Brown Nicholas Gene Brown
Bowen Ryan Nesbitt	M	6/25/2013	Saint Albans	Maria Rose Nesbitt William Charles Nesbitt
Jayden Calvin Stone	M	7/5/2013	Saint Albans	Hanna Morgan Stone Russell Armand Stone Jr.
Jaxon Lee Goss	M	7/16/2013	Saint Albans	Samantha Kaye King Jared Scott Goss
Emmalynn Grace Tatro	F	8/15/2013	Saint Albans	Chelsea Irene Tatro Luke Emile Tatro
Brayden Thomas Chalifoux	M	8/23/2013	Saint Albans	Jennifer Renate Chalifoux Johathan Michael Chalifoux
Abygail Mae Elwood	F	8/23/2013	Saint Albans	Shana Michelle Elwood Adam Andrew Elwood
Teagan Maura Murphy	F	8/25/2013	Saint Albans	Erin Maura Sullivan Sean Michael Murphy
Ethan George Skar	M	8/31/2013	Saint Albans	Courtney Ryan Skar Ryan Edward Skar
Alyssa Marie Boucher	F	9/7/2013	Saint Albans	Stacey Marie Boucher Matthew Regan Boujcher
Danica Mae Rich	F	11/12/2013	Saint Albans	Marcie Erica Morales Dillon James Rich
Stella Rose Eiring	F	12/13/2013	Bakersfield	Stephanie Rose Eiring Craig Benjamin Eiring

MARRIAGES

Names of Spouses	Residence	Date
Catherine Lisa O'Rourke Hesson Adolfo Villatoro	Rutland Rutland	5/11/2013
Samara Sue Bushey Ryan Steven Jacobs	Bakersfield Bakersfield	6/29/2013
Cassandra Irene Kivela Christopher Jon Maynard	Bakersfield Bakersfield	8/31/2013
Amanda Sue Larivee Jordan Lee OVitt	Bakersfield Bakersfield	9/14/2013
Nena Jill Sweet Steven Roderick Phillips	Bakersfield Bakersfield	9/29/2013
Cara Marie Modugno Alexander James Lejeune	Bakersfield Bakersfield	11/2/2013

DEATHS

Name	Age	Date	Place of Birth
Lillian D. Luman	69	10/1/2012	Bakersfield
Linda M. Elwood	62	3/9/2013	St. Albans City
June E. Savage	88	7/19/2013	Enosburg Falls
Thomas Edward Dezotelle	74	5/23/2012	St. Albans City
Allen S. Hunt	83	8/27/2013	East Orange, NJ
Charles W. Heath	59	8/28/2013	Burlington
Zilda Marie Maynard	70	10/13/2013	Jeffersonville
Carol Ann Greenwood	68	10/20/2013	Franklin

NOTES

NOTES

NOTES